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Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: CROWLEY H S Campus ID: 220912001 **District Name: CROWLEY 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	(Current & Former)
Academic Perfor	mance (At Meets Grade Leve	l or Above)										
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	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%
Mathematics	Baseline 2016-17 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%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate	: 4-Year Longitudinal Rate^											
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	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%

Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

Comprehensive Support and Improvement Schools , Targeted Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

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

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

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

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)

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		State	DistrictC	ampus	Ameri	lispanie	c White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migranth	lomeless	Care	Mili
AAR Perc		roac	hes Gra	de Lev	el or	Above																
nd of Cou					= 404	0001	000/		500/	_	000/	F00/	740/	450/	050/	E 40/	E70/	640/	2	3		
English 1	All	66%	62%	60%	54%	63%	69%	-	52%	-	68%	56%	71%	15%	65%	54%	5/%	64%			2.77	,
	Students								0.00									4-04			720	
	CWD	27%	22%	15%	15%	8%	21%		12.	•		13%	27%	15%			14%	16%	5	-	- 65	
	CWOD	71%	67%	65%	60%	68%	76%	•	54%	•	73%	62%	74%	200	65%	56%		68%		•	•	
	EL	34%	52%	54%	33%	59%	50%	-	29%		-	53%	56%	11%	56%	54%		61%	•	9	•	
	Male	60%	57%	57%	53%	59%	60%	•	50%	•	75%	53%	69%	14%	64%	48%				•	7.	
	Female	73%	67%	64%	57%	68%	82%	•	53%	•	56%	60%	74%	16%	68%	61%	-	64%	•	•		
English II	All	67%	62%	58%	51%	58%	69%	*	50%	*	90%	53%	67%	14%	63%	36%	50%	67%		*		
Liigiloii ii	Students	0.70	0270	0070		0070																
	CWD	27%	24%	14%	6%	12%	33%	-			45	6%	44%	14%	-	10%	11%	22%	-	-		
			67%	63%	57%	64%	75%	•	52%		90%	59%	69%	1770	63%	38%		70%	•			
	CWOD	72%		36%	33%	40%	17%		21%		30 70	32%	42%	10%	38%	36%		44%		0	-	
	EL	30%	39%					•			80%	45%	58%	11%	56%	30%		-1-1 /0		•		
	Male	62%	55%	50%	44%	51%	60%		55%	- 0								070/	5			
	Female	73%	71%	67%	60%	68%	79%	•	45%	•	100%	61%	76%	22%	70%	44%	-	67%	100			
Algebra I	Ali	83%	80%	79%	80%	79%	78%	•	86%	*	70%	79%	79%	48%	84%	83%	74%	85%	9	•	100	
•	Students																					
	CWD	52%	51%	48%	52%	47%	27%	-			•	44%	67%	48%	•	*	48%	47%	<u>~</u>		•	
	CWOD	87%	84%	84%	85%	82%	87%	•	83%	*	71%	85%	79%		84%	84%	79%	89%		•	•	
	EL	73%	85%	83%	*	84%	67%	-	80%		-	87%	67%		84%	83%		89%		~	(·•);	
	Male	79%	77%	74%	75%	75%	71%	•			71%	75%	73%	48%	79%	79%						
	Female		84%	85%	86%	84%	92%				67%	85%	85%	47%	89%	89%		85%				
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Biology	All	87%	83%	81%	74%	86%	88%	•	90%	*	86%	79%	85%	51%	85%	71%	78%	84%	*	•	•	
	Students										2.0											
	CWD	60%	55%	51%	42%	60%	58%	9		3		47%	78%	51%	•	29%		58%	•	•		
	CWOD	90%	87%	85%	79%	87%	92%	•	89%	•	89%	84%	86%	-	85%	74%	84%	85%	•	•	•	
	EL	68%	77%	71%	*	75%	38%	-	78%			73%	61%	29%	74%	71%	67%	75%	•	€.		
	Male	84%	81%	78%	71%	84%	84%	•	80%	S.	86%	75%	88%	48%	84%	67%	78%		2	S2	•	
	Female		86%	84%	77%	87%	93%	*	100%	•	88%	84%	83%	58%		75%		84%	*	•	(•);	
AAR Perc		ets Gr	ade Lev	vel or	Above																	
English I	All	48%	41%	38%	29%	41%	51%	•	38%	*	48%	33%	51%	7%	41%	31%	33%	43%	•	•	•	
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	CWD	15%	15%	7%	6%	4%	7%	2	0007	-	- -	6%				11%					200	
	CWOD	53%	44%	41%	32%	44%	57%	-	39%	-	50%	37%	53%	4400	41%	32%		46%	2	3	65.0	
	EL	14%	33%	31%	17%	34%	38%		12%			32%	24%	11%	32%	31%		43%		5		
	Male	42%	36%	33%	25%	35%	43%	•	43%	•	50%	29%	46%	6%		22%		27				
	Female	56%	47%	43%	33%	48%	63%	•	33%	•	44%	38%	56%	8%	46%	43%	-	43%	•	•	•	
English II	All Students	48%	41%	37%	28%	38%	53%	•	45%	•	55%	32%	45%	8%	40%	20%	29%	46%	•	*	****	
	CWD	16%	16%	8%	3%	0%	28%	_	*	-		5%	19%	8%		0%	7%	9%	9	=	•	
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	Male .	42%	33%	29%	22%	30%	37%	0	45%			27%				13%		400/	-			
	Female	55%	51%	46%	35%	48%	69%	-	45%	ē	60%	39%	57%	9%	48%	32%	-	46%	77			
Algebra I	All Students	59%	47%	45%	40%	52%	47%	*	57%	•	45%	45%	48%	14%	50%	51%		54%	*	•	•	
	CWD	24%	22%	14%	18%	7%	9%		*	75	*	13%	22%	14%	-	*	11%	21%				
	CWOD	63%	50%	50%	44%	56%	54%	•	50%	•	53%	50%	50%		50%	53%	43%	57%				
		40%	52%	51%	*	54%	33%	-	40%		23	57%	27%		53%	51%	43%	62%	2	·		
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				Campu				Ind		ISI									wigrant	Homeless	Care	IVIII
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	CWD	24%	24%	13%	11%	13%	17%	*	•	÷	•	14%	11%	13%		29%		11%	5	5	•	
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	EL Male	24% 58%	44% 51%	39% 48%	43%	44% 55%	25% 49%		22% 60%	2	43%	44%	60%	15%	54%	33%		4070	-	1		
	Female		52%	50%	42%	55%	66%	٠	50%	•	63%	47%	58%	11%	53%	46%	-	50%	•	•	-	
AAR Perce		sters (Grade	Level																		
End of Cours English I	All	10%	7%	4%	2%	3%	10%	*	10%	•	8%	2%	9%	0%	4%	1%	2%	6%	•	*	(*)	
	Students CWD	3%	4%	0%	0%	0%	0%	2	*	9		0%	0%	0%	_	0%	0%	0%	·	2		
		11%	7%	4%	2%	3%	12%	•	11%	*	9%	2%	9%	-	4%	1%	3%	6%		*	•	
	EL	1%	3%	1%	0%	1%	0%	-	0%	-	-	1%	0%	0%	1%	1%	0%	2%		5		
	Male	7%	5%	2%	1% 3%	1% 5%	7% 14%	:	7% 13%		6% 11%	1% 4%	6% 11%	0% 0%	3% 6%	0% 2%	2%	- 6%		<u> </u>	-	
	Female	14%	10%	6%	3%	3%	1470		1376		1170	-+ /0	1170		0.70	2 /0					100	
English II	All Students	8%	5%	4%	1%	4%	13%	*	9%	٠	0%	3% 0%	7% 0%	0% 0%	5%	0% 0%	2% 0%	7% 0%	•			
	CWD	4% 8%	4% 5%	0% 5%	0% 2%	0% 4%	0% 16%	•	10%		0%	3%	8%	-	5%	0%	3%	7%	়			
