

**Texas Education Agency**  
**2018-19 Federal Report Card for Texas Public Schools**  
**Campus Name: BRENTWOOD MIDDLE**  
**Campus ID: 015905041**  
**District Name: EDGEWOOD 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											EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ		
<b>Academic Performance (At Meets Grade Level or Above)</b>													
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%	
<b>EL Progress</b>													
Baseline 2016-17 Rates													41%
2017-18 through 2021-22													36%
2022-23 through 2026-27													38%
2027-28 through 2031-32													40%
<b>Graduation Rate: 4-Year Longitudinal Rate^</b>													
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%
	Academic Achievement	50%
High Schools and K-12	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 ranks 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)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 6</b>																						
Reading	All Students	67%	49%	46%	*	46%	*	-	-	-	-	46%	53%	32%	49%	49%	39%	54%	*	29%	40%	-
	CWD	33%	25%	32%	-	32%	-	-	-	-	-	33%	*	32%	-	40%	44%	10%	-	*	*	-
	CWOD	71%	53%	49%	*	49%	*	-	-	-	-	48%	57%	-	49%	50%	38%	59%	*	*	*	-
	EL	42%	48%	49%	-	49%	-	-	-	-	-	51%	*	40%	50%	49%	45%	52%	*	-	-	-
	Male	62%	39%	39%	*	39%	-	-	-	-	-	39%	40%	44%	38%	45%	39%	-	*	*	*	-
	Female	71%	59%	54%	-	54%	*	-	-	-	-	52%	80%	10%	59%	52%	-	54%	-	-	*	*
Mathematics	All Students	80%	57%	48%	*	48%	*	-	-	-	-	47%	53%	39%	49%	49%	46%	49%	*	29%	100%	-
	CWD	50%	33%	39%	-	39%	-	-	-	-	-	41%	*	39%	-	40%	50%	20%	-	*	*	-
	CWOD	83%	61%	49%	*	50%	*	-	-	-	-	49%	57%	-	49%	50%	46%	53%	*	*	*	-
	EL	67%	65%	49%	-	49%	-	-	-	-	-	51%	*	40%	50%	49%	70%	30%	*	-	-	-
	Male	78%	52%	46%	*	47%	-	-	-	-	-	46%	50%	50%	46%	70%	46%	-	*	*	*	-
	Female	81%	63%	49%	-	49%	*	-	-	-	-	49%	60%	20%	53%	30%	-	49%	-	*	*	-
<b>Grade 7</b>																						
Reading	All Students	74%	58%	56%	*	56%	*	-	-	-	-	56%	67%	24%	62%	55%	52%	61%	-	53%	-	-
	CWD	37%	28%	24%	-	21%	*	-	-	-	-	24%	-	24%	-	*	24%	25%	-	*	-	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	CWOD	78%	82%	62%	*	61%	-	-	-	-	-	61%	67%	*	62%	57%	59%	64%	-	64%	-	-
	EL	49%	53%	55%	-	55%	-	-	-	-	-	55%	*	*	57%	55%	55%	55%	-	-	-	-
	Male	70%	52%	52%	*	52%	*	-	-	-	-	51%	63%	24%	59%	55%	52%	-	-	40%	-	-
	Female	79%	64%	61%	*	60%	-	-	-	-	-	60%	71%	25%	64%	55%	-	61%	-	60%	-	-
	All Students	73%	52%	50%	*	50%	*	-	-	-	-	49%	60%	24%	54%	45%	48%	52%	-	47%	-	-
	CWD	43%	30%	24%	-	25%	-	-	-	-	-	24%	-	24%	-	*	24%	25%	-	-	-	-
