Part (i)(ii) 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 group, and 10 tests or students for all students.

Part (i)(iii) 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);

<table>
<thead>
<tr>
<th>Academic Performance (At Meets Grade Level or Above)</th>
<th>All Students</th>
<th>African American/Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>Special Ed</th>
<th>EL (Current and Former)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/ELA</td>
<td>Baseline 2016-17</td>
<td>44%</td>
<td>32%</td>
<td>37%</td>
<td>60%</td>
<td>43%</td>
<td>74%</td>
<td>45%</td>
<td>56% 33% 19% 29%</td>
</tr>
<tr>
<td>Rates 2017-18 through</td>
<td>2021-22</td>
<td>44%</td>
<td>32%</td>
<td>37%</td>
<td>60%</td>
<td>43%</td>
<td>74%</td>
<td>45%</td>
<td>56% 33% 19% 29%</td>
</tr>
<tr>
<td></td>
<td>2022-23 through</td>
<td>52%</td>
<td>42%</td>
<td>46%</td>
<td>66%</td>
<td>51%</td>
<td>78%</td>
<td>53%</td>
<td>62% 43% 31% 39%</td>
</tr>
<tr>
<td></td>
<td>2026-27</td>
<td>62%</td>
<td>54%</td>
<td>58%</td>
<td>73%</td>
<td>62%</td>
<td>82%</td>
<td>63%</td>
<td>70% 55% 45% 32%</td>
</tr>
<tr>
<td></td>
<td>2027-28 through</td>
<td>72%</td>
<td>66%</td>
<td>69%</td>
<td>80%</td>
<td>72%</td>
<td>87%</td>
<td>73%</td>
<td>78% 67% 60% 65%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Baseline 2016-17</td>
<td>46%</td>
<td>31%</td>
<td>40%</td>
<td>59%</td>
<td>45%</td>
<td>82%</td>
<td>50%</td>
<td>54% 36% 23% 40%</td>
</tr>
<tr>
<td>Rates 2017-18 through</td>
<td>2021-22</td>
<td>46%</td>
<td>31%</td>
<td>40%</td>
<td>59%</td>
<td>45%</td>
<td>82%</td>
<td>50%</td>
<td>54% 36% 23% 40%</td>
</tr>
<tr>
<td></td>
<td>2022-23 through</td>
<td>54%</td>
<td>41%</td>
<td>49%</td>
<td>65%</td>
<td>53%</td>
<td>85%</td>
<td>57%</td>
<td>61% 45% 34% 49%</td>
</tr>
<tr>
<td></td>
<td>2026-27</td>
<td>63%</td>
<td>54%</td>
<td>59%</td>
<td>73%</td>
<td>63%</td>
<td>88%</td>
<td>66%</td>
<td>69% 57% 48% 59%</td>
</tr>
<tr>
<td></td>
<td>2027-28 through</td>
<td>73%</td>
<td>66%</td>
<td>70%</td>
<td>80%</td>
<td>73%</td>
<td>91%</td>
<td>75%</td>
<td>77% 68% 62% 70%</td>
</tr>
<tr>
<td>EL Progress</td>
<td>Baseline 2016-17</td>
<td>41%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rates 2017-18 through</td>
<td>2021-22</td>
<td>42%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2022-23 through</td>
<td>44%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2026-27</td>
<td>46%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2027-28 through</td>
<td>46%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate: 4-Year Longitudinal Rate</td>
<td>Baseline 2016-17</td>
<td>89%</td>
<td>85%</td>
<td>87%</td>
<td>93%</td>
<td>86%</td>
<td>95%</td>
<td>89%</td>
<td>92% 86% 78% 72%</td>
</tr>
<tr>
<td>Rates 2017-18 through</td>
<td>2021-22</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90% 90% 90% 90%</td>
</tr>
<tr>
<td></td>
<td>2022-23 through</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92% 92% 92% 92%</td>
</tr>
<tr>
<td></td>
<td>2026-27</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92% 92% 92% 92%</td>
</tr>
<tr>
<td></td>
<td>2027-28 through</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94% 94% 94% 94%</td>
</tr>
</tbody>
</table>

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;

