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

Campus Name: FLOUR BLUFF H S Campus ID: 178914001 District Name: FLOUR BLUFF ISD

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

The Texas accountability minimum size criteria are 25 tests for 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
										or			(Current
			All	African			American		Pacific		Econ	Special	and
			Students	American	Hispanic	White	Indian	Asian	Islande	Races	Disadv	Educ	Former)
Academic Performance (At Meets		Baseline 2016-17											
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
•	ŭ	2017-18 through 2021-											
		22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-											
		27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-											
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17											
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021-											
		22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-											
		27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-											
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
		Baseline 2016-17											
EL Progress		Rates											41%
		2017-18 through 2021-											
		22											42%
		2022-23 through 2026-											
		27											44%
		2027-28 through 2031-											
		32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
Rate		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	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-											
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
 b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
 c. Graduation Rate: Federal Graduation Status

- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

(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 Gap's 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

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.

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.

											Two or		Non								
					African			America			More									Foster	
		State	DistrictC	ampus/	American	ıHispani	White	Indian	Asianl	slande	rRaces	Disadv	Disadv	CWD	CWOL	EL Male	Femalel	Migrant	Homeles	s Care	Milit
AAR Perce		aches	Grade	Level or	Above																
End of Cours English I	se All	64%	80%	80%	58%	77%	83%	*	100%	*	82%	70%	90%	33%	85%	29% 77%	83%	_	*	*	89
g	Students				*				*		*										*
	CWD	25% 68%	33% 85%	33% 85%	69%	30% 83%	40% 87%	*	100%	*	90%	26% 77%	48% 93%	33%	- 85%	* 32% 31% 82%		-	*	*	94
	EL	30%	29%	29%	-	*	*	-	*	-	*	*	*	*	31%	29% *	*	-	-	-	-
	Male Female	57% 71%	77% 83%	77% 83%	50% 69%	79% 75%	78% 88%	*	100%	*	67% 90%	68% 73%	87% 93%	32% 34%	82% 88%	* 77%	83%	-	*	*	90°
	Terriale	7 1 70	00 /0	03 /0	0370	7370	0070	-	10070	-	30 /0	1370	3370	J-7/0	0070	_	0070	-			00
English II	All Students	66%	72%	72%	53%	70%	76%	*	78%	-	64%	64%	79%	32%	76%	21% 67%	78%	-	*	*	82
		25%	32%	32%	*	25%	37%	-	-	-	*	18%	50%	32%	-	* 31%	33%	-	-	*	-
	CWOD		76%	76%	54%	75% *	79%	*	78%	-	73%	70%	82%	-		26% 71%	83%	-	*	*	82
	EL Male	27% 61%	21% 67%	21% 67%	*	70%	67%	*	*		64%	61%	72%	31%	26% 71%	21% * 67%		-	-	*	*
	Female		78%	78%	100%	69%	86%	-	83%	-	64%	68%	88%	33%	83%	* -	78%	-	*	*	83
Algobro I	All	82%	91%	87%	81%	84%	91%		100%		76%	84%	92%	670/	000/	000/. 000/	92%		*	*	91
Algebra I	Students	02 70	9170	01 76	0170	0470	9170	-	10076	-	1070	0470	9270	67%	90 70	82% 82%	9270	-			91
	CWD	47%	67%	67%	*	61%	76%	-	*	-	*	59%	81%	67%	-	* 63%		-	*	-	*
	CWOD		93%	90%	83%	87%	93%	-	*	-	92%	88%	93%	-	90%	89% 86%		-	-	*	90
	EL Male	67% 78%	82% 87%	82% 82%	- 75%	82% 79%	88%	-	*	-	- 56%	89% 76%	90%	63%	89% 86%	82% 86% 86% 82%		-	*	-	83
	Female		94%	92%	89%	90%	93%	-	*		100%	92%	94%	72%	95%	* -	92%	-	_	*	100
Biology	All Students	86%	93%	93%	88%	90%	96%	*	100%	*	85%	87%	98%	64%	95%	69% 90%	95%	-	*	*	95
	CWD	56%	64%	64%	*	65%	80%	-	-	-	*	52%	83%	64%	-	* 57%	80%	-	*	-	*
	CWOD		95%	95%	95%	93%	97%	*	100%	*	100%	92%	99%	-	95%	89% 95%		-	-	*	94
	EL	64%	69%	69%	-	70%	*	-	-	-	*	67%	*	*	89%	69% 64%		-	-	-	