	CWOD	77%	55%	54%	-	54%	-	-	-	-	-	54%	60%	-	54%	47%	54%	54%	-	64%	-	-
	EL	57%	50%	45%	-	45%	-	-	-	-	-	45%	*	*	47%	45%	45%	45%	-	-	-	-
	Male	72%	50%	48%	*	49%	*	-	-	-	-	48%	50%	24%	54%	45%	48%	-	-	60%	-	-
	Female	75%	54%	52%	*	51%	-	-	-	-	-	46%	71%	25%	54%	45%	-	52%	-	40%	-	-
Grade 8 Reading	All Students	84%	65%	71%	*	71%	-	-	-	-	-	72%	62%	0%	77%	41%	66%	76%	*	75%	*	*
	CWD	47%	19%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	88%	72%	77%	*	77%	-	-	-	-	-	62%	-	-	77%	44%	74%	80%	*	86%	*	*
	EL	62%	49%	41%	-	41%	-	-	-	-	-	44%	*	*	44%	41%	44%	38%	-	-	-	-
	Male	81%	61%	66%	*	66%	-	-	-	-	-	65%	*	0%	74%	44%	66%	-	-	-	-	-
	Female	88%	71%	76%	*	76%	-	-	-	-	-	78%	56%	*	80%	38%	-	76%	*	*	*	*
Mathematics	All Students	87%	86%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	58%	91%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	77%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	84%	91%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	89%	*	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Science	All Students	79%	59%	64%	*	63%	-	-	-	-	-	64%	58%	15%	68%	47%	63%	64%	*	63%	*	*
	CWD	46%	26%	15%	-	15%	-	-	-	-	-	15%	-	15%	-	22%	*	*	-	-	-	-
	CWOD	83%	64%	68%	*	67%	-	-	-	-	-	68%	58%	-	68%	44%	68%	67%	*	71%	*	*
	EL	55%	44%	47%	-	47%	-	-	-	-	-	50%	*	*	44%	47%	56%	38%	-	-	-	-
	Male	78%	61%	63%	*	62%	-	-	-	-	-	63%	*	22%	68%	56%	63%	-	-	-	-	-
	Female	81%	57%	64%	*	64%	-	-	-	-	-	65%	56%	*	67%	38%	-	64%	*	*	*	*
End of Course Algebra I	All Students	83%	72%	81%	*	81%	-	-	-	-	-	81%	83%	25%	85%	82%	74%	88%	*	63%	*	*
	CWD	52%	43%	25%	-	25%	-	-	-	-	-	25%	-	25%	-	*	38%	*	-	-	-	-
	CWOD	87%	76%	85%	*	85%	-	-	-	-	-	86%	83%	-	85%	81%	78%	93%	*	71%	*	*
	EL	73%	72%	82%	-	82%	-	-	-	-	-	81%	*	*	81%	82%	78%	88%	-	-	-	-
	Male	79%	64%	74%	*	73%	-	-	-	-	-	74%	*	38%	78%	78%	74%	-	-	-	-	-
	Female	88%	80%	88%	*	88%	-	-	-	-	-	88%	89%	*	93%	88%	-	88%	*	*	*	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
Grade 6 Reading	All Students	36%	23%	21%	*	20%	*	-	-	-	-	19%	40%	32%	19%	14%	19%	23%	*	14%	20%	-
	CWD	19%	25%	32%	-	32%	-	-	-	-	-	33%	-	32%	-	40%	44%	10%	-	*	*	-
	CWOD	38%	22%	19%	*	18%	-	-	-	-	-	16%	43%	-	19%	11%	13%	25%	*	*	*	-
	EL	14%	21%	14%	-	14%	-	-	-	-	-	15%	-	40%	11%	14%	10%	17%	*	*	*	-
	Male	33%	16%	19%	*	18%	-	-	-	-	-	18%	20%	44%	13%	10%	19%	-	-	-	-	-
	Female	40%	29%	23%	-	22%	*	-	-	-	-	20%	80%	10%	25%	17%	-	23%	-	*	*	*
Mathematics	All Students	46%	22%	14%	*	14%	*	-	-	-	-	13%	27%	25%	13%	12%	14%	14%	*	14%	60%	-
	CWD	23%	23%	25%	-	25%	-	-	-	-	-	26%	*	25%	-	40%	33%	10%	-	*	*	-