<table>
<thead>
<tr>
<th>Campus Type</th>
<th>Indicator</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary and Middle Schools</td>
<td>Academic Achievement</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Other Academic Indicator</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>English Learner Language proficiency</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>SQSS: Student Achievement Domain Score</td>
<td>10%</td>
</tr>
<tr>
<td>High Schools and K-12</td>
<td>Academic Achievement</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>4-Year Graduation Rate</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>English Language proficiency</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>SQSS: College, Career, and Military Readiness</td>
<td>30%</td>
</tr>
</tbody>
</table>

(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;

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 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 Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA ranks 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 beginning the August 2018 accountability release, which is based on school year 2017-2018 performance data.
### STAAR Percent at Approaches Grade Level or Above

#### Grade 6

<table>
<thead>
<tr>
<th>Reading</th>
<th>All</th>
<th>68%</th>
<th>35%</th>
<th>37%</th>
<th>39%</th>
<th>*</th>
<th>-</th>
<th>-</th>
<th>-</th>
<th>-</th>
<th>38%</th>
<th>38%</th>
<th>28%</th>
<th>25%</th>
<th>56%</th>
<th>-</th>
<th>-</th>
<th>-</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>CWD</td>
<td>35%</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CWDOD</td>
<td>71%</td>
<td>34%</td>
<td>38%</td>
<td>-</td>
<td>40%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>EL</td>
<td>42%</td>
<td>23%</td>
<td>28%</td>
<td>*</td>
<td>28%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Male</td>
<td>63%</td>
<td>25%</td>
<td>25%</td>
<td>*</td>
<td>26%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Female</td>
<td>72%</td>
<td>47%</td>
<td>56%</td>
<td>-</td>
<td>59%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

| Mathematics | All | 76% | 42% | 41% | 41% | - | - | - | - | - | 42% | * | 43% | 36% | 36% | 50% | - | - | - | - |
| Students | CWD | 50% | * | - | * | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CWDOD | 79% | 42% | 43% | - | 43% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| EL | 61% | 41% | 36% | - | 36% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Male | 76% | 46% | 36% | - | 37% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Female | 77% | 37% | 50% | - | 47% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

#### Grade 7

| Reading | All | 73% | 39% | 40% | - | 40% | - | - | - | - | - | 37% | * | 42% | 26% | 37% | 42% | - | - | - | - |
| Students | CWD | 37% | 50% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CWDOD | 77% | 38% | 42% | - | 42% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| EL | 44% | 24% | 26% | - | 26% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Male | 69% | 36% | 37% | - | 37% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Female | 79% | 41% | 41% | - | 42% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

| Mathematics | All | 71% | 39% | 46% | - | 46% | - | - | - | - | - | 46% | * | 48% | 41% | 63% | 36% | - | - | - | - |
| Students | CWD | 42% | 80% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CWDOD | 75% | 36% | 48% | - | 48% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| EL | 52% | 32% | 41% | - | 41% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Male | 69% | 43% | 63% | - | 63% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Female | 73% | 37% | 36% | - | 36% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

#### Grade 8

| Reading | All | 85% | 63% | 62% | * | 60% | - | - | - | - | - | * | 63% | 63% | 29% | 53% | 68% | - | - | - | - |
| Students | CWD | 49% | * | - | * | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CWDOD | 88% | 66% | 63% | - | 61% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| EL | 58% | 23% | 29% | - | 29% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Male | 82% | 63% | 53% | - | 50% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Female | 88% | 63% | 68% | - | 67% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

| Mathematics | All | 85% | 50% | 40% | - | 38% | - | - | - | - | - | 39% | 43% | 29% | 48% | - | - | - | - |
| Students | CWD | 53% | * | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CWDOD | 89% | 52% | 43% | - | 39% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| EL | 73% | 23% | 29% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Male | 82% | 45% | 29% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Female | 87% | 55% | 48% | - | 46% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

| Science | All | 75% | 43% | 21% | - | 18% | - | - | - | - | - | 22% | 20% | 20% | - | - | - | - | - | - | - | - |
| Students | CWD | 39% | 67% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CWDOD | 78% | 41% | 20% | - | 16% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| EL | 46% | 15% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Male | 74% | 53% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Female | 76% | 34% | 20% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