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	Male	6%	3%	2%	2%	1%	3%	•	9%	*	0%	2%	2%	0%	3%	0%	2%					
	Female	10%	7%	7%	1%	7%	24%	2	9%	*	0%	4%	12%	0%	7%	0%	-	7%	ē	*		
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	EL Male	19% 31%	26% 17%	24% 17%	16%	26% 22%	17% 13%	•	20%	•	14%	16%	21%	5%	19%	21%		2170	2	•	•	
	Female		28%	25%	24%	26%	31%	•		٠	0%	24%	28%	5%		27%	-	25%	2	<u>\$</u>		
Biology	All	24%	15%	16%	10%	21%	20%	٠	25%	*	9%	13%	22%	0%	18%	11%	16%	15%	*	•	•	
	Students CWD	6%	1%	0%	0%	0%	0%		*	2	*	0%	0%	0%		0%	0%	0%	-	-	•	
		26%	17%	18%	11%	23%	23%	•	26%	•	11%	15%	24%	-	18%		19%	16%	•	•		
	EL	4%	11%	11%	*	13%	13%	*	0%	=	-	11%	11%	0%	12%		7%	17%	•	=	-51	
	Male Female	24%	16% 15%	16% 15%	11% 9%	20% 22%	19% 22%	•	30% 20%	3	7% 13%	14% 13%	23% 22%	0% 0%	19% 16%	7% 17%	16%	15%	2	- 5	•	
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	Students CWD	46%	39%	30%	27%	27%	35%	-	*	_	56%	26%	51%	30%	Ţ	23%	28%	34%	9		29%	
			74%	73%	68%	740/									73%	62%	69%	700/	•			
	CWOD	81%				74%	82%	92%	65%	56%	81%	71%	76%					76%		43%		
	EL	81% 62%	71%	59%	42%	64%	43%	-	42%	56%	81%	71% 61%	54%	23%	62%	59%	54%	66%	*	43%	E094	
	EL Male	81% 62% 74%	71% 67%	59% 63%	42% 58%	64% 65%	43% 68%	- 86%	42% 64%	*	81% - 78%	71% 61% 60%	54% 70%	28%	69%	59% 54%	54%	66%	*	- 5	50%	
	EL Male Female	81% 62% 74%	71%	59%	42%	64%	43% 68% 85%	- 86% 100%	42% 64%	* 100%	81% - 78% 79%	71% 61%	54%			59%	54% 63% -	66%	* 30.5	- 5	50% 20%	
Reading	EL Male	81% 62% 74% 80%	71% 67% 73%	59% 63% 73%	42% 58% 68%	64% 65% 76%	43% 68% 85%	- 86% 100%	42% 64% 64%	* 100%	81% - 78% 79%	71% 61% 60% 71%	54% 70% 78%	28% 34%	69% 76% 64%	59% 54% 66% 46% 11%	54% 63% - 53% 13%	66% 73% 65%	*	40%	•	
Reading	EL Male Female All Students	81% 62% 74% 80% 73% 39% 78%	71% 67% 73% 67% 34% 71%	59% 63% 73% 59% 14% 64%	42% 58% 68% 53% 11% 58%	64% 65% 76% 61% 10% 66%	43% 68% 85% 69% 28% 76%	- 86% 100% 100%	42% 64% 64% 51% *	* 100%	81% - 78% 79%	71% 61% 60% 71% 54% 10% 61%	54% 70% 78% 69% 37% 71%	28% 34% 14% 14%	69% 76% 64%	59% 54% 66% 46% 11% 49%	54% 63% - 53% 13% 60%	66% 73% 65% 19% 69%	*		•	
Reading	EL Male Female All Students CWD CWOD EL	81% 62% 74% 80% 73% 39% 78% 54%	71% 67% 73% 67% 34% 71% 64%	59% 63% 73% 59% 14% 64% 46%	42% 58% 68% 53% 11% 58% 33%	64% 65% 76% 61% 10% 66% 51%	43% 68% 85% 69% 28% 76% 36%	86% 100% 100%	42% 64% 64% 51% * 53% 26%	100% 50%	81% -78% 79% 78% * 81%	71% 61% 60% 71% 54% 10% 61% 45%	54% 70% 78% 69% 37% 71% 48%	28% 34% 14% 14%	69% 76% 64% 64% 49%	59% 54% 66% 46% 11% 49% 46%	54% 63% - 53% 13% 60% 40%	66% 73% 65% 19% 69% 54%	*	40%	•	
Reading	EL Male Female All Students CWD CWOD	81% 62% 74% 80% 73% 39% 78% 54% 69%	71% 67% 73% 67% 34% 71%	59% 63% 73% 59% 14% 64%	42% 58% 68% 53% 11% 58%	64% 65% 76% 61% 10% 66%	43% 68% 85% 69% 28% 76%	- 86% 100% 100%	42% 64% 64% 51% *	* 100% 50%	81% - 78% - 79% - 78% - 78%	71% 61% 60% 71% 54% 10% 61%	54% 70% 78% 69% 37% 71%	28% 34% 14% 14%	69% 76% 64% 64% 49% 60%	59% 54% 66% 46% 11% 49%	54% 63% - 53% 13% 60% 40%	66% 73% 65% 19% 69%	* * * * * * * * * * * * * * * * * * * *	40%	•	
Reading	EL Male Female All Students CWD CWOD EL Male Female	81% 62% 74% 80% 73% 39% 78% 54% 69%	71% 67% 73% 67% 34% 71% 64% 62% 72%	59% 63% 73% 59% 14% 64% 46% 53%	42% 58% 68% 53% 11% 58% 33% 48%	64% 65% 76% 61% 10% 66% 51% 55%	43% 68% 85% 69% 28% 76% 36% 60%	86% 100% 100%	42% 64% 64% 51% * 53% 26% 52%	100% 50% 50%	78% 79% 78% * 81% - 77%	71% 61% 60% 71% 54% 10% 61% 45% 50%	54% 70% 78% 69% 37% 71% 48% 63%	28% 34% 14% 14% 11% 13%	69% 76% 64% 49% 60% 69%	59% 54% 66% 46% 11% 49% 46% 40%	54% 63% - 53% 13% 60% 40% 53%	66% 73% 65% 19% 69% 54%	* * * * * * *	40%	•	
Reading Mathematics	EL Male Female All Students CWD CWOD EL Male Female All Students	81% 62% 74% 80% 73% 39% 78% 54% 69% 78%	71% 67% 73% 67% 34% 71% 64% 62% 72%	59% 63% 73% 59% 14% 64% 46% 53% 65%	58% 68% 53% 11% 58% 33% 48% 58%	64% 65% 76% 61% 10% 66% 51% 55% 68%	43% 68% 85% 69% 28% 76% 36% 60% 80%	86% 100% 100%	42% 64% 64% 51% * 53% 26% 52% 50%	100% 50% 50%	81% - 78% - 79% - 78% - * - 81% - 77% - 79%	71% 61% 60% 71% 54% 10% 61% 45% 50% 61%	54% 70% 78% 69% 37% 71% 48% 63% 75%	28% 34% 14% 14% 11% 13% 19%	69% 76% 64% 64% 49% 60% 69%	59% 54% 66% 46% 11% 49% 46% 40% 54%	54% 63% - 53% 13% 60% 40% 53%	66% 73% 65% 19% 69% 54%	* 200	40%	•	
Reading Mathematics	EL Male Female All Students CWD CWOD EL Male Female	81% 62% 74% 80% 73% 39% 78% 54% 69% 78% 81%	71% 67% 73% 67% 34% 71% 64% 62% 72%	59% 63% 73% 59% 14% 64% 46% 53% 65%	42% 58% 68% 53% 11% 58% 33% 48% 58%	64% 65% 76% 61% 10% 66% 51% 55% 68%	43% 68% 85% 69% 28% 76% 36% 60%	86% 100% 100%	42% 64% 64% 51% * 53% 26% 52% 50%	* 100% 50% 50%	81% - 78% - 79% - 78% - * - 81% - 77% - 79%	71% 61% 60% 71% 54% 10% 61% 45% 50% 61%	54% 70% 78% 69% 37% 71% 48% 63% 75% 79%	28% 34% 14% 14% 11% 13% 19% 48%	69% 76% 64% 49% 60% 69% 84%	59% 54% 66% 46% 11% 49% 46% 40% 54% 83% *	54% 63% - 53% 13% 60% 40% 53% - 74% 48% 79%	66% -73% 65% 19% 69% 54% - 65% 85% 47% 89%		40%	•	
Reading Mathematics	EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL CWD CWOD EL CWD CWOD EL	81% 62% 74% 80% 73% 39% 78% 54% 69% 78% 81% 53% 84% 72%	71% 67% 73% 67% 34% 71% 64% 62% 72% 73% 45% 76% 79%	59% 63% 73% 59% 14% 64% 46% 53% 65% 79% 48% 84% 83%	42% 58% 68% 53% 11% 58% 33% 48% 58% 80%	64% 65% 76% 61% 10% 66% 51% 55% 68% 79% 47% 82% 84%	43% 68% 85% 69% 28% 76% 36% 60% 80% 78% 67%	86% 100% 100%	42% 64% 64% 51% * 53% 26% 52% 50% 86%	100% 50% 50%	78% 78% 78% 78% * 81% 77% 79% 70% * 71%	71% 61% 60% 71% 54% 10% 61% 45% 50% 61% 79% 44% 85% 87%	54% 70% 78% 69% 37% 71% 48% 63% 75% 79% 67%	28% 34% 14% 14% 11% 13% 19% 48%	69% 76% 64% 64% 49% 60% 69% 84%	59% 54% 66% 46% 11% 49% 46% 54% 83%	54% 63% - 53% 13% 60% 40% 53% - 74% 48% 79% 79%	66% -73% 65% 19% 69% 54% - 65% 85% 47% 89% 89%		40%	•	