	Male	83%	90%	90%	80%	89%	96%	*	* 100%	*	65%	85%	95%	57%	95%	64% 90%	95%	-	*	-	89
	Female	00 /0	95%	95%	100%	92%	96%	-	100 /0	-	100%	90%	100%	80%	96%	-	9370	-	-		100
	nt at Meets	Grade	Level	or Above	е																
ind of Cours English I	se All	43%	62%	62%	35%	55%	68%	*	92%	*	71%	49%	75%	22%	66%	10% 55%	69%	_	*	*	83
	Students																				
		14%	22%	22%	*	22%	32%	-	*	-	*	17%	33%	22%	-	* 18%		-	*	-	*
	CWOD		66%	66%	42%	59%	72%		100%	*	83%	54%	78%	-	66%	13% 60%	73%	-	*	*	94
	EL Male	10% 37%	10% 55%	10% 55%	33%	52%	61%	*	*	*	53%	45%	66%	18%	13% 60%	10% * * 55%		-		-	
						JZ /0							84%	28%				_	*	_	80
	Female		69%	69%	38%	59%	74%	-	100%	-	80%	54%			73%	* -	69%	-	*	- *	
		51%	69%					-		-						* -	69%	-	*	*	80° 88°
English II	All			52%	38% 24%	59% 49%	74% 59%	*	100% 67%	-	36%	54% 43%	61%	16%	73% 56%	* - 4% 45%	69%	-	* *	*	88
English II	All Students	51% 47%	69% 52%	52%		49%	59%	*		-		43%	61%	16%			69%	-	*	*	88
English II	All Students CWD	51% 47% 14%	69% 52% 16%	52% 16%	24%	49% 10%	59% 26%	- * - *	67%	-	36%	43% 7%	61% 27%	16% 16%	56%	* 10%	69% 62% 24%	-	- * * *	- * * *	73
English II	All Students	51% 47% 14%	69% 52%	52%	24% * 23%	49%	59%	- * - *	67% - 67% *	-	36%	43%	61%	16%			69% 62% 24%	-	- * * *	* * *	73 - 73
English II	All Students CWD CWOD EL Male	51% 47% 14% 51% 9% 41%	69% 52% 16% 56% 4% 45%	52% 16% 56% 4% 45%	24% * 23% - *	49% 10% 54% * 43%	59% 26% 62% *	- * - *	67% - 67% * *	-	36% * 46% * 32%	43% 7% 48% * 36%	61% 27% 64% *	16% 16% - * 10%	56% - 56% 5% 49%	* 10% 5% 49%	69% 62% 24% 66% *	-	- * * *	* * * *	73 - 73
English II	All Students CWD CWOD EL	51% 47% 14% 51% 9% 41%	69% 52% 16% 56% 4%	52% 16% 56% 4%	24% * 23%	49% 10% 54% *	59% 26% 62% *	* - * -	67% - 67% *	-	36% * 46% *	43% 7% 48% *	61% 27% 64% *	16% 16% - *	56% - 56% 5%	* 10% 5% 49% 4% *	69% 62% 24% 66%	-	- * * *	- * * * * * * *	73 - 73
	All Students CWD CWOD EL Male Female	51% 47% 14% 51% 9% 41% 54%	69% 52% 16% 56% 4% 45% 62%	52% 16% 56% 4% 45% 62%	24% * 23% - * 40%	49% 10% 54% * 43% 58%	59% 26% 62% * 52% 68%	* - * - *	67% - 67% * *	-	36% * 46% * 32% 45%	43% 7% 48% * 36% 53%	61% 27% 64% * 54% 70%	16% 16% - * 10% 24%	56% - 56% 5% 49% 66%	* 10% 5% 49% 4% * * 45% * -	69% 62% 24% 66% * - 62%	-	- * * - * - *	* * * * * * * *	73 -73 -* 67
English II Algebra I	All Students CWD CWOD EL Male	51% 47% 14% 51% 9% 41%	69% 52% 16% 56% 4% 45%	52% 16% 56% 4% 45%	24% * 23% - *	49% 10% 54% * 43%	59% 26% 62% *	* - * - *	67% - 67% * *	-	36% * 46% * 32%	43% 7% 48% * 36%	61% 27% 64% *	16% 16% - * 10%	56% - 56% 5% 49% 66%	* 10% 5% 49% 4% *	69% 62% 24% 66% * - 62%		- * * - * - *	* * * * * * * * *	73 -73 -* 67
	All Students CWD CWOD EL Male Female All Students CWD	51% 47% 14% 51% 9% 41% 54% 53% 19%	69% 52% 16% 56% 4% 45% 62% 68% 31%	52% 16% 56% 4% 45% 62% 58%	24% * 23% - 40% 38% *	49% 10% 54% * 43% 58% 56% 17%	59% 26% 62% * 52% 68% 62%	* - * - *	67% - 67% * *		36% * 46% * 32% 45% 53%	43% 7% 48% * 36% 53% 49%	61% 27% 64% * 54% 70% 71%	16% 16% - * 10% 24%	56% 56% 5% 49% 66% 63%	* 10% 5% 49% 4% * * 45% * - 27% 54% * 27%	69% 62% 624% 66% 7 62% 61% 33%		* * * * - * - * * *	* * * * * * *	88 73 73 - 73 67 73
	All Students CWD CWOD EL Male Female All Students CWD CWOD	51% 47% 14% 51% 9% 41% 54% 53% 19% 58%	69% 52% 16% 56% 4% 45% 62% 68% 31% 72%	52% 16% 56% 4% 45% 62% 58%	24% * 23% - * 40% 38%	49% 10% 54% * 43% 58% 56% 17% 61%	59% 26% 62% * 52% 68% 62%	* - * - *	67% - 67% * *	-	36% * 46% * 32% 45% 53%	43% 7% 48% * 36% 53% 49% 22% 54%	61% 27% 64% * 54% 70% 71% 44% 74%	16% 16% - 10% 24% 29% -	56% 56% 59% 66% 63%	* 10% 5% 49% 4% * * 45% * - 27% 54% * 27% 33% 60%	69% 62% 24% 66% * 62% 61% 33% 65%		* * * * * * * * * * * * * * * * * * * *	* * * * * *	88 73 73 - 73 67 73