### STAAR Percent at Meets Grade Level or Above

#### Grade 6

<p>| Reading | All | 38% | 11% | 13% | 14% | * | - | - | - | - | - | 13% | * | 14% | 8% | 4% | 28% | - | - | - | - |
| Students | CWD | 22% | * | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CWDOD | 40% | 10% | 14% | - | 15% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| EL | 14% | 10% | 8% | - | 8% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Male | 34% | 7% | 4% | - | 4% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Female | 42% | 16% | 28% | - | 29% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |</p>
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>All</th>
<th>State</th>
<th>District</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>CWD</th>
<th>CWOD</th>
<th>EL</th>
<th>Male</th>
<th>Female</th>
<th>CARE</th>
<th>Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWD</td>
<td>23%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWOD</td>
<td>46%</td>
<td>7%</td>
<td>10%</td>
<td>10%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>-</td>
<td>10%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>EL</td>
<td>24%</td>
<td>8%</td>
<td>4%</td>
<td>4%</td>
<td>10%</td>
<td>-</td>
<td>-</td>
<td>10%</td>
<td>4%</td>
<td>4%</td>
<td>0%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Male</td>
<td>44%</td>
<td>8%</td>
<td>4%</td>
<td>4%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>-</td>
<td>4%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Female</td>
<td>42%</td>
<td>8%</td>
<td>17%</td>
<td>18%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>17%</td>
<td>17%</td>
<td>-</td>
<td>17%</td>
</tr>
</tbody>
</table>

Grade 7 Reading

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>All</th>
<th>Grade 8</th>
<th>STAAR Percent at Masters Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWD</td>
<td>23%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>CWOD</td>
<td>50%</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>EL</td>
<td>16%</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>Male</td>
<td>42%</td>
<td>16%</td>
<td>6%</td>
</tr>
<tr>
<td>Female</td>
<td>53%</td>
<td>15%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Grade 8 Reading

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>All</th>
<th>Grade 8</th>
<th>STAAR Percent at Masters Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWD</td>
<td>20%</td>
<td>8%</td>
<td>-</td>
</tr>
<tr>
<td>CWOD</td>
<td>41%</td>
<td>8%</td>
<td>-</td>
</tr>
<tr>
<td>EL</td>
<td>17%</td>
<td>2%</td>
<td>-</td>
</tr>
<tr>
<td>Male</td>
<td>38%</td>
<td>7%</td>
<td>-</td>
</tr>
<tr>
<td>Female</td>
<td>40%</td>
<td>3%</td>
<td>-</td>
</tr>
</tbody>
</table>

Grade 7 Reading

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>All</th>
<th>Grade 8</th>
<th>STAAR Percent at Masters Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWD</td>
<td>25%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CWOD</td>
<td>53%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>EL</td>
<td>30%</td>
<td>0%</td>
<td>-</td>
</tr>
<tr>
<td>Male</td>
<td>48%</td>
<td>16%</td>
<td>-</td>
</tr>
<tr>
<td>Female</td>
<td>53%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Grade 8 Reading

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>All</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWD</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>CWOD</td>
<td>19%</td>
<td>0%</td>
</tr>
<tr>
<td>EL</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Male</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Female</td>
<td>17%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Grade 7 Reading

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>All</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWD</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>CWOD</td>
<td>30%</td>
<td>4%</td>
</tr>
<tr>
<td>EL</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Male</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Female</td>
<td>17%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Grade 8 Reading

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>All</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWD</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>District</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>All</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>All</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>All</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>All</td>
<td>73%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>All</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>All</td>
<td>79%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>All</td>
<td>48%</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>All</td>
<td>49%</td>
</tr>
</tbody>
</table>

**STAAR Percent at Approaches Grade Level or Above**

<table>
<thead>
<tr>
<th></th>
<th>All Subjects</th>
<th>Mathematics</th>
<th>Reading</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Grades</strong></td>
<td>All</td>
<td>77%</td>
<td>42%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>All</td>
<td>45%</td>
<td>31%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>All</td>
<td>80%</td>
<td>46%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>All</td>
<td>79%</td>
<td>44%</td>
<td>21%</td>
</tr>
</tbody>
</table>