Reading Mathematics	EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Male Female All Students CWD CWOD EL Male	81% 62% 74% 80% 73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79%	71% 67% 73% 67% 34% 71% 64% 62% 72% 73% 45% 76% 79% 71%	59% 63% 73% 59% 14% 64% 46% 53% 65% 79% 48% 84% 83% 74%	42% 58% 68% 53% 11% 58% 33% 48% 58% 80% 52% 85% *	64% 65% 76% 61% 10% 66% 51% 55% 68% 79% 47% 82% 84% 75%	43% 68% 85% 69% 28% 76% 36% 80% 78% 67% 71%	86% 100% 100%	42% 64% 64% 51% * 53% 26% 52% 50% 86% *	* 100% 50% 50%	81% 78% 79% 78% * 81% 77% 79%	71% 61% 60% 71% 54% 10% 61% 45% 50% 61% 79%	54% 70% 78% 69% 37% 71% 48% 63% 75% 79%	28% 34% 14% 14% 11% 13% 19% 48%	69% 76% 64% 49% 60% 69% 84%	59% 54% 66% 46% 11% 49% 46% 40% 54% 83% 79%	54% 63% - 53% 13% 60% 40% 53% - 74% 48% 79% 79% 74%	66% -73% 65% 19% 69% 54% - 65% 85% 47% 89%	***************************************	40%	•	
Reading Mathematics	EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	81% 62% 74% 80% 73% 39% 78% 54% 69% 81% 53% 84% 72% 82%	71% 67% 73% 67% 34% 71% 64% 62% 72% 73% 45% 76% 79% 75%	59% 63% 73% 59% 14% 64% 46% 53% 65% 79% 48% 84% 83% 74% 85%	42% 58% 68% 53% 11% 58% 33% 48% 58% 80% 52% 85% **	64% 65% 76% 61% 10% 66% 51% 55% 68% 79% 47% 82% 84% 75% 84%	43% 68% 85% 69% 28% 76% 36% 60% 80% 78% 67% 67% 92%	86% 100% 100%	42% 64% 64% 51% * 53% 52% 50% 86% * * 83% 80% * *	100% 50% 50%	81% 78% 78% 78% 81% 77% 79% 70% * * * * * * * * * * * * *	71% 61% 60% 71% 54% 10% 61% 45% 50% 61% 79% 44% 85% 87% 75%	54% 70% 78% 69% 37% 71% 48% 63% 75% 79% 67% 79% 67% 73% 85%	28% 34% 14% 14% 11% 13% 19% 48% 48% 47%	69% 76% 64% 49% 60% 69% 84% 79% 89%	59% 54% 66% 46% 11% 49% 40% 54% 83% * 84% 83% 79% 89%	54% 63% - 53% 13% 60% 40% 53% - 74% 48% 79% 79% 74%	66% 73% 65% 19% 69% 54% - 65% 85% 47% 89% 89%		40%	•	
Reading Mathematics	EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students All Students All Students	81% 62% 74% 80% 73% 39% 78% 69% 78% 81% 53% 84% 72% 79% 82%	71% 67% 73% 67% 34% 71% 64% 62% 72% 73% 45% 76% 79% 71% 75%	59% 63% 73% 59% 14% 64% 46% 53% 65% 79% 48% 84% 84% 84% 85%	42% 58% 68% 53% 11% 58% 48% 58% 80% 52% 85% 75% 86%	64% 65% 76% 61% 10% 68% 51% 55% 68% 79% 47% 82% 84% 75% 84%	43% 68% 85% 69% 28% 76% 60% 80% 78% 67% 71% 92% 88%	86% 100% 100%	42% 64% 64% 51% * 53% 26% 52% 50% 86% *	100% 50% 50%	78% 78% 78% 78% * 81% 77% 79% 70% * 71%	71% 61% 60% 71% 54% 10% 61% 45% 50% 61% 79% 44% 85% 87% 75% 85%	54% 70% 78% 69% 37% 71% 48% 63% 75% 79% 67% 73% 85%	28% 34% 14% 14% 11% 13% 19% 48% 48% 47% 51%	69% 76% 64% 49% 60% 69% 84% 79%	59% 54% 66% 46% 11% 49% 46% 40% 54% 83% * 84% 83% 79% 89%	54% 63% - 53% 13% 60% 40% 53% - 74% 48% 79% 79% 78%	66% 73% 65% 19% 69% 54% - 65% 85% 47% 89% 89% - 85%		40%	20%	
Reading Mathematics	EL Male Female All Students CWD CWOD EL Male Female All Students CWD	81% 62% 74% 80% 73% 39% 78% 54% 69% 78% 81% 81% 82% 80% 51%	71% 67% 73% 67% 34% 71% 64% 62% 73% 45% 76% 79% 75% 72% 41%	59% 63% 73% 59% 14% 64% 46% 53% 65% 79% 48% 84% 83% 74% 85%	42% 58% 68% 53% 11% 58% 33% 48% 80% 52% 85% 75% 86% 74%	64% 65% 76% 61% 10% 66% 51% 55% 68% 47% 82% 84% 75% 84% 75% 84% 66%	43% 68% 85% 69% 28% 76% 36% 60% 80% 78% 67% 67% 71% 92% 88%	86% 100% 100%	42% 64% 64% 51% * 53% 52% 50% 86% * * 83% 80% * *	100% 50% 50%	81% -78% -79% -78% 	71% 61% 60% 71% 54% 10% 61% 45% 50% 61% 79% 44% 85% 87% 75%	54% 70% 78% 69% 37% 71% 48% 63% 75% 79% 67% 79% 67% 73% 85%	28% 34% 14% 14% 11% 13% 19% 48% 48% 47%	69% 76% 64% 49% 60% 69% 84% 79% 89%	59% 54% 66% 46% 11% 49% 40% 54% 83% * 84% 83% 79% 89%	54% 63% - 53% 13% 60% 40% 53% - 74% 48% 79% 74% - 78% 48%	66% 73% 65% 19% 69% 54% 65% 85% 47% 89% 89% 85%	**** * *** * * * * * * * * * * * * * * *	40%	20%	
Reading Mathematics	EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students All Students All Students	81% 62% 74% 80% 73% 39% 78% 54% 69% 78% 81% 81% 82% 80% 51%	71% 67% 73% 67% 34% 71% 64% 62% 72% 73% 45% 76% 79% 71% 75%	59% 63% 73% 59% 14% 64% 46% 53% 65% 79% 48% 84% 84% 84% 85%	42% 58% 68% 53% 11% 58% 48% 58% 80% 52% 85% 75% 86%	64% 65% 76% 61% 10% 68% 51% 55% 68% 79% 47% 82% 84% 75% 84%	43% 68% 85% 69% 28% 76% 60% 80% 78% 67% 71% 92% 88%	86% 100% 100%	42% 64% 64% 51% * 53% 26% 50% 86% * * 90%	100% 50% 50%	81% 78% 79% 78% * 81% 77% 70% * 71% 67% 86% *	71% 61% 60% 71% 54% 10% 61% 79% 44% 85% 75% 85% 79% 47% 75% 84% 73%	54% 70% 78% 69% 37% 71% 48% 63% 75% 79% 67% 73% 85% 85%	28% 34% 14% 14% 11% 13% 19% 48% 48% 51% 51%	69% 76% 64% 64% 49% 60% 69% 84% 79% 89% 85% 85% 74%	59% 54% 66% 46% 41% 49% 40% 54% 83% 79% 89% 71% 29% 71%	54% 63% - 53% 13% 60% 40% 53% - 74% 48% 79% 74% - 78% 48% 67%	66% 73% 65% 19% 69% 54% 65% 85% 47% 89% 89% 85% 84% 58%	*** * *** * * * * * * * * * * * * * * *	40%	20%	
Reading Mathematics Science	EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	81% 62% 74% 80% 73% 39% 78% 54% 78% 81% 53% 84% 72% 82% 80% 51% 84% 729% 82%	71% 67% 73% 67% 34% 71% 64% 62% 72% 45% 76% 79% 75% 72% 41% 76% 72%	59% 63% 73% 59% 14% 64% 46% 46% 79% 48% 83% 74% 85%	42% 58% 68% 53% 11% 58% 33% 48% 58% 80% 52% 85% 275% 42% 74%	64% 65% 76% 61% 10% 66% 51% 55% 68% 79% 47% 84% 75% 84% 86% 60% 87%	43% 68% 85% 69% 28% 76% 36% 60% 80% 78% 67% 71% 92% 88% 58% 92%	86% 100% 100%	42% 64% 64% 51% * 52% 52% 50% 86% * * * *	100%	81% -78% -78% -78% 	71% 61% 60% 71% 54% 10% 61% 45% 61% 79% 44% 85% 85% 75% 85% 79%	54% 70% 78% 69% 37% 71% 48% 63% 75% 79% 67% 73% 85% 85%	28% 34% 14% 14% 11% 13% 19% 48% 48% 51% 51%	69% 76% 64% 64% 49% 60% 69% 84% 79% 89% 85% 85% 74%	59% 54% 66% 46% 11% 49% 46% 54% 83% * 83% 79% 89% 71% 29% 71% 67%	54% 63% - 53% 13% 60% 53- 74% 48% 79% 74% - 78% 48% 84% 67% 78%	66% -73% 65% 19% 69% 54% -65% 85% 47% 89% 89% 85% 84% 58%	*******************	40%	20%	
