Campus Type

Indicator Other Academic Indicator English Learner Language Proficiency Sm WePry Weight 50%

3

Female 78% 77%	33% 7	1% *	-	-	-	-	64%	91%	14%	75%	71%	-	69%	-	*	-
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Mathematics All Students 46% 46%

CWOD	31%	21%	21%	16%	*	*	*	-	*	14%	30%	-	16%	5%	12%	21%	-	*	-	-
EL	14%	12%	-	5%	-	*	*	-	-	6%	0%	*	5%	5%	2%	9%	-	*	-	-
Male	26%	16%	22%	10%	*	*	*	-	*	11%	9%	0%	12%	2%	11%	-	-	*	-	-
Female	31%	22%	17%	22%	*	-	-													

	Male Female	43% 51%	35% 46%	36% 30%	29% 45%	27% 44%	* -	* -	-	* -	30% 40%	35% 69%	13% 8%	33% 46%	28% 37%	31% -	- 44%	* -	50% 40%	-	- *
Mathematics	All Students	51%	52%	27%	49%	40%	*	*	-	*	44%	62%	12%	50%	48%	43%	49%	*	23%	-	

All Students	65	58	66	38	*	*	-	*	63	55	62
CWD	55	*	59	*	-	-	-	-	50	55	57
CWOD	65	58	67	39	*	*	-	*	64	-	63
EL	62	-	62	-	*	*	-	-	61	57	62
Male	63	53	65	17	*	*	-	*	62	59	66
Female	66	62	67	58	-	-	-	-	63	40	59
All Students	76	61	78	88	*	*	-	*	75	57	81
CWD	57	*	50	*	-	-	-	-	52	57	31
CWOD	78	62	79	83	*	*	-	*	77	-	84
EL	81	-	81	-	*	*	-	-	82	31	81
Male	76	70	75	100	*	*	-	*	75	61	81
Female	77	53	80	75	-	-	-	-	75	40	82

STAAR Component Score	46	36	48	37	*	*	-	47	45	14	45
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

Indicates results are masked due to small numbers to protect student confidentiality. Indicates there are no students in the group. 1*1

2

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)

Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y						Y	Ν	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Ν	Ν						N	Ν	N
Interim Goals (2028-2032)											

On the basis of disability On the basis of sexual orientation On the basis of religiion funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

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.

Grade 3 Reading	5,881	1%	19	1%
Mathematics	5,880	1%	19	1%
Grade 4 Reading	6,312	2%	13	1%
Mathematics	6,311	2%	13	1%
Grade 5 Reading	6,133	1%	18	1%
Mathematics	6,131	1%	18	1%
Science	6,133	1%	18	1%
Grade 6 Reading	6,038	1%	19	1%
Mathematics	6,036	1%	19	1%
Grade 7 Reading	5,616	1%	20	1%
Mathematics	5,616	2%	20	2%
Grade 8 Reading	5,251	1%	18	1%
Mathematics	5,254	2%	18	1%
Science	5,250	1%	18	1%
End of Course English I	5,150	1%	20	1%
English II	4,680	1%	22	1%
Algebra I	5,122	1%	20	1%
Biology	4,954	1%	20	1%
All Grades All Subjects	101,751	1%	332	1%
Reading	45,064	1%	149	1%
Mathematics	40,350	1%	127	1%

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Science	16,337	1%	56	1%

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group. 1*1

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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.

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Grade 4	Reading	Overall	39	34	61	66	30	35	1	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	