**STAAR Percent at Meets Grade Level or Above**

<table>
<thead>
<tr>
<th></th>
<th>All Subjects</th>
<th>Mathematics</th>
<th>Reading</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Grades</strong></td>
<td>All</td>
<td>47%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>All</td>
<td>23%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>All</td>
<td>48%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>All</td>
<td>49%</td>
<td>8%</td>
<td>14%</td>
</tr>
</tbody>
</table>

### STAAR Percent at Masters Grade Level

All Grades  
All Subjects  
21% 2% 4% * 3% * - - - - - 4% * 12% * 4% 0% 5% 3% - 6% - -  
Students  
CWD 8% 3% * - - - - - * - - - - - * 0% * 0% 0% 0% * - - - - -  
CWOD 23% 2% 4% * 3% * - - - - - 4% 15% - 4% 0% 5% 4% - 8% - - - - -  
EL 9% 1% 0% - 0% - - - - - 0% * 0% 0% 0% 0% - - - - - - - -  
Male 20% 2% 5% * 4% - - - - - * 4% 22% * 5% 0% 5% - - * - -  
Female 22% 2% 3% * 3% * - - - - - 4% * 4% 0% - 3% - 14% - - - - -  

Reading  
All Students  
19% 2% 6% * 5% * - - - - - * 6% * * 7% 0% 6% 7% - - - - -  
Students  
CWD 7% 3% * - * - - - - - * 6% * - 7% 0% 7% 7% - * - - - - -  
CWOD 29% 2% 7% * 5% * - - - - - * 6% * - 2% 0% 3% 1% - - - - -  
EL 7% 0% 0% - 0% - - - - - 0% * 0% 0% 0% - - - - - - - -  
Male 16% 2% 6% * 5% * - - - - - * 5% * * 7% 0% 6% - - * - -  
Female 22% 3% 7% * 5% * - - - - - * 7% * * 7% 0% - 7% - - * - -  

Mathematics  
All Students  
23% 3% 2% * 2% * - - - - - * 2% * * 2% 0% 3% 1% - - - - -  
Students  
CWD 10% 6% * - * - - - - - * - - - - - - * - - - - - - - -  
CWOD 25% 3% 2% * 2% * - - - - - * 2% * * 2% 0% 3% 1% - - - - -  
EL 13% 1% 0% - 0% - - - - - * 0% * 0% 0% 0% - - - - - - - -  
Male 23% 3% 3% * 3% * - - - - - * 2% * * 3% 0% 3% - - * - -  
Female 24% 3% 1% * 1% * - - - - - * 1% * * 1% 0% - 1% - - * - -  

Science  
All Students  
22% 2% 2% * 0% - - - - - * 2% * * 3% * 0% - - - - -  
Students  
CWD 7% 0% 0% * - - - - - * - - - - - - * - - - - - - - -  
CWOD 24% 2% 3% * 0% - - - - - * 3% * 3% * * * - - - - - -  
EL 5% 0% 0% * - - - - - * - - - - - - * - - - - - - - -  
Male 23% 4% * - - - - - - - - - - - - - - - - - - - -  
Female 21% 1% 0% * - - - - - 0% * * 0% - - - - - - - -  

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(a): 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.

<table>
<thead>
<tr>
<th>Academic Growth Score</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>CWD</th>
<th>EL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>59</td>
<td>59</td>
<td>-</td>
<td>-</td>
<td>59</td>
<td>*</td>
<td>58</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWD</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWOD</td>
<td>60</td>
<td>60</td>
<td>*</td>
<td></td>
<td>59</td>
<td>-</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td>58</td>
<td>58</td>
<td>-</td>
<td></td>
<td>60</td>
<td>*</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>52</td>
<td>52</td>
<td></td>
<td>51</td>
<td>51</td>
<td>-</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td>66</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Mathematics           |              |                  |         |       |                |      |                  |                   |            |     |    |
| All Students          | 51           | 51               | -       |       |                | *    | 50               |                   |            |     |    |
| CWD                   | 71           | 71               |         | 71    |                | *    | *                |                   |            |     |    |
| CWOD                  | 50           | 50               | *       |       | 49             | -    | 47               |                   |            |     |    |
| EL                    | 48           | 48               |         |       | 47             | *    | 48               |                   |            |     |    |
| Male                  | 49           | 51               |         |       | 47             | *    | 43               |                   |            |     |    |
| Female                | 53           | 52               | *       |       | 53             | *    | 53               |                   |            |     |    |

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

This section provides information on high school graduation rates.