Reading Mathematics Science	EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	81% 62% 80% 73% 39% 78% 69% 78% 81% 53% 84% 62% 80% 80%	71% 67% 73% 67% 34% 71% 62% 72% 73% 45% 76% 79% 75% 72% 41% 70% 74%	59% 63% 73% 59% 14% 64% 46% 65% 79% 48% 83% 74% 85% 81% 51% 85% 71% 78% 84%	42% 58% 68% 53% 11% 58% 33% 48% 58% 52% 85% 75% 86% 74% 42% 79% 71% 77%	64% 65% 76% 61% 10% 66% 51% 55% 68% 79% 47% 82% 84% 84% 86% 60% 87% 84% 87%	43% 68% 85% 69% 28% 76% 36% 80% 80% 87% 67% 67% 88% 58% 92% 88% 88%	86% 100% 100% - 1000% - * * *	42% 64% 64% 51% * 53% 52% 50% 86% * * * 90%	100% 50% 50%	81% 78% 78% * 81% 77% 70% * 71% 67% 86% * 89%	71% 61% 61% 61% 61% 61% 61% 61% 61% 67% 75% 85% 79% 44% 84% 84% 73% 75% 64% 75% 64% 75%	54% 70% 78% 69% 37% 71% 48% 63% 75% 67% 79% 67% 73% 85% 85% 85%	28% 34% 14% 11% 13% 48% 48% 51% 51% 29% 48%	69% 76% 64% 64% 69% 84% 79% 85% 85% 74% 84%	59% 54% 66% 46% 11% 49% 46% 54% 83% * 83% 79% 89% 71% 29% 71% 67%	54% 63% - 53% 13% 60% 53- 74% 48% 79% 74% - 78% 48% 84% 67% 78%	66% 73% 65% 19% 69% 54% - 65% 85% 47% 89% 85% 84% 58%	* 0 * * * * * * * * * * * * * * * * * *	40%	20%	
Reading Mathematics Science AAR Perce III Grades All Subjects	EL Male Female All Students CWD CWOD EL Male Female	81% 62% 80% 73% 39% 78% 69% 78% 81% 53% 84% 62% 80% 80%	71% 67% 73% 67% 34% 71% 62% 72% 73% 45% 76% 79% 75% 72% 41% 70% 74%	59% 63% 73% 59% 14% 64% 46% 65% 79% 48% 83% 74% 85% 81% 51% 85% 71% 78% 84%	42% 58% 68% 53% 11% 58% 33% 48% 58% 52% 85% 75% 86% 74% 42% 79% 71% 77%	64% 65% 76% 61% 10% 66% 51% 55% 68% 79% 47% 82% 84% 84% 86% 60% 87% 84% 87%	43% 68% 85% 69% 28% 76% 80% 78% 27% 817% 92% 88% 58% 92% 38% 93%	100% 100% 100% - 100% - *	42% 64% 64% 51% * 53% 52% 50% 86% * * * 90%	100% 50% 50%	81% 78% 78% 78% * 81% 77% 70% * 71% 67% 86% * 89%	71% 61% 61% 61% 61% 61% 61% 61% 61% 67% 75% 85% 79% 44% 84% 84% 73% 75% 64% 75% 64% 75%	54% 70% 78% 69% 37% 71% 48% 63% 75% 67% 79% 67% 73% 85% 85% 85%	28% 34% 14% 11% 13% 48% 48% 51% 51% 29% 48%	69% 76% 64% 64% 69% 84% 79% 85% 85% 74% 84%	59% 54% 66% 46% 41% 49% 40% 54% 83% * 84% 83% 71% 29% 74% 67% 75%	54% 63% - 53% 13% 60% 40% 53% - 74% 48% 79% 74% - 78% 48% 67% 67%	66% 73% 65% 19% 69% 54% - 65% 85% 47% 89% 85% 84% 58%	* *** * * * * * * * * * * * * * * * * *	40%	20%	
Reading Mathematics Science AAR Perce III Grades All Subjects	EL Male Female All Students CWD CWOD EL Male Female	81% 62% 80% 73% 39% 78% 69% 78% 81% 53% 84% 72% 79% 82% 80% 61% 79% 81% 49%	71% 67% 73% 67% 34% 71% 64% 62% 72% 73% 45% 76% 75% 72% 41% 76% 72% 70% 74%	59% 63% 73% 59% 14% 64% 46% 53% 65% 79% 48% 83% 74% 85% 71% 78% 84%	42% 58% 68% 53% 11% 58% 58% 80% 52% 85% 75% 86% 74% 42% 71% 77% Above	64% 65% 76% 61% 10% 66% 51% 55% 68% 79% 47% 82% 84% 86% 86% 87% 84% 875% 84%	43% 68% 85% 69% 28% 76% 36% 60% 80% 78% 27% 87% 87% 92% 88% 58% 84% 93% 552%	100% 100% 100% - 100% - *	42% 64% 64% 51% * 53% 26% 50% 86% * * * 90% 89% 78% 100%	100% 50% 50%	81% -78% -79% -78% -* -71% -71% -71% 67% -86% -86% -88%	71% 61% 60% 771% 10% 61% 45% 50% 61% 79% 44% 85% 87% 75% 884% 38% 38%	54% 70% 78% 69% 37% 71% 48% 63% 75% 67% 79% 67% 73% 85% 85% 88% 88% 83%	28% 34% 14% 11% 13% 19% 48% 48% 51% 51% 51% 51% 58%	69% 76% 64% 64% 49% 60% 69% 84% 79% 85% 85%	59% 54% 66% 46% 41% 49% 40% 54% 83% * 84% 83% 71% 29% 74% 75%	54% 63% - 53% 13% 60% 40% 53% - 74% 48% 79% 74% - 78% 667% 78% - 36%	66% -73% 65% 19% 69% 54% -65% 85% 47% 89% 85% -85% 84% 84%	**** * **** * ***** * *****	40%	20%	
Reading Mathematics Science AAR Perce III Grades All Subjects	EL Male Female All Students CWD CWOD EL Male Female	81% 62% 73% 39% 78% 54% 69% 78% 81% 82% 80% 51% 84% 61% 81% 49% 24%	71% 67% 73% 67% 34% 71% 64% 62% 73% 45% 76% 79% 75% 72% 41% 76% 72% 41% 76% 72%	59% 63% 73% 59% 14% 64% 46% 53% 65% 79% 48% 84% 81% 71% 71% 71% 71% 85% 81%	42% 58% 68% 53% 11% 58% 58% 58% 52% 85% 75% 86% 74% 42% 79% 42% 77%	64% 65% 76% 61% 10% 66% 51% 55% 68% 47% 82% 84% 75% 84% 86% 60% 87% 75% 84% 86%	43% 68% 85% 69% 28% 76% 80% 78% 27% 817% 92% 88% 58% 92% 38% 93%	100% 100% 100% - 100% - *	42% 64% 64% 51% * 53% 26% 50% 86% * * * * * * * * * * * * * * * * * * *	100% 50% 50% 2	81% -78% -79% -78% -81% -77% -71% -71% -86% -89% -88% -88%	71% 61% 61% 71% 10% 61% 79% 44% 85% 85% 79% 47% 84% 38% 9% 42%	54% 70% 78% 69% 37% 71% 48% 65% 79% 67% 79% 85% 85% 78% 81% 86% 614 88% 83%	28% 34% 14% 11% 13% 19% 48% 48% 51% 51% 51% 51% 51% 10%	69% 76% 64% 64% 49% 60% 69% 84% 79% 85% 85% 45%	59% 54% 66% 46% 41% 49% 46% 54% 83% 79% 88% 71% 67% 75% 34%	54% 63% - 53% 13% 60% 40% 53~ 74% 48% 79% 74% - 78% 67% 78% - 36% 9% 41%	66% -73% 65% 19% 69% 54% -65% 85% 47% 89% 85% 84% -85% 84% 58% 75% -47% 84%	****** * ***** * ****** * ******	40%	20%	
Reading Mathematics Science AAR Perce III Grades All Subjects	EL Male Female All Students CWD CWOD EL Male Female	81% 62% 73% 39% 78% 54% 69% 78% 81% 82% 80% 51% 84% 61% 81% 49% 24%	71% 67% 73% 67% 34% 71% 64% 62% 73% 45% 76% 79% 75% 72% 41% 76% 74% 74% 39% 22%	59% 63% 73% 59% 14% 64% 46% 53% 65% 79% 48% 84% 85% 71% 71% 85% 71% 85% 71% 84%	42% 58% 68% 53% 11% 58% 33% 48% 58% 52% 86% 74% 42% 75% 86% 74% 42% 77% Above	64% 65% 76% 61% 10% 66% 51% 55% 68% 47% 82% 84% 86% 60% 87% 75% 84% 87%	43% 68% 85% 69% 28% 76% 36% 69% 80% 78% 27% 87% 87% 92% 88% 58% 84% 93% 52% 16% 58% 525%	86% 100% 100% - 100% - 100% - * * *	42% 64% 64% 51% * 53% 26% 50% 86% * 90% * 89% 78% 80% 100%	100% 50% 50% 50% 50% 50% 50% 50% 50% 50%	81% -78% -79% -78% -81% -77% -71% -71% -86% -89% -88% -88%	71% 61% 61% 71% 10% 61% 50% 61% 79% 44% 85% 87% 75% 84% 38% 84% 38% 9%	54% 70% 78% 69% 37% 71% 48% 63% 75% 67% 79% 67% 73% 85% 85% 78% 86% 61% 88% 83%	28% 34% 14% 14% 11% 13% 48% 48% 51% 51% 29% 48% 558%	69% 76% 64% 64% 49% 60% 84% 84% 85% 85% - 45% 45%	59% 54% 66% 46% 11% 49% 46% 40% 54% 83% * 83% 71% 29% 71% 67% 75%	54% 63% - 53% 13% 60% 40% 53% - 74% 48% 79% 74% - 78% 48% 67% 78% - 36% 9% 41% 26%	66% -73% 65% 19% 69% 54% -65% 85% 47% 89% 85% 84% -85% 84% 44%		40%	20%	