	All Students CWD CWOD EL Male Female All Students CWD CWOD EL	51% 47% 14% 51% 9% 41% 54% 53% 19% 58% 29%	69% 52% 16% 56% 4% 45% 62% 68% 31% 72% 27%	52% 16% 56% 4% 45% 62% 58% 29% 63% 27%	24% * 23% - * 40% 38% * 44% -	49% 10% 54% * 43% 58% 56% 17% 61% 27%	59% 26% 62% * 52% 68% 62% 52% 64%	* - * - *	67% - 67% * *		36% * 46% * 32% 45% 53% * 75%	43% 7% 48% * 36% 53% 49% 22% 54% 33%	61% 27% 64% * 54% 70% 71% 44% 74%	16%	56% - 56% 5% 49% 66% 63% - 63% 33%	* 10% 5% 49% 4% * * 45% * - 27% 54% * 27% 33% 60% 27% 14%	69% 62% 624% 66% * 62% 61% 61% 33% 65% *		*	* * * * * * * * * * * * * * * * * * * *	88 73 73 -* 67 73 * 80
	All Students CWD CWOD EL Male Female All Students CWD CWOD	51% 47% 14% 51% 9% 41% 54% 53% 19% 58% 29% 49%	69% 52% 16% 56% 4% 45% 62% 68% 31% 72% 27%	52% 16% 56% 4% 45% 62% 58%	24% * 23% - 40% 38% *	49% 10% 54% * 43% 58% 56% 17% 61%	59% 26% 62% * 52% 68% 62%	* - * - *	67% - 67% * *		36% * 46% * 32% 45% 53%	43% 7% 48% * 36% 53% 49% 22% 54%	61% 27% 64% * 54% 70% 71% 44% 74%	16%	56% - 56% 5% 49% 66% 63% - 63% 33% 60%	* 10% 5% 49% 4% * * 45% * - 27% 54% * 27% 33% 60%	69% 62% 624% 66% * 62% 61% 61% 33% 65% *		*	* * * * * * * * * * * * * * * * * * * *	
Algebra I	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	51% 47% 14% 51% 9% 41% 54% 53% 19% 58% 29% 49% 58%	69% 52% 16% 56% 4% 45% 62% 68% 31% 72% 65% 71%	52% 16% 56% 4% 45% 62% 58% 29% 63% 27% 54% 61%	24% * 23% - * 40% 38% * 44% - 33% 44%	49% 10% 54% * 43% 58% 56% 17% 61% 27% 60%	59% 26% 62% * 52% 68% 62% 52% 64% - 63% 62%	* - *	67% - 67% * 67% 80% * *		36%	43% 7% 48% * 36% 53% 49% 22% 54% 33% 47% 52%	61% 27% 64% * 54% 70% 71% 44% 74% * 66% 76%	16% 16% - 10% 24% 29% 29% - 27% 33%	56% 56% 59% 66% 63% 63% 33% 60% 65%	* 10% 5% 49% 4% * * 45% * - 27% 54% * 27% 33% 60% 27% 14% 54% * -	69% 62% 624% 66% 7 62% 61% 65% 7 61%		*	* * * * * * * * * * * * * * * * * * * *	888 73 -73 -867 73 -80 -67 80
	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All	51% 47% 14% 51% 9% 41% 54% 53% 19% 58% 29% 49% 58%	69% 52% 16% 56% 4% 45% 62% 68% 31% 72% 27% 65%	52% 16% 56% 4% 45% 62% 58% 29% 63% 27% 54%	24% * 23% - * 40% 38% * 44% - 33%	49% 10% 54% * 43% 58% 56% 17% 61% 27% 52%	59% 26% 62% * 52% 68% 62% 52% 64% - 63%	* - * - *	67% - 67% * *	-	36% * 46% * 32% 45% 53% * 75% - 33%	43% 7% 48% * 36% 53% 49% 22% 54% 33% 47%	61% 27% 64% * 54% 70% 71% 44% 74% *	16% 16% - 10% 24% 29% 29% - 27% 33%	56% 56% 59% 66% 63% 63% 33% 60% 65%	* 10% 5% 49% 4% * * 45% * - 27% 54% * 27% 33% 60% 27% 14%	69% 62% 624% 66% 7 62% 61% 65% 7 61%		*	* * * * * * * * * * * * * * * * * * * *	888 733 - 733 - 73 677 7380 - 677 800
Algebra I	All Students CWD CWOD EL Male Female All Students CWD EL Male Female All Students Students	51% 47% 14% 51% 9% 41% 54% 53% 19% 58% 29% 49% 58%	69% 52% 16% 56% 4% 45% 62% 68% 31% 72% 27% 65% 71%	52% 16% 56% 4% 45% 62% 58% 29% 63% 27% 54% 61% 72%	24% * 23% - * 40% 38% * 44% - 52%	49% 10% 54% * 43% 58% 56% 17% 61% 27% 52% 60%	59% 26% 62% * 52% 68% 62% 64% - 63% 62% 78%	* - *	67% - 67% * 67% 80% * *	-	36%	43% 7% 48% * 36% 53% 49% 22% 54% 33% 47% 52% 63%	61% 27% 64% * 54% 70% 71% 44% 74% * 66% 76%	16%	56% 56% 59% 66% 63% 63% 33% 60% 65%	* 10% 5% 49% 4% * * 45% * - 27% 54% * 27% 33% 60% 27% 14% 14% 54% * -	69% 62% 24% 66% 62% 61% 61% 61%		*	* * * * * * * * * * * * * * * * * * * *	888 733
Algebra I	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD Students CWO CWOD EL Male Female All Students CWD	51% 47% 14% 51% 9% 41% 54% 53% 19% 58% 29% 49% 58% 57%	69% 52% 16% 56% 4% 45% 62% 68% 31% 72% 65% 71% 72% 33%	52% 16% 56% 4% 45% 62% 58% 29% 63% 27% 54% 61% 72%	24% * 23% - * 40% 38% * 44% - 33% 44% 52% *	49% 10% 54% 43% 58% 56% 17% 61% 27% 60% 67% 24%	59% 26% 62% * 52% 68% 62% 52% 64% - 63% 62% 78% 47%	* - *	67% - 67% * 67% 80% * * *		36%	43% 7% 48% * 36% 53% 49% 22% 54% 33% 47% 52% 63%	61% 27% 64% * 54% 70% 71% 44% 74% * 66% 76% 82%	16% 16% - 10% 24% 29% 29% - 27% 33% 33% 33%	56% 5% 49% 66% 63% - 63% 33% 60% 65% 76%	* 10% 5% 49% 4% * * 45% * - 27% 54% * 27% 33% 60% 27% 14% 14% 54% * -	69% 62% 624% 666% * 62% 61% 65% * 61% 75% 27%			* * * * * * * * * * * * * * * * * * * *	888 733