#### Federal Graduation Rates

4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017

<table>
<thead>
<tr>
<th>Federal Graduation Rates</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>CWD</th>
<th>EL</th>
<th>Homeless</th>
<th>Foster Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWOD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Indicates results are masked due to small numbers to protect student confidentiality.  
* Indicates there are no students in the group.
Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

<table>
<thead>
<tr>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>CWD</th>
<th>EL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total EL in Class</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proficiency of EL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rate of Proficiency</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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.

<table>
<thead>
<tr>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>CWD</th>
<th>EL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Meeting Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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.

<table>
<thead>
<tr>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>CWD</th>
<th>EL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAAR Performance Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim Goals (2018-2022)</td>
<td>44%</td>
<td>32%</td>
<td>37%</td>
<td>60%</td>
<td>43%</td>
<td>74%</td>
<td>45%</td>
<td>56%</td>
<td>33%</td>
<td>19%</td>
</tr>
<tr>
<td>Target Met</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Interim Goals (2023-2027)</td>
<td>52%</td>
<td>42%</td>
<td>45%</td>
<td>66%</td>
<td>51%</td>
<td>78%</td>
<td>53%</td>
<td>62%</td>
<td>43%</td>
<td>31%</td>
</tr>
<tr>
<td>Target Met</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Interim Goals (2028-2032)</td>
<td>62%</td>
<td>54%</td>
<td>58%</td>
<td>73%</td>
<td>62%</td>
<td>82%</td>
<td>63%</td>
<td>70%</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Target Met</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Long-Term Goals</td>
<td>72%</td>
<td>66%</td>
<td>69%</td>
<td>80%</td>
<td>72%</td>
<td>87%</td>
<td>73%</td>
<td>78%</td>
<td>67%</td>
<td>60%</td>
</tr>
<tr>
<td>Target Met</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim Goals (2018-2022)</td>
<td>46%</td>
<td>31%</td>
<td>40%</td>
<td>59%</td>
<td>45%</td>
<td>82%</td>
<td>50%</td>
<td>54%</td>
<td>36%</td>
<td>23%</td>
</tr>
<tr>
<td>Target Met</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Interim Goals (2023-2027)</td>
<td>54%</td>
<td>41%</td>
<td>49%</td>
<td>65%</td>
<td>53%</td>
<td>85%</td>
<td>57%</td>
<td>61%</td>
<td>45%</td>
<td>34%</td>
</tr>
<tr>
<td>Target Met</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Interim Goals (2028-2032)</td>
<td>63%</td>
<td>54%</td>
<td>59%</td>
<td>73%</td>
<td>63%</td>
<td>88%</td>
<td>66%</td>
<td>69%</td>
<td>57%</td>
<td>48%</td>
</tr>
<tr>
<td>Target Met</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Long-Term Goals</td>
<td>73%</td>
<td>66%</td>
<td>70%</td>
<td>80%</td>
<td>73%</td>
<td>91%</td>
<td>75%</td>
<td>77%</td>
<td>68%</td>
<td>62%</td>
</tr>
<tr>
<td>Target Met</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td><strong>English Learner Language Proficiency Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim Goals (2018-2022)</td>
<td>42%</td>
<td>44%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>Target Met</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

**Indicates zero observations reported for this group.**

Part (vii): STAAR Participation

<table>
<thead>
<tr>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>CWD</th>
<th>EL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal Graduation Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim Goals (2018-2022)</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Target Met</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Interim Goals (2023-2027)</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Target Met</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Interim Goals (2028-2032)</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Target Met</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

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

Source: 2018 Accountability Closing the Gaps Status Table
### Participation Rate

<table>
<thead>
<tr>
<th>Participation Rate</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>Non Econ Disadv</th>
<th>CWD</th>
<th>CWOD</th>
<th>EL</th>
<th>Male</th>
<th>Female</th>
<th>Migrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>CWD</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>CWOD</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>EL</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Students</td>
<td>CWD</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>CWOD</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>EL</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Students</td>
<td>CWD</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>CWOD</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>EL</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Students</td>
<td>CWD</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>CWOD</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>EL</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>*</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

---

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

*Indicates zero observations reported for this group.