					4.5-			A		Dos	Or More	Econ	Non Econ								Foster	
		State	District	Campu	Afr. Amer	Hispani	cWhite		Asian		Races	Disadv	Disadv				Male		igranti	Homeless		Mili
	Female	52%	42%	48%	38%	52%	67%	100%	44%	60%	55%	44%	57%	12%	50%	45%		48%	•	Ō	5.0	
Reading	All Students	47%	38%	37%	29%	40%	52%	100%	41%	50%	51%	33%	48%	7%	41%	26%		45%	•	20%	20%	
	CWD	21%	21%	7%	5%	2%	19%	•	*	-	*	6%	15%	7%	37	5%	7%	8%	35	5	•	
	CWOD	50%	40%	41%	32%	43%	57%	100%	43%	50%	52%	36%	50%	-	41%	28%		47%		20%	•	
	EL	23%	36%	26%	17%	29%	21%	-	16%	*		28%	21%	5%	28%	26%		38%	•	~	-	
	Male	43%	33%	31%	24%	33%	40%	*	44%	*	50%	28%	39%	7%	35%	18%	31%	<u> </u>	9	*	•	
	Female		44%	45%	34%	48%	66%	*	38%	*	53%	39%	56%	8%	47%	38%	-	45%	*	*	•	
Mathematics	s All	51%	38%	45%	40%	52%	47%	*	57%	*	45%	45%	48%	14%	50%	51%	38%	54%	¥	•	•	
	Students								59-8													
	CWD	26%	24%	14%	18%	7%	9%	-		•	*	13%	22%	14%		*	11%	21%				
	CWOD	54%	40%	50%	44%	56%	54%	•	50%	•	53%	50%	50%	70	50%	53%		57%		•	•	
	EL	37%	46%	51%	*	54%	33%	7.5	40%	37	•	57%	27%	•	53%	51%		62%		8	30	
	Male	50%	37%	38%	36%	44%	33%	•	•	•	43%	37%	42%	11%	43%	43%	38%	•	•	•	7,00	
	Female	51%	40%	54%	45%	60%	73%	•	•	•	50%	54%	56%	21%	57%	62%	-	54%	2	~	2	
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	Male	53%	40%	48%	43%	55%	49%		60%		43%	44%	60%	15%	54%	33%		-				
	Female		41%	50%	42%	55%	66%	•	50%	•	63%	47%	58%	11%	53%	46%	-	50%	•	•	•	
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ll Grades	All Students	23%	15%	10%	7% 2%	11%	15% 0%	17% -	15%	0% -		8% 1%	14% 2%	1% 1%	11%	8% 0%	8% 1%	12% 1%	ě	0%	0% 0%	
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Il Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Maie Female All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD EL Male Female All Students CWD Students CWD EL Male Female CWD	23% 8% 25% 11% 22% 8% 7% 22% 8% 17% 23% 26% 11% 26% 26% 24% 8%	15% 6% 17% 14% 17% 14% 5% 16% 18% 17% 7% 19% 24% 17% 18% 14% 5%	10% 11% 8% 112% 4% 0% 5% 6% 21% 5% 24% 17% 25% 16% 0%	2% 8% 0% 6% 8% 2% 0% 24% 20% 9% 22% * 16% 24% 10%	0% 12% 9% 9% 14% 3% 0% 4% 1% 6% 24% 26% 26% 22% 21% 0%	0% 18% 7% 10% 22% 12% 0% 14% 0% 5% 20% 19% 0% 22% 17% 31% 20%	17% - 14% 20% 20% - 20% - *	* 16% 2% 15% 15% 10% * 10% 29% * 33% 20% * * 25%	0% * 0% 0% - 0% * *	0% 8% - 7% 6% 4% - 4% 5% 10% - 14% 0% 9%	1% 10% 8% 7% 10% 3% 11% 2% 4% 20% 4% 22% 26% 16% 24%	2% 14% 4% 11% 16% 8% 0% 4% 12% 24% 11% 25% 21% 22% 0%	1% 0% 1% 1% 0% 0% 0% 5% 5% 5% 0%	-11% 8% 9% 13% 5% - 5% 0% 3% 7% 23% 23% 219% 27%	0% 8% 6% 6% 0% 0% 1% 24% ± 25% 24% 21% 27% 11% 0%	1% 9% 6% 8% - 2% 0% 3% 0% 2% - 17% 55% 19% 21% 17% -	1% 13% 10% - 12% 6% 0% 7% 1% - 6% 25% 5% 27% 27% - 25% 15% 0%		0%	0% - 0% *	
Il Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 26% 16% 25% 26% 8% 8% 26% 8% 8%	15% 6% 17% 14% 14% 16% 16% 14% 18% 17% 18% 17% 18% 14% 14% 14% 14% 14%	10% 1% 11% 8% 12% 4% 0% 5% 21% 5% 21% 17% 25% 16% 0% 18%	2% 8% 0% 6% 8% 2% 0% 22% 20% 9% * 16% 24% 10%	0% 12% 9% 9% 14% 3% 0% 4% 1% 6% 24% 0% 26% 22% 26% 21% 0%	0% 18% 7% 10% 22% 12% 0% 5% 20% 19% 04 22% 17% 13% 31% 20%	17% - 14% 20% 20% - 20% - *	* 16% 2% 15% 10% .* 10% 0% 8% 12% 29% .* 33% 20% .* * 25% .*	- 0% * * * * * * * * * * * * * * * * * *	0% 8% - 7% 6% 4% * 5% 5% 10% * 12% - 14% 0%	1% 10% 8% 7% 10% 3% 0% 3% 1% 2% 4% 20% 4% 22% 46% 216% 24% 13% 0% 15%	2% 14% 4% 11% 16% 8% 0% 8% 0% 44 12% 24% 21% 21% 22% 0% 24%	1% -0% 1% 1% 0% 0% 0% 5% 5% 5% 0%	11% 8% 9% 13% 5% - 5% 0% 3% 7% 23% 25% 19% 27% 18%	0% 8% 6% 10% 0% 0% 1% 24% ± 25% 27% 11% 0% 12%	1% 9% 6% 8% - 2% 0% 3% 0% 2% - 17% 5% 19% 21% 17% - 16% 0% 19%	1% 13% 10% - 12% 6% 0% 7% 1% - 6% 25% 5% 27% 27% 15% 0% 16%		0%	0% - 0% *	
Il Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL All Students CWD CWOD EL	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 8% 11% 26% 11% 25% 26% 24% 8% 24% 8% 24%	15% 6% 17% 14% 17% 14% 5% 16% 11% 18% 17% 7% 18% 17% 18% 14% 14% 5% 14% 14%	10% 1% 11% 8% 12% 4% 0% 5% 0% 5% 21% 5% 21% 16% 0% 16% 0% 18% 11%	2% 8% 0% 6% 8% 2% 0% 22% 0% 22% 16% 24% 10% 0%	0% 12% 9% 9% 14% 3% 0% 44% 1% 1% 6% 24% 26% 26% 22% 26% 21% 0 0 23% 13%	0% 18% 7% 10% 22% 12% 0% 14% 0% 5% 20% 19% 22% 17% 31% 20% 0% 23% 31%	17% - 14% 20% 20% - 20% - *	* 16% 2% 15% 10% * 10% 8% 12% 20% * 25% * 25% 0%	0% * 0% 0% - 0% * *	0% 8% - 7% 6% 4% - 4% 5% - 10% - 14% 0%	1% 10% 8% 7% 10% 3% 1% 2% 4% 20% 4% 22% 26% 24% 13% 0% 15% 11%	2% 14% 4% 11% 16% 8% 0% 4% 12% 24% 21% 28% 22% 0% 2443 111%	1% -0% 1% 1% 0% 0% -0% 5% 5% 0% 0%0%	11% 8% 9% 13% 5% 0% 3% 7% 23% 25% 25% 27% 18%	0% 8% 6% 10% 0% 0% 1% 24% 27% 11% 0% 12% 11%	1% 9% 6% 8% - 2% 0% 3% 0% 2% - 17% 5% 19% 21% 17% - 16% 0%	1% 13% 10% - 12% 6% 6% 6% 27% 25% 55% 5 6 27% 27% 15% 0% 16% 17%		0%	0% - 0% *	
Il Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	23% 8% 25% 11% 22% 24% 20% 7% 23% 26% 11% 25% 24% 8% 26% 8% 26% 8% 26% 24%	15% 6% 17% 14% 14% 16% 16% 14% 18% 17% 18% 17% 18% 14% 14% 14% 14% 14%	10% 1% 11% 8% 12% 4% 0% 5% 21% 5% 21% 17% 25% 16% 0% 18%	2% 8% 0% 6% 8% 2% 0% 22% 20% 9% * 16% 24% 10%	0% 12% 9% 9% 14% 3% 0% 4% 1% 6% 24% 0% 26% 22% 26% 21% 0%	0% 18% 7% 10% 22% 12% 0% 5% 20% 19% 04 22% 17% 13% 31% 20%	17% - 14% 20% 20% - 20% - *	* 16% 2% 15% 10% .* 10% 0% 8% 12% 29% .* 33% 20% .* * 25% .*	- 0% * * * * * * * * * * * * * * * * * *	0% 8% - 7% 6% 4% - 4% 5% 10% - 14% 0% 9%	1% 10% 8% 7% 10% 3% 0% 3% 1% 2% 4% 20% 4% 22% 46% 216% 24% 13% 0% 15%	2% 14% 4% 11% 16% 8% 0% 8% 0% 44 12% 24% 21% 21% 22% 0% 24%	1% -0% 1% 1% 0% 0% 0% 5% 5% 5% 0%	11% 8% 9% 13% 5% - 5% 0% 3% 7% 23% 25% 19% 27% 18%	0% 8% 6% 10% 0% 0% 1% 24% ± 25% 27% 11% 0% 12%	1% 9% 6% 8% - 2% 0% 3% 0% 2% - 17% 5% 19% 21% 17% - 16% 0% 19%	1% 13% 10% - 12% 6% 0% 7% 1% - 6% 25% 5% 27% 27% 15% 0% 16%		0%	0% - 0% *	