Algebra I	All Students CWD CWOD EL Male Female All Students CWD EL Male Female All Students Students	51% 47% 14% 51% 9% 41% 54% 53% 19% 58% 29% 49% 58% 57%	69% 52% 16% 56% 4% 45% 62% 68% 31% 72% 65% 71% 72% 33% 76%	52% 16% 56% 4% 45% 62% 58% 29% 63% 27% 54% 61% 72%	24% * 23% - * 40% 38% * 44% - 52%	49% 10% 54% * 43% 58% 56% 17% 61% 27% 52% 60%	59% 26% 62% * 52% 68% 62% 64% - 63% 62% 78%	*	67% - 67% * 67% 80% * *		36%	43% 7% 48% * 36% 53% 49% 22% 54% 33% 47% 52% 63%	61% 27% 64% * 54% 70% 71% 44% 74% * 66% 76%	16%	56% - 56% 5% 49% 66% 63% - 63% 33% 60% 65% 76%	* 10% 5% 49% 4% * * 45% * - 27% 54% * 27% 33% 60% 27% 14% 14% 54% * -	69% 62% 24% 66% * 62% 61% 33% 65% * - 61% 75%		* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	888 733 677 733 677 800 6780 633
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	Male Female	5% 10%	3% 5%	3% 5%	20%	4% 5%	3% 5%	-	0%	-	0% 0%	4% 3%	3% 6%	3% 0%	3% 5%	* ;	3% - 5	-	-	*	*	179
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	CWD	5%	7%	7%	*	12%	7%	-	-	-	*	7%	6%	7%	-			7%	-	*	-	*
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	Male	22%	32%	32%	13%	23%	45%	*	*	*	35%	22%	42%	7%	36%	0% 3	2%	-	-	*	-	44
	Female	23%	41%	41%	10%	30%	47%	-	75%	-	50%	24%	57%	7%	43%	*	- 4	1%	-	-	*	20
AAR Percent	t at Appro	aches	Grade	Level o	r Above																	
All Grades All Subjects	All	77%	83%	82%	70%	80%	86%	*	94%	*	78%	76%	89%	48%	87%	42%7	8% 8	7%	_	*	75%	909
•	Students CWD	45%	54%	48%	44%	43%	57%		*		33%	38%	64%	48%				1%		*	*	*
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	EL Male	60% 74%	54% 81%	42% 78%	- 60%	43% 80%	* 81%	-	* 90%	-	* 66%	40% 72%	48% 85%	* 46%		42% 3 39% 7		8%	-	-	-	- 87
	Female		85%	87%	86%	81%	91%	-	96%	-	89%	80%	94%	51%		48%		7%	-	*	86%	93
Reading	All	73%	81%	76%	56%	74%	80%	*	90%	*	73%	67%	85%	33%	81%	24%7	2% 8	1%	-	*	*	86
	Students CWD	39%	48%	33%	*	28%	40%	_	*		*	23%	49%	33%	_	* 3	2% 3	4%	_	*	*	,
	CWOD	77%	84%	81%	64%	79%	84%	*	90%	*	82%	74%	88%	-		29%7	7% 8	6%	-	*	*	89
	EL Male	52% 69%	43% 77%	24% 72%	43%	22% 75%	73%	*	83%	*	* 67%	17% 65%	40% 80%	32%		24% 1 18% 7		5% -	-	*	*	87
	Female		84%	81%	78%	72%	87%	-	93%	-	81%	71%	91%	34%	86%			1%	-	*	*	86
Mathematics	s All Students	80%	85%	87%	81%	84%	91%	-	100%	-	76%	84%	92%	67%	90%	82%8	2% 9	2%	-	*	*	91
	CWD	52%	60%	67%	*	61%	76%	-	*	-	*	59%	81%	67%	-			2%	-	*	-	*
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	Students CWD	48%	53%	64%	*	65%	80%				*	E20/	83%	64%		* 5	7% 8	0%		*		*
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	EL Male	58% 78%	55% 84%	69% 90%	- 80%	70% 89%	* 96%	-	-	-	* 65%	67% 85%	* 95%	* 57%		69% 6 64% 9		*	-	-	-	- 89'
	Female		86%	95%	100%	92%	96%	-	100%	-		90%	100%			*		5%	-	-	*	100
AAR Percent	t at Meets	Grad	e Level	or Abo	ve																	
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	EL Male	26% 45%	20% 53%	12% 56%	- 35%	9% 54%	* 63%	-	* 60%	*	* 48%	13% 47%	10% 66%	* 23%		12% 9 9% 5		7% -	-	*	- *	73
	Female		56%	68%	43%	61%	72%	-	88%	-	75%	56%	80%		72%			8%	-	*	43%	72
Reading	All	46%	53%	58%	31%	53%	64%	*	81%	*	54%	47%	69%	20%	62%	7% 5	1% 6	6%	-	*	*	79
-	Students CWD	22%	27%	20%	*	17%	30%	_	*	_	*	13%	30%	20%	_	* 1	5% o	6%	_	*	*	,
	CWOD	48%	56%	62%	36%	57%	67%	*	85%	*	65%	51%	72%	-	62%	9% 5	5% 7	0%	-	*	*	85
	EL Male	21% 41%	16% 49%	7% 51%	- 27%	6% 48%	* 57%	*	* 67%	*	* 42%	7% 41%	7% 60%	* 15%	9% 55%	7% 4 4% 5		2% -	-	*	*	80
	Female		58%	66%	39%	59%	72%	-	87%	-	68%	53%	78%	26%	70%			6%	-	*	*	79
Mathematics	s All Students	48%	54%	58%	38%	56%	62%	-	80%	-	53%	49%	71%	29%	63%	27% 5	4% 6	1%	-	*	*	73
	CWD	26%	30%	29%	*	17%	52%	-	*	-	*	22%		29%		* 2		3%	-	*	-	,
	CWOD EL	51% 33%	57% 26%	63% 27%	44%	61% 27%	64%	-	*	-	75%	54% 33%	74% *	*		33% 6 27% 1		5% *	-	-	*	80
	Male	47%	53%	54%	33%	52%	63%	-	*	-	33%	47%	66%	27%	60%	14%5	4%	-	-	*	-	67
	Female	49%	54%	61%	44%	60%	62%	-	*	-	75%	52%	76%	33%	65%	*	- 6	1%	-	-	*	80
Science	All Students	49%	57%	72%	52%	67%	78%	*	80%	*	79%	63%	82%	33%	76%	15% 6	9% 7	5%	-	*	*	63
	CWD	23%	29%	33%	* E00/	24%	47%	-	-	-	*	19%	56%	33%	- 760/	* 3		7%	-	*	-	67
	CWOD EL	52% 21%	61% 15%	76% 15%	58% -	71% 0%	80% *	-	80%	-	93%	68% 11%	84%	*		11% 7 15% 1		8% *	-	-	-	67
									*													