### Part (viii): Civil Rights Data

Part (viii)(f) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

### Students Without Disabilities

<table>
<thead>
<tr>
<th>Students Without Disabilities</th>
<th>Total students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Indian or Alaska Native</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>EL</th>
<th>Students with Disabilities (Section 504)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-School Suspensions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-School Suspensions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

## Students With Disabilities

### In-School Suspensions

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Indian or Alaska Native</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>EL</th>
<th>Students With Disabilities (Section 504)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expulsions</td>
<td>Male</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Out-of-School Suspensions</td>
<td>Male</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

## School-Related Arrests

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Indian or Alaska Native</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>EL</th>
<th>Students With Disabilities (Section 504)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expulsions</td>
<td>Male</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Referrals to Law Enforcement</td>
<td>Male</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

## All Students

### Chronic Absenteeism

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Indian or Alaska Native</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>EL</th>
<th>Students With Disabilities (Section 504)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expulsions</td>
<td>Male</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Out-of-School Suspensions</td>
<td>Male</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>School-Related Arrests</td>
<td>Male</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Referrals to Law Enforcement</td>
<td>Male</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

### 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

### Total

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Indian or Alaska Native</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>EL</th>
<th>Students With Disabilities (Section 504)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

### High Poverty

#### Inexperienced Teachers, Principals, and Other School Leaders

<table>
<thead>
<tr>
<th></th>
<th>All School Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inexperienced Teachers, Principals, and Other School Leaders</td>
<td>4.0</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

#### Teachers Teaching with Emergency or Provisional Credentials

<table>
<thead>
<tr>
<th></th>
<th>All School Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Teaching with Emergency or Provisional Credentials</td>
<td>3.0</td>
<td>41.1%</td>
</tr>
</tbody>
</table>

#### Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed

<table>
<thead>
<tr>
<th></th>
<th>All School Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</td>
<td>0.0</td>
<td>-</td>
</tr>
</tbody>
</table>

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

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

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

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

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

#### Grade 3

##### Reading

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ALT2</td>
<td>Rate of ALT2</td>
<td>Rate of ALT2</td>
</tr>
<tr>
<td>6,019</td>
<td>1%</td>
<td>-</td>
</tr>
</tbody>
</table>

##### Mathematics

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ALT2</td>
<td>Rate of ALT2</td>
<td>Rate of ALT2</td>
</tr>
<tr>
<td>6,020</td>
<td>1%</td>
<td>-</td>
</tr>
</tbody>
</table>

#### Grade 4

##### Reading

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ALT2</td>
<td>Rate of ALT2</td>
<td>Rate of ALT2</td>
</tr>
<tr>
<td>6,061</td>
<td>1%</td>
<td>-</td>
</tr>
</tbody>
</table>

##### Mathematics

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ALT2</td>
<td>Rate of ALT2</td>
<td>Rate of ALT2</td>
</tr>
<tr>
<td>6,056</td>
<td>1%</td>
<td>-</td>
</tr>
</tbody>
</table>

#### Grade 5

##### Reading

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ALT2</td>
<td>Rate of ALT2</td>
<td>Rate of ALT2</td>
</tr>
<tr>
<td>6,162</td>
<td>2%</td>
<td>-</td>
</tr>
</tbody>
</table>

##### Mathematics

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ALT2</td>
<td>Rate of ALT2</td>
<td>Rate of ALT2</td>
</tr>
<tr>
<td>6,160</td>
<td>1%</td>
<td>-</td>
</tr>
</tbody>
</table>

##### Science

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ALT2</td>
<td>Rate of ALT2</td>
<td>Rate of ALT2</td>
</tr>
<tr>
<td>6,164</td>
<td>1%</td>
<td>-</td>
</tr>
</tbody>
</table>

#### Grade 6

##### Reading

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ALT2</td>
<td>Rate of ALT2</td>
<td>Rate of ALT2</td>
</tr>
<tr>
<td>5,678</td>
<td>1%</td>
<td>*</td>
</tr>
</tbody>
</table>

##### Mathematics

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ALT2</td>
<td>Rate of ALT2</td>
<td>Rate of ALT2</td>
</tr>
<tr>
<td>5,677</td>
<td>1%</td>
<td>*</td>
</tr>
</tbody>
</table>