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)

								Two or			
	All	African			American		Pacific	More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
cademic Growth Score											
teading											
All Students	65	63	69	64	(•)	50	1960	85	65	49	64
CWD	49	56	36	55	•	-	-	-	42	49	33
CWOD	67	63	72	66	•	50	•	85	67	-	68
EL	64	40	71	*	(*)	*	100	-	63	33	64
Male	63	62	70	51	•	58	(€)	*	64	50	63
Female	67	63	68	76	· •):	42	•	79	66	46	67
athematics											
All Students	80	77	85	82		90		75	79	49	87

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWD	49	55	43	25		*	350	•	45	49	*
CWOD	84	81	87	89	*		•	82	84	-	87
EL	87	*	87	*	×	*		-	87	*	87
Male	75	70	83	77	•		3+3	72	75	46	84
Female	85	84	86	90	*	*	*	80	84	54	90

Part (iii)(II): Graduation Rate

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

								Two or					
	All	African			American		Pacific	More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless	Care
Federal Graduation Rate	s												
4-year Longitudinal Coh	ort Gradua	tion Rate (Gr 9-12): C	lass of 2	2018								
All Students	92.9%	93.5%	91.7%	92.8%	100.0%	95.0%	100.0%	93.3%	90.9%	88.6%	92.7%	90.0%	33.3%
CWD	88.6%	87.0%	90.0%	88.9%	-	3	100.0%	100.0%	85.7%	88.6%	100.0%	100.0%	0.0%
CWOD	93.3%	94.2%	91.8%	93.1%	100.0%	95.0%	100.0%	92.9%	91.5%	-	92.5%	87.5%	50.0%
EL	92.7%	100.0%	93.1%	100.0%	-	80.0%	100.0%	3. 0 .5	92.0%	100.0%	92.7%		0.0%
Male	91.4%	93.2%	88.4%	89.7%	100.0%	100.0%	100.0%	100.0%	89.2%	87.1%	91.3%	100.0%	0.0%
Female	94.3%	93.7%	95.2%	96.2%	100.0%	87.5%	(*):	88.9%	92.8%	92.3%	94.4%	83.3%	50.0%
" Indicates results are	macked di	ue to small i	numbers to	protect s	tudent confi	dentiality							
Indicates there are r				protoct	itadoni oonii	domain.							
'^' Ever EL in grades 9-		in the group	5 *										
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
	198	29	15%
'A'	Indicates data reporting does not indicates results are masked due indicates zero observations report	to small numbers to protect student con	ifidentiality.