											Two		Non									
					African			Americar	1	Pacific		Econ									Foster	r
		Statel	District	Campus	American	Hispanio	White	Indian	Asian					/CWD	CWOD	EL	Male	Femalel	MigrantH	lomeles		
	Female	49%	55%	75%	50%	69%	79%	-	88%	-	89%	65%	85%	27%	78%	*	-	75%	-	-	*	60
AAR Percent	at Maste	rs Gra	ade I ev	rel																		
l Grades				•.																		
All Subjects	All Students	21%	24%	20%	11%	16%	24%	*	44%	*	26%	13%	28%	4%	22%	0%	17%	24%	-	*	0%	24
•	CWD	8%	10%	4%	0%	4%	8%	_	*		0%	4%	5%	4%	_	*	4%	5%	_	*	*	
	CWOD		26%	22%	13%	17%	26%	*	47%	*	32%	14%	30%	- 70	22%	0%		26%		*	0%	25
	EL	9%	5%	0%	-	0%	*	_	*	_	*	0%	0%	*	0%		0%	0%	_	_	0 70	2.
	Male	20%	23%	17%	7%	14%	21%	*	20%	*	18%	13%	21%	4%	19%		17%	-	_	*	*	20
	Female		25%	24%	16%	18%	27%	_	54%	_	33%	13%	36%	5%	26%	0%	-	24%	_	*	0%	28
	Ciliaic	22 /0	2570	24/0	1070	1070	21 /0	-	J+70	_	0070	1370	30 /0	370	2070	0 70	_	2470	_		0 70	20
Reading	All Students	19%	21%	10%	6%	8%	12%	*	33%	*	12%	5%	16%	1%	11%	0%	7%	14%	-	*	*	14
	CWD	7%	7%	1%	*	0%	2%	-	*	-	*	1%	0%	1%	-	*	2%	0%	-	*	*	
	CWOD	20%	23%	11%	8%	8%	13%	*	35%	*	15%	6%	17%	-	11%	0%	8%	16%	-	*	*	15
	EL	7%	3%	0%	-	0%	*	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	
	Male	16%	18%	7%	3%	6%	9%	*	17%	*	6%	5%	10%	2%	8%	0%	7%	-	-	*	*	7
	Female	22%	25%	14%	11%	10%	15%	-	40%	-	19%	6%	22%	0%	16%	0%	-	14%	-	*	*	21
	All Students	23%	25%	28%	19%	25%	31%	-	40%	-	41%	21%	39%	10%	31%	0%	27%	30%	-	*	*	36
		10%	14%	10%	*	6%	19%	_	*	_	*	6%	19%	10%	-	*	7%	17%	_	*	_	
	CWOD		27%	31%	22%	28%	33%	_	*	_	58%	24%	42%	-	31%	0%	31%	31%	_	_	*	40
	EL	13%	6%	0%		0%	-	_	-	_	-	0%	*	*	0%		0%	*	_	_	_	
	Male	23%	25%	27%	8%	26%	31%	_	*	_	33%	25%	30%	7%	31%	0%	27%	-	_	*	_	17
	Female		25%	30%	33%	24%	30%	-	*	-	50%	17%	49%	17%	31%	*	-	30%	-	-	*	60
Science	All	22%	30%	37%	12%	26%	46%	*	70%	*	44%	23%	50%	7%	39%	0%	32%	41%	-	*	*	32
5	Students																					
	CWD	7%	7%	7%	*	12%	7%	-	-	-	*	7%	6%	7%	-	*	7%	7%	-	*	-	
	CWOD		33%	39%	16%	28%	49%	*	70%	*	56%	25%	53%	-	39%		36%	43%	-	-	*	33
	EL	5%	6%	0%	-	0%	*	-	-	-	*	0%	*	*	0%		0%	*	-	-	-	
	Male	23%	31%	32%	13%	23%	45%	*	*	*	35%	22%	42%	7%	36%		32%	-	-	*	-	44
	Female	21%	29%	41%	10%	30%	47%	-	75%	-	50%	24%	57%	7%	43%	*	-	41%	-	-	*	20