#### Grade 7

##### Reading

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ALT2</td>
<td>Rate of ALT2</td>
<td>Rate of ALT2</td>
</tr>
<tr>
<td>5,298</td>
<td>1%</td>
<td>*</td>
</tr>
</tbody>
</table>

##### Mathematics

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ALT2</td>
<td>Rate of ALT2</td>
<td>Rate of ALT2</td>
</tr>
<tr>
<td>5,294</td>
<td>1%</td>
<td>*</td>
</tr>
</tbody>
</table>

#### Grade 8

**Note:** Blank cell indicates data are not applicable to this report.
### 2017-18 Federal Report Card

#### Reading
- **State**: 5,088 - **Rate of ALT2**: 1%
- **District**: 5,087 - **Rate of ALT2**: 1%
- **Campus**: 5,081 - **Rate of ALT2**: 1%

#### Mathematics
- **State**: 5,087 - **Rate of ALT2**: 2%
- **District**: 5,087 - **Rate of ALT2**: 2%
- **Campus**: 5,087 - **Rate of ALT2**: 2%

#### Science
- **State**: 5,087 - **Rate of ALT2**: 1%
- **District**: 5,087 - **Rate of ALT2**: 1%
- **Campus**: 5,087 - **Rate of ALT2**: 1%

#### End of Course English I
- **State**: 4,868 - **Rate of ALT2**: 1%
- **District**: 4,868 - **Rate of ALT2**: 1%
- **Campus**: 4,868 - **Rate of ALT2**: 1%

#### English II
- **State**: 4,556 - **Rate of ALT2**: 1%
- **District**: 4,556 - **Rate of ALT2**: 1%
- **Campus**: 4,556 - **Rate of ALT2**: 1%

#### Algebra I
- **State**: 4,884 - **Rate of ALT2**: 1%
- **District**: 4,884 - **Rate of ALT2**: 1%
- **Campus**: 4,884 - **Rate of ALT2**: 1%

#### Biology
- **State**: 4,861 - **Rate of ALT2**: 1%
- **District**: 4,861 - **Rate of ALT2**: 1%
- **Campus**: 4,861 - **Rate of ALT2**: 1%

#### Science
- **State**: 16,112 - **Rate of ALT2**: 1%
- **District**: 16,112 - **Rate of ALT2**: 1%
- **Campus**: 16,112 - **Rate of ALT2**: 1%

---

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

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

### State Level: 2017 Percentages at NAEP Achievement Levels

#### Grade 4

<table>
<thead>
<tr>
<th>Grade Group</th>
<th>Subject</th>
<th>% Below Basic</th>
<th>% At or Above Basic</th>
<th>% At or Above Proficient</th>
<th>% At or Above Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Reading</td>
<td>18</td>
<td>40</td>
<td>32</td>
<td>39</td>
</tr>
<tr>
<td>Black</td>
<td>Reading</td>
<td>30</td>
<td>43</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Reading</td>
<td>37</td>
<td>45</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>White</td>
<td>Reading</td>
<td>9</td>
<td>12</td>
<td>37</td>
<td>46</td>
</tr>
<tr>
<td>American Indian</td>
<td>Reading</td>
<td>8</td>
<td>31</td>
<td>44</td>
<td>21</td>
</tr>
<tr>
<td>Asian</td>
<td>Reading</td>
<td>16</td>
<td>23</td>
<td>25</td>
<td>42</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>Reading</td>
<td>63</td>
<td>25</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>Reading</td>
<td>33</td>
<td>27</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>Econ Disadv</td>
<td>Reading</td>
<td>50</td>
<td>46</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Reading</td>
<td>70</td>
<td>68</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>Reading</td>
<td>63</td>
<td>68</td>
<td>25</td>
<td>11</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Grade Group</th>
<th>Subject</th>
<th>% Below Basic</th>
<th>% At or Above Basic</th>
<th>% At or Above Proficient</th>
<th>% At or Above Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Mathematics</td>
<td>18</td>
<td>40</td>
<td>32</td>
<td>39</td>
</tr>
<tr>
<td>Black</td>
<td>Mathematics</td>
<td>30</td>
<td>43</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Mathematics</td>
<td>37</td>
<td>45</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>White</td>
<td>Mathematics</td>
<td>9</td>
<td>12</td>
<td>37</td>
<td>46</td>
</tr>
<tr>
<td>American Indian</td>
<td>Mathematics</td>
<td>8</td>
<td>31</td>
<td>44</td>
<td>21</td>
</tr>
<tr>
<td>Asian</td>
<td>Mathematics</td>
<td>16</td>
<td>23</td>
<td>25</td>
<td>42</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>Mathematics</td>
<td>63</td>
<td>25</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>Mathematics</td>
<td>33</td>
<td>27</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>Econ Disadv</td>
<td>Mathematics</td>
<td>50</td>
<td>46</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Mathematics</td>
<td>70</td>
<td>68</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>Mathematics</td>
<td>63</td>
<td>68</td>
<td>25</td>
<td>11</td>
</tr>
</tbody>
</table>