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 Achi		African American nain Score		White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	40	35	42	47	59	42	30	45	37	14	34
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	54%	42%	56%	68%		80%	.₩6	69%	51%	71%	32%
* Indicates results are maske - Indicates there are no stude			o protect stu	dent con	fidentiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (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 Interim Goals (2023- 2027)	N 52%	N 42%	Y 46%	N 66%	51%	N 78%	53%	N 62%	Y 43%	N 31%	Y 39%

	All	African	Carrier - von	222-244	American	5200Y2 N 100	Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
Target Met	N	N	N	N		N		N	N	N	Ν
Interim Goals (2028-	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
032)											
Target Met	N	N	N	N		N		N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N		N	N	N	N
Mathematics	.,	•••									
Interim Goals (2018-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	4070	3170	4070	0070	1070	0270	0070	•			
022)	Υ	Υ	Υ	N					Υ	N	Υ
Target Met			49%	65%	53%	85%	57%	61%	45%	34%	49%
Interim Goals (2023-	54%	41%	4970	05%	5576	6576	31 /0	0176	4070	J-70	757
027)									Υ	N	Υ
Target Met	N	Y	Υ	N				200/		N	
Interim Goals (2028-	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
(032)											
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N
022) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2028- 032) Target Met Long-Term Goals Target Met											N 389 N 409 N 409 N
ederal Graduation St	atus^										
Interim Goals (2018-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
(022)											
Target Met	N	Υ	N	Υ					N	N	N
Interim Goals (2023-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
(027)											
Target Met	N	Υ	N	Υ					N	N	N
Interim Goals (2028-	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
032)	2.75	•									
Target Met	N	N	N	N					N	N	N
	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals				94% N	3→ 70	3−1 /0	3 -7 /0	U-7 /U	N	N	N
Target Met	N	N	N	IN					IN	1.4	1.4
+ STAAR Performs	e represent	student are	up indicator	rs that do	not meet the	e minimum	ı size criteria.	Proficiency uses EL (n the follo	wing

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)

		Campus	African American	Hispanio		American Indian		Pacific Islander	or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migran
rticipation Ra	ite																
All Subjects	All	99%	99%	99%	99%	100%	100%	100%	100%	99%	98%	100%	99%	100%	99%	99%	٠
	Students CWD	100%	100%	100%	98%		100%		100%	100%	100%	100%		100%		99%	-
	CWOD	99% 100%	99% 100%	99% 100%	99% 100%	100%	100% 100%	100%	100%	99% 100%	98% 100%	100%	99% 100%	100% 100%		99% 100%	*
	EL Male	99%	99%	99%	99%	100%	100%	*	100%	99%	98%	100%	99%	100%	99%	N e :	
	Female	99%	99%	100%	98%	100%	100%	100%	100%	100%	98%	99%	99%	100%	-	99%	•
Reading	All Students	99%	99%	99%	98%	100%	100%	100%	100%	99%	98%	99%	99%	100%	99%	99%	•
	CWD	99%	100%	100%	97%	.70	*	4000/	*	99%	100%	99%	-	100%		98%	-
	CWOD EL	99% 100%	99% 100%	99% 100%	98% 100%	100% -	100% 100%	100% *	100%	99% 100%	98% 100%	100%	99% 100%		99% 100%	99% 100%	*
	Male	99%	99%	99%	98%	•	100%	*	100%	99%	98%	100%	99%	100%	99%		:
	Female	99%	99%	99%	97%	*	100%	*	100%	100%	98%	98%	99%	100%	-	99%	•
Mathematics	All Students	99%	99%	99%	99%	٠	100%		100%	99%	98%	100%	99%	100%	99%	100%	*

	TI .	Campus	African American			American Indian	Asian	Pacific Islander		Disadv				EL		Female	Migra
	CWD	100%	100%	100%	100%	9	*		•	100%	100%	100%		•	100%	100%	
	CWOD	99%	99%	99%	98%		100%		100%	99%	98%	-	99%	100%	98%	100%	
	EL	100%	*	100%	100%		100%	-	-	100%	100%	*	100%	100%	100%	100%	
	Male	99%	98%	98%	100%	390	*	*	100%	99%	99%	100%	98%	100%	99%		
	Female	100%	100%	100%	96%	7.00	*	*	100%	100%	98%	100%	100%	100%	-	100%	
Science	All	99%	99%	99%	100%	0.00	100%		100%	99%	98%	100%	99%	100%	99%	99%	7*
	Students																
	CWD	100%	100%	100%	100%	300	*		*	100%	100%	100%		100%	100%	100%	
	CWOD	99%	98%	99%	100%	*	100%		100%	99%	98%		99%	100%		99%	
		100%	*	100%	100%		100%	*	10070	100%	100%	100%		100%			*
	EL						100%	-	100%	99%	99%	100%		100%		10070	
	Male	99%	99%	98%	100%										9970	99%	
n-Participat	Female	99%	99%	100%	100%		100%	-	100%	100%	98%	100%	99%	100%	-	99%	110
8					404	20/	-00/	001	00/	40/	00/	00/	40/	00/	40/	40/	*
All Subjects		1%	1%	1%	1%	0%	0%	0%	0%	1%	2%	0%	1%	0%	1%	1%	-
	Students		001	00/	50/		0%		0%	0%	0%	0%		0%	0%	1%	
	CWD	0%	0%	0%	2%	-		-					956				
	CWOD	1%	1%	1%	1%	0%	0%	0%	0%	1%	2%		1%	0%	1%	1%	
	EL	0%	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%	0%	
	Male	1%	1%	1%	1%	0%	0%	*	0%	1%	2%	0%	1%	0%	1%		
	Female	1%	1%	0%	2%	0%	0%	0%	0%	0%	2%	1%	1%	0%	3.00	1%	•
Reading	All	1%	1%	1%	2%	0%	0%	0%	0%	1%	2%	1%	1%	0%	1%	1%	290
	Students	401	00/	00/	20/		*		*	1%	0%	1%		0%	0%	2%	
	CWD	1%	0%	0%	3%	-		-					4.07				
	CWOD	1%	1%	1%	2%	0%	0%	0%	0%	1%	2%	-	1%	0%	1%	1%	
	EL	0%	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	1%	1%	2%	*	0%	*	0%	1%	2%	0%	1%	0%	1%	. •	
	Female	1%	1%	1%	3%	*	0%	*	0%	0%	2%	2%	1%	0%		1%	*
Mathematic	s All	1%	1%	1%	1%	•	0%	*	0%	1%	2%	0%	1%	0%	1%	0%	
	Students																
	CWD	0%	0%	0%	0%		*	Ī	*	0%	0%	0%	-	*	0%	0%	
	CWOD	1%	1%	1%	2%	•	0%		0%	1%	2%	-	1%	0%	2%	0%	-
	EL	0%	*	0%	0%	(·	0%		-	0%	0%	*	0%	0%	0%	0%	
	Male	1%	2%	2%	0%	•	*		0%	1%	1%	0%	2%	0%	1%	-	-
	Female	0%	0%	0%	4%	*	*	Ť	0%	0%	2%	0%	0%	0%		0%	
Science	All	1%	1%	1%	0%		0%		0%	1%	2%	0%	1%	0%	1%	1%	
GCIETICE	Students																
	CWD	0%	0%	0%	0%	•	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	2%	1%	0%	•	0%	*	0%	1%	2%	•	1%	0%	1%	1%	0.00
	EL	0%	*	0%	0%	-	0%		-	0%	0%	0%	0%	0%	0%	0%	
	Male	1%	1%	2%	0%	*	0%		0%	1%	1%	0%	1%	0%	1%		
	Female	1%	1%	0%	0%	*	0%	•	0%	0%	2%	0%	1%	0%		1%	