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

	All	African			American			Two or More		014/2	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	62	*	63	61	*	*	-	68	64	65	80
CWD	65	*	65	62	-	-	-	*	68	65	*
CWOD	61	*	62	61	*	*	-	61	63	-	83
EL	80	-	83	*	_	-	-	*	75	*	80
Male	62	*	62	62	*	*	-	71	64	63	71
Female	61	*	64	60	_	*	-	63	64	69	*
Mathematics											
All Students	75	46	76	77	_	*	-	73	69	61	*
CWD	61	*	55	79	_	*	-	*	53	61	-
CWOD	76	50	78	77	_	*	-	80	71	_	*
EL	*	-	*	-	_	-	-	-	*	-	*
Male	72	*	71	77	_	*	-	*	66	56	*
Female	77	*	82	77	_	*	-	75	72	68	*
Female	77	*	82	77	-	*	-	75	72	68	*

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

	All	African American	Lionania	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL	Homeless	Foster Care
	Students	American	пізрапіс	vviiite	IIIuiaii	ASIAII	isianuer	Races	Disauv	CWD		nomeress	Care
Federal Graduation Rates													
1-year Longitudinal Cohort Gra	duation Rate	(Gr 9-12):	Class of 20	17									
All Students	91.4%	69.2%	92.6%	91.2%	-	100.0%	-	93.3%	87.3%	79.4%	72.7%	68.4%	*
CWD	79.4%	*	76.9%	80.0%	-	-	-	*	77.8%	79.4%	-	*	-
CWOD	92.3%	72.7%	94.0%	91.9%	-	100.0%	-	92.3%	88.6%	-	72.7%	73.3%	*
EL	72.7%	-	50.0%	*	-	*	-	-	80.0%	-	72.7%	-	-
Male	88.8%	57.1%	91.3%	87.9%	-	*	-	94.4%	84.9%	76.2%	75.0%	42.9%	-
Female	94.0%	83.3%	94.0%	94.6%	-	*	-	91.7%	89.6%	84.6%	*	83.3%	*
" Indicates results are maske	d due to smal	II numbers to	protect stu	udent conf	identiality.								
! Indicates there are no stude	nts in the ara	up.	•		,								

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
	41	6	15%
!*! '-!	Indicates results are masked due Indicates zero observations report	to small numbers to protect student coled for this group.	nfidentiality.

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
Student Success (Student Achiev	ement Don	nain Score	STAAR C	omponen	t Only)						
STAAR Component Score	55	40	51	59	*	73	*	55	47	26	*
School Quality (College, Career, a	nd Military	Readiness	Performa	nce)							
%Students meeting CCMR	65%	*	64%	65%	-	88%	-	71%	56%	45%	*
** Indicates results are masked of Indicates there are no student In/a' Indicates the student group is	s in the gro	up.	•	udent conf	identiality.						