	CWOD	48%	22%	13%	*	12%	*	-	-	-	-	11%	29%	-	13%	8%	10%	15%	*	*	*	-
	EL	27%	28%	12%	-	12%	-	-	-	-	-	12%	*	40%	8%	12%	10%	13%	*	-	-	-
	Male	45%	18%	14%	*	14%	-	-	-	-	-	14%	20%	33%	10%	10%	14%	-	-	-	-	-
	Female	46%	26%	14%	-	13%	*	-	-	-	-	13%	40%	10%	15%	13%	-	14%	-	*	*	*
Grade 7 Reading	All Students	48%	26%	25%	*	25%	*	-	-	-	-	23%	47%	14%	27%	16%	22%	28%	-	7%	-	-
	CWD	21%	22%	14%	-	14%	*	-	-	-	-	14%	-	14%	-	14%	13%	-	-	*	*	-
	CWOD	51%	27%	27%	*	27%	-	-	-	-	-	25%	47%	*	27%	17%	24%	29%	-	9%	-	-
	EL	19%	17%	16%	-	16%	-	-	-	-	-	17%	*	*	17%	16%	27%	10%	-	-	-	-
	Male	44%	23%	22%	*	22%	*	-	-	-	-	21%	38%	14%	24%	27%	22%	-	-	20%	-	-
	Female	52%	29%	28%	*	27%	-	-	-	-	-	26%	57%	13%	29%	10%	-	28%	-	0%	-	-
Mathematics	All Students	41%	19%	22%	*	22%	*	-	-	-	-	21%	33%	21%	22%	16%	21%	22%	-	20%	-	-
	CWD	22%	25%	21%	-	21%	*	-	-	-	-	21%	-	21%	-	19%	25%	-	-	-	-	
	CWOD	44%	19%	22%	-	22%	-	-	-	-	-	21%	33%	-	22%	17%	22%	22%	-	27%	-	-
	EL	22%	14%	16%	-	16%	-	-	-	-	-	14%	*	*	17%	16%	18%	15%	-	-	-	-
	Male	41%	19%	21%	*	21%	*	-	-	-	-	21%	25%	19%	22%	18%	21%	-	-	40%	-	-
	Female	42%	20%	22%	-	22%	-	-	-	-	-	21%	43%	25%	22%	15%	-	22%	-	10%	-	-
Grade 8 Reading	All Students	53%	30%	31%	*	31%	-	-	-	-	-	30%	46%	0%	33%	12%	27%	34%	*	50%	*	*
	CWD	22%	14%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	57%	32%	33%	*	34%	-	-	-	-	-	32%	46%	-	33%	13%	30%	36%	*	57%	*	*
	EL	19%	17%	12%	-	12%	-	-	-	-	-	13%	*	*	13%	12%	11%	13%	-	-	-	-
	Male	49%	28%	27%	*	27%	-	-	-	-	-	27%	*	0%	30%	11%	27%	-	-	-	-	-
	Female	58%	31%	34%	*	35%	-	-	-	-	-	32%	56%	*	36%	13%	-	34%	-	*	*	*
Mathematics	All Students	55%	79%	*	-	*	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-
	CWD	27%	91%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	*	-	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	36%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	52%	82%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	59%	*	*	-	-	-	-	-	-	-	-	-	-	*	-	-	-	-	-	-	-
Science	All Students	50%	26%	29%	*	29%	-	-	-	-	-	29%	25%	0%	31%	18%	26%	31%	*	50%	*	*
	CWD	23%	14%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	53%	27%	31%	*	31%	-	-	-	-	-	32%	25%	-	31%	19%	29%	33%	*	57%	*	*
	EL	20%	14%	18%	-	18%	-	-	-	-	-	19%	-	*	19%	16%	22%	13%	-	-	-	-
	Male	50%	31%	26%	*	26%	-	-	-	-	-	27%	*	0%	29%	22%	26%	-	-	-	-	-
	Female	50%	20%	31%	*	32%	-	-	-	-	-	31%	33%	*	33%	13%	-	31%	*	*	*	*
End of Course Algebra I	All Students	59%	41%	59%	*	59%	-	-	-	-	-	60%	50%	17%	62%	41%	52%	66%	*	38%	*	*
	CWD	24%	17%	17%	-	17%	-	-	-	-	-											