#### Grade 8

<table>
<thead>
<tr>
<th>Grade Group</th>
<th>Subject</th>
<th>% Below Basic</th>
<th>% At or Above Basic</th>
<th>% At or Above Proficient</th>
<th>% At or Above Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Reading</td>
<td>29</td>
<td>44</td>
<td>40</td>
<td>26</td>
</tr>
<tr>
<td>Black</td>
<td>Reading</td>
<td>42</td>
<td>40</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Reading</td>
<td>34</td>
<td>45</td>
<td>44</td>
<td>20</td>
</tr>
<tr>
<td>White</td>
<td>Reading</td>
<td>17</td>
<td>16</td>
<td>43</td>
<td>39</td>
</tr>
<tr>
<td>American Indian</td>
<td>Reading</td>
<td>8</td>
<td>13</td>
<td>30</td>
<td>53</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>Reading</td>
<td>38</td>
<td>35</td>
<td>43</td>
<td>16</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>Reading</td>
<td>23</td>
<td>18</td>
<td>42</td>
<td>31</td>
</tr>
<tr>
<td>Econ Disadv</td>
<td>Reading</td>
<td>38</td>
<td>35</td>
<td>45</td>
<td>16</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Reading</td>
<td>65</td>
<td>61</td>
<td>29</td>
<td>6</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>Reading</td>
<td>62</td>
<td>68</td>
<td>33</td>
<td>27</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Grade Group</th>
<th>Subject</th>
<th>% Below Basic</th>
<th>% At or Above Basic</th>
<th>% At or Above Proficient</th>
<th>% At or Above Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Mathematics</td>
<td>30</td>
<td>30</td>
<td>37</td>
<td>36</td>
</tr>
<tr>
<td>Black</td>
<td>Mathematics</td>
<td>44</td>
<td>53</td>
<td>41</td>
<td>34</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Mathematics</td>
<td>38</td>
<td>43</td>
<td>39</td>
<td>37</td>
</tr>
<tr>
<td>White</td>
<td>Mathematics</td>
<td>16</td>
<td>20</td>
<td>33</td>
<td>37</td>
</tr>
<tr>
<td>American Indian</td>
<td>Mathematics</td>
<td>3</td>
<td>4</td>
<td>38</td>
<td>30</td>
</tr>
<tr>
<td>Asian</td>
<td>Mathematics</td>
<td>3</td>
<td>12</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>Mathematics</td>
<td>24</td>
<td>27</td>
<td>43</td>
<td>36</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>Mathematics</td>
<td>40</td>
<td>45</td>
<td>40</td>
<td>37</td>
</tr>
<tr>
<td>Econ Disadv</td>
<td>Mathematics</td>
<td>67</td>
<td>69</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Mathematics</td>
<td>61</td>
<td>71</td>
<td>32</td>
<td>23</td>
</tr>
</tbody>
</table>

---

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

** Indicates zero observations reported for this group.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Student Group</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>Reading</td>
<td>Students with Disabilities</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited English Proficient</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Students with Disabilities</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited English Proficient</td>
<td>94</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Reading</td>
<td>Students with Disabilities</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited English Proficient</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Students with Disabilities</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited English Proficient</td>
<td>96</td>
</tr>
</tbody>
</table>

"**" Indicates reporting standards not met.

'\textit{n/a}' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

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

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.