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

	All	African American	Lionania	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status	Students	American	ніѕрапіс	vvnite	indian	Asian	isiander	Races	Disauv	CWD	EL T
Reading	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Interim Goals (2018-2022)	44% Y	32% Y	37% Y	60% Y	43%	74%	45%		33% Y		
Target Met		-			E40/	700/	500/	N con/		N 240/	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Υ	N	200/	000/	000/	N 700/	Υ	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	700/	070/	700/	N 700/	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N				N	N	N	N
Mathematics	400/	0.40/	100/	500/	450/	000/	500/	E 40/	000/	000/	400/
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ	440/	Υ	Υ	500/	0.50/	570/	040/	Υ	Υ	400/
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Υ	N					Υ	N	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		Υ	N					N	N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N	N	
English Learner Language Pro	ficiency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											Υ
Interim Goals (2023-2027)											44%
Target Met											Υ
Interim Goals (2028-2032)											46%
Target Met											Υ
Long-Term Goals											46%
Target Met											Υ
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y	2370	Y	Y	2370	/-	2070	Y	N	N	2070
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	02.0	Y	N	02.0	02.0	02.0	Y	N	N	02.0
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	0.70	N	N	0.,,	0.70	0.70	N	N	N	0.70
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	0.70	N	N	0.70	0.70	0.70	N	N	N	0.70
-											
+' STAAR Performance and							je Proficien	cy uses EL (Cu	ırrent).		
Blank cells above represe	nt student gro	up indicator	s that do no	t meet the	mınimum siz	e criteria.					

Source: 2018 Accountability Closing the Gaps Status Table

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migran
articipation Rate		Cumpus	Amenican	тпоратно	vinico	maian	Aoidii	ioiuiiuci	Ruoco	Dioday	Diouav	UIID	CHOD		maic	1 ciliale	Migrail
All Subjects	All Students	99%	100%	100%	99%	*	100%	*	97%	99%	100%	99%	99%	100%	99%	99%	_
All Gubjects	CWD	99%	100%	100%	98%	_	*	_	96%	98%	99%	99%	3370	100%	98%	99%	-
	CWOD	99%	100%	99%	99%	*	100%	*	97%	99%	100%	-	99%	100%	99%	99%	_
	EL	100%	-	100%	*	_	*	_	100%	100%	100%	100%	100%	100%	100%	100%	_
	Male	99%	100%	99%	99%	*	100%	*	94%	98%	100%	98%	99%	100%	99%	-	-
	Female	99%	100%	100%	99%	-	100%	-	100%	99%	99%	99%	99%	100%	-	99%	-
Reading	All Students	99%	100%	100%	99%	*	100%	*	97%	99%	100%	97%	99%	100%	99%	99%	_
-	CWD	97%	100%	100%	96%	-	*	-	93%	97%	98%	97%	-	100%	97%	98%	-
	CWOD	99%	100%	100%	99%	*	100%	*	98%	99%	100%	-	99%	100%	99%	100%	-
	EL	100%	-	100%	*	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	99%	*	100%	*	95%	98%	100%	97%	99%	100%	99%	-	-
	Female	99%	100%	100%	99%	-	100%	-	100%	100%	99%	98%	100%	100%	-	99%	-
Mathematics	All Students	99%	100%	100%	98%	-	100%	-	94%	98%	99%	100%	99%	100%	99%	99%	-
	CWD	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	100%	98%	-	*	-	92%	98%	99%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-
	Male	99%	100%	100%	99%	-	*	-	89%	98%	100%	100%	99%	100%	99%	-	-
	Female	99%	100%	100%	97%	-	*	-	100%	99%	98%	100%	99%	*	-	99%	-
Science	All Students	99%	100%	99%	100%	*	100%	*	97%	98%	100%	100%	99%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	99%	100%	*	100%	*	96%	98%	100%	-	99%	100%	99%	100%	-
	EL	100%	-	100%	*	-	-	-	*	100%	*		100%	100%	100%	*	-
	Male	99%	100%	98%	100%	*	*	*	94%	98%	100%	100%	99%	100%	99%	-	-
on-Participation	Female Rate	100%	100%	100%	99%	-	100%	-	100%	99%	100%	100%	100%	*	-	100%	-
•																	
All Subjects	All Students	1%	0%	0%	1%	*	0%	*	3%	1%	0%	1%	1%	0%	1%	1%	-
	CWD	1%	0%	0%	2%	-		-	4%	2%	1%	1%	-	0%	2%	1%	-
	CWOD	1%	0%	1%	1%	*	0%	*	3%	1%	0%	-	1%	0%	1%	1%	-
	EL .	0%	-	0%		-		-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male .	1%	0%	1%	1%	*	0%	*	6%	2%	0%	2%	1%	0%	1%	-	-
	Female	1%	0%	0%	1%	-	0%	-	0%	1%	1%	1%	1%	0%	-	1%	-
Reading	All Students	1%	0%	0%	1%	*	0%	*	3%	1%	0%	3%	1%	0%	1%	1%	-
Ü	CWD	3%	0%	0%	4%	-	*	-	7%	3%	2%	3%	-	0%	3%	2%	-
	CWOD	1%	0%	0%	1%	*	0%	*	2%	1%	0%	-	1%	0%	1%	0%	-
	EL	0%	-	0%	*	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	1%	*	0%	*	5%	2%	0%	3%	1%	0%	1%	-	-
	Female	1%	0%	0%	1%	-	0%	-	0%	0%	1%	2%	0%	0%	-	1%	-
Mathematics	All Students	1%	0%	0%	2%	-	0%	-	6%	2%	1%	0%	1%	0%	1%	1%	-
	CWD	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	0%	2%	-	*	-	8%	2%	1%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-
	Male	1%	0%	0%	1%	-	*	-	11%	2%	0%	0%	1%	0%	1%	-	-
	Female	1%	0%	0%	3%	-	*	-	0%	1%	2%	0%	1%	*	-	1%	-
Science	All Students	1%	0%	1%	0%	*	0%	*	3%	2%	0%	0%	1%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	1%	0%	*	0%	*	4%	2%	0%	-	1%	0%	1%	0%	-
	EL	0%	-	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	*	-
	Male	1%	0%	2%	0%	*	*	*	6%	2%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	1%		0%		0%	1%	0%	0%	0%		_	0%	_