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 Disabilities	Students with Disabilities (Section 504)
Students Without Disabilitie	s											
In-School Suspensions												
·	Male	111	59	29	17	2	2	0	2	5		
	Female	71	44	20	5	0	0	0	2	2		
	Total	182	103	49	22	2	2	0	4	7		
Out-of-School Suspensions												
	Male	100	52	25	19	0	0	0	4	4		
	Female	66	46	13	7	0	0	0	0	2		
	Total	166	98	38	26	0	0	0	4	6		
Expulsions												
With Educational Services	Male	27	17	5	5	0	0	0	0	2		
	Female	13	11	2	0	0	0	0	0	0		
	Total	40	28	7	5	0	0	0	0	2		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		

		Total	African	vii i	18/L:4-	Indian or Alaska	Aning	Pacific	Two or More		with	Students with Disabilities (Section
	T-1-1		American			Native	Asian	Islander		EL	Disabilities	504)
Under Zero Tolerance Policies	Total Male	0	0	0	0	0	0	0	0 0	0		
Policies	Female	0	0	0	0	0	0	0	0	0		
	Total	Ö	0	Ö	Ö	Ö	Ö	Ô	0	Ö		
School-Related Arrests	IOIAI	U	U	U	Ū	U	U	U	U	U		
School-Related Arrests	Male	0	0	0	-0	0	0	0	0	0		
	Female	Ö	Ö	Ö	ŏ	Ö	Ö	Ö	ő	ŏ		
		0	0	Ö	Ö	Ö	Ö	0	ő	Ö		
	Total	U	U	U	U	U	U	U	U	U		
Referrals to Law Enforcement		•	^	0	0	•	^	0	^	0		
	Male	0	0			0	0		0			
	Female	0	0	0	0	0	0	0	0	0		
L	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities In-School Suspensions												
	Male	23	14	2	5	0	2	0	0	0		5
	Female	10	8	2	0	0	0	0	0	0		2
	Total	33	22	4	5	0	2	0	0	0		7
Out-of-School Suspensions												
	Male	36	25	4	7	0	0	0	0	0		10
	Female	12	10	2	0	0	0	0	0	0		2
	Total	48	35	6	7	0	0	0	0	0		12
Expulsions												
With Educational Services	Male	9	5	2	2	0	0	0	0	0		2
7111, 2444414141414141414	Female	2	2	0	0	Ō	Ō	0	Ō	Ō		2
	Total	11	7	2	2	ŏ	ō	ō	ō	ō		4
Without Educational	Male	0	ó	ō	ō	ō	ō	ō	ō	ō		Ó
Services	WILLIE	•	•	•	•	•	•	•	•	•		-
Delvices	Female	0	0	0	0	0	0	0	0	0		0
	Total	Ö	Ö	ŏ	ŏ	ŏ	ŏ	ŏ	ŏ	ŏ		ŏ
Under Zero Tolerance	Male	Ö	0	Ö	ő	ŏ	õ	Õ	ō	ŏ		Ö
Policies			_	_	_				•			-
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests			_	_	_	_	_	_	_	_		_
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement							_			_		
	Male	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												
	Male	174	71	41	53	2	5	0	2	8	29	8
	Female	163	74	47	32	0	0	2	8	5	17	8
	Total	337	145	88	85	2	5	2	10	13	46	16

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Megations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	1
On the basis of religiion	0

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hisnanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs		Students	American	mopanio	***************************************	Humo	7101011	101011001	110000		
	Male	2	-	15 4	34	(#K)	-	-	366		
	Female	2		-	-	(in the second		14			
	Total	2	S-1		12		-	2	4		
Accelerated Coursework											
Advanced Placement Courses	Male	207	41	77	74	0	11	2	2	5	0
/ taranoca i lacement coalcos	Female	255	83	86	65	2	11	0	8	11	2
	Total	462	124	163	139	2	22	2	10	16	2
International Baccalaureate	Male	-	(80)	-	-	-	5-1	-	=	959	-
Courses											
	Female	-		5 = 6	-	: - :		·	×	-	*
	Total	-	4		32	8 = 9		-	=	~	*
Dual Enrollment/Dual Credit	Male	26	5	5	14	0	2	0	0	0	0
Programs											
	Female	36	8	17	11	0	0	0	0	2	0
	Total	62	13	22	25	0	0 2	0	0	2	0
Indicates results are masked Indicates there are no studen Blank cell indicates the stude	ts in the group.			nfidentiality.		+					

Part (ix): Teacher Quality Data

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

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	20.3	12.1%
Teachers Teaching with Emergency or Provisional Credentials	8.6	5.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	28.7	18.3%
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 non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

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%	27	3%	-	(a)
Mathematics	5,880	1%	27	3%	Ē	1 = 0
Grade 4						
Reading	6,312	2%	25	2%	50	:50
Mathematics	6,311	2%	25	2%	*	(≠);
Grade 5						
Reading	6,133	1%	18	1%	2:	3-03
Mathematics	6,131	1%	18	1%	÷	*
Science	6,133	1%	18	1%	=	: 5 ,0
Grade 6						
Reading	6,038	1%	28	2%	•	: ⇒);
Mathematics	6,036	1%	28	2%	-	(2)
Grade 7		40/	4.4	40/		
Reading	5,616	1%	14	1%	<u>#</u>	(3)

5,616	2%				
	∠70	14	2%	::€3	*
5,251	1%	19	2%	٠	
5,254	2%	19	1%		•
5,250	1%	19	2%	±	-
5,150	1%	18	1%	×	
4,680	1%	24	1%	*	1%
5,122	1%	18	1%	*	<u>.</u>
4,954	1%	18	1%	: <u>•</u> :	
101,751	1%	377	2%	•	0%
45,064	1%	173	2%	0.€0.	0%
40,350	1%	149	2%	-	
16,337	1%	55	1%	-	=
	5,254 5,250 5,150 4,680 5,122 4,954 101,751 45,064 40,350 16,337	5,254 2% 5,250 1% 5,150 1% 4,680 1% 5,122 1% 4,954 1% 101,751 1% 45,064 1% 40,350 1% 16,337 1%	5,254 2% 19 5,250 1% 19 5,150 1% 18 4,680 1% 24 5,122 1% 18 4,954 1% 18 101,751 1% 377 45,064 1% 173 40,350 1% 149 16,337 1% 55	5,254 2% 19 1% 5,250 1% 19 2% 5,150 1% 18 1% 4,680 1% 24 1% 5,122 1% 18 1% 4,954 1% 18 1% 101,751 1% 377 2% 45,064 1% 173 2% 40,350 1% 149 2% 16,337 1% 55 1%	5,254 2% 19 1% - 5,250 1% 19 2% - 5,150 1% 18 1% - 4,680 1% 24 1% * 5,122 1% 18 1% - 4,954 1% 18 1% - 101,751 1% 377 2% * 45,064 1% 173 2% * 40,350 1% 149 2% -

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

							% At o	Above		
				w Basic		oove Basic		icient		ivanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
rade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disady	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 Disady	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
rade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disady	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

								Above		
			% Belo	w Basic	% At or Al	pove Basic	Prof	icient	% At A	ivanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		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%
201100000	0.00000000	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%

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
c Institutions	42%	43%	44%	37%	1.8	•	*	55%	38%	33%	24%
	Institutions	Students	Students American	Students American Hispanic	Students American Hispanic White	Students American Hispanic White Indian	Students American Hispanic White Indian Asian	Students American Hispanic White Indian Asian Islander	Students American Hispanic White Indian Asian Islander Races	Students American Hispanic White Indian Asian Islander Races Disadv	Students American Hispanic White Indian Asian Islander Races Disadv CWD

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