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 5 504)
Students Without Disabilities												
In-School Suspensions												
	Male	237	14	86	113	*	8	*	14	11		
	Female	142	5	59	59	*	*	*	17	*		
	Total	379	19	145	172	*	10	*	31	11		
Out-of-School Suspensions												
	Male	28	*	13	13	*	*	*	*	*		
	Female	16	*	5	7	*	*	*	*	*		
	Total	44	*	18	20	*	*	*	*	*		
Expulsions												
With Educational Services	Male	61	*	26	29	*	*	*	*	5		
	Female	26	*	8	14	*	*	*	*	*		
	Total	87	*	34	43	*	*	*	*	5		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		

		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)
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement			_			*	*	*	*	*		
	Male	70	5 *	35	26	*	*	*	*	*		
	Female	26		8	14	*	*	*	*	*		
	Total	96	5	43	40	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
	Male	71	*	29	38	*	*	*	*	*		41
	Female	36	*	17	17	*	*	*	*	*		20
	Total	107	*	46	55	*	*	*	*	*		61
Out-of-School Suspensions												
	Male	15	*	*	5	*	*	*	*	*		7
	Female	*	*	*	*	*	*	*	*	*		*
	Total	19	*	*	9	*	*	*	*	*		11
Expulsions												
With Educational Services	Male	23	*	8	11	*	*	*	*	*		11
	Female	12	*	*	8	*	*	*	*	*		8
	Total	35	*	10	19	*	*	*	*	*		19
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Citadi Zara Talatanaa i analaa	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	10101											
0011001 1 (0101007 1110010	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	10101											
toronale to Law Emergenient	Male	9	*	*	5	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	11	*	*	7	*	*	*	*	*		*
All Students	·otai				'							
Chronic Absenteeism												
555 , 15561116616111	Male	160	8	59	83	*	*	*	8	*	23	23
	Female	148	5	59	65	*	*	*	17	*	8	26
	Total	308	13	118	148	*	*	*	25	*	31	49
	·otai	000		1.10	1-10				20		0.	-10

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific 1	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	201	5	59	122	*	5	*	8	*	*
	Female	205	8	74	104	*	5	*	14	*	*
	Total	406	13	133	226	*	10	*	22	*	*
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
1											

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

 When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

 Indicates there are no students in the group.

 Blank cell indicates the student group is not applicable to this report.

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

Low Poverty

	All School		
	Number	Percent	
Inexperienced Teachers, Principals, and Other School Leaders	16.8	12.8%	
Teachers Teaching with Emergency or Provisional Credentials	4.0	3.2%	
Teacher Who Are Not Teaching in the Subject or Field for Which the leacher is Certified or Licensed	13.9	11.0%	
-' Indicates there are no data available in the group.			
Blank cell Indicates data are not applicable to this report.			

Source: TEA Division of Research and Analysis

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.

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	7	2%	-	-
Mathematics	6,020	1%	7	2%	-	-
Grade 4 Reading	6,061	1%	8	2%	-	-
Mathematics	6,056	1%	8	2%	-	-
Grade 5 Reading	6,162	2%	9	2%	-	-
Mathematics	6,160	1%	9	2%	-	-
Science	6,164	1%	9	2%	-	-
Grade 6 Reading	5,678	1%	*	*	-	-
Mathematics	5,677	1%	*	*	-	-
Grade 7 Reading	5,298	1%	10	3%	-	-
Mathematics	5,294	1%	10	2%	-	-
Grade 8 Reading	5,088	1%	8	2%	-	-
Mathematics	5,087	2%	8	3%	-	-
Science	5,087	1%	8	2%	-	-
End of Course English I	4,868	1%	6	1%	6	1%
English II	4,556	1%	*	*	*	*
Algebra I	4,884	1%	6	1%	6	2%
Biology	4,861	1%	*	*	*	*
All Grades All Subjects	99,020	1%	129	2%	20	1%
Reading	43,730	1%	56	2%	10	1%
Mathematics	39,178	1%	52	2%	6	2%
Science	16,112	1%	21	2%	*	*

State	State	District	District	Campus	Campus
Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

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

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
l*! Indicat		do mot most	
Illuicat	es reporting standard		
n/a' Indicat	es data reporting is r	ot applicable for this group.	

Source: TEA Division of Student Assessment

Data are not available.

Texas Education Agency | Academics | Performance Reporting

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