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWD	7%	11%	10%	*	11%	*	-	-	-	-	10%	7%	10%	6%	0%	14%	6%	-	9%	-	-
	CWOD	17%	4%	6%	*	6%	-	-	-	-	-	6%	7%	6%	0%	0%	6%	6%	-	9%	-	-
	EL	6%	2%	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	16%	6%	8%	*	8%	*	-	-	-	-	9%	0%	14%	6%	0%	8%	-	20%	-	-	-
	Female	16%	4%	6%	*	6%	-	-	-	-	-	5%	14%	0%	6%	0%	-	6%	-	0%	-	-
Grade 8																						
Reading	All Students	27%	10%	10%	*	10%	-	-	-	-	-	11%	8%	0%	11%	0%	8%	13%	*	25%	*	*
	CWD	7%	4%	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	13%	*	-	-	-
	CWOD	30%	11%	11%	*	11%	-	-	-	-	12%	8%	-	11%	0%	9%	13%	*	29%	*	*	*
	EL	5%	3%	0%	*	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	*	-	-	-
	Male	24%	11%	8%	*	7%	-	-	-	-	9%	*	0%	9%	0%	8%	-	8%	*	*	*	*
	Female	31%	10%	13%	*	13%	-	-	-	-	13%	11%	*	13%	0%	-	13%	*	*	*	*	*
Mathematics	All Students	17%	36%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWD	9%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	18%	*	*	-	*	-	-	-	-	*	-	-	-	-	-	-	-	-	-	-	-
	EL	6%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	16%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	17%	*	*	-	-	-	-	-	-	*	-	-	*	-	-	-	-	-	-	-	-
Science	All Students	25%	8%	5%	*	5%	-	-	-	-	-	6%	0%	0%	6%	0%	6%	5%	*	0%	*	*
	CWD	10%	8%	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	6%	0%	*	*	*	*
	CWOD	26%	9%	6%	*	5%	-	-	-	-	6%	0%	*	6%	0%	7%	5%	*	0%	*	*	*
	EL	5%	4%	0%	*	0%	-	-	-	-	0%	*	0%	0%	0%	0%	0%	0%	*	0%	*	*
	Male	25%	12%	6%	*	5%	-	-	-	-	6%	*	0%	7%	0%	6%	-	*	*	*	*	*
	Female	24%	5%	5%	*	5%	-	-	-	-	5%	0%	*	5%	0%	-	5%	*	*	*	*	*
End of Course																						
Algebra I	All Students	36%	21%	35%	*	36%	-	-	-	-	-	34%	42%	0%	38%	18%	26%	44%	*	13%	*	*
	CWD	9%	9%	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	44%	*	-	-	-
	CWOD	39%	23%	38%	*	39%	-	-	-	-	37%	42%	-	38%	19%	29%	46%	*	14%	*	*	*
	EL	19%	17%	18%	*	18%	-	-	-	-	19%	*	*	19%	18%	22%	13%	-	-	-	-	-
	Male	31%	18%	28%	*	27%	-	-	-	-	27%	*	0%	29%	22%	26%	-	26%	*	*	*	*
	Female	40%	25%	44%	*	45%	-	-	-	-	42%	56%	*	46%	13%	-	44%	*	*	*	*	*

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

All Grades																						
All Subjects	All Students	77%	60%	59%	59%	59%	50%	-	-	-	-	59%	62%	26%	63%	51%	55%	63%	58%	51%	77%	100%
	CWD	46%	31%	26%	-	25%	*	-	-	-	-	26%	*	26%	-	40%	31%	15%	-	12%	*	-
	CWOD	81%	64%	63%	59%	63%	*	-	-	-	-	63%	63%	-	63%	52%	59%	67%	58%	65%	73%	100%
	EL	62%	57%	51%	-	51%	-	-	-	-	-	53%	27%	40%	52%	51%	56%	47%	*	-	-	-
	Male	74%	56%	55%	50%	55%	*	-	-	-	-	55%	54%	31%	59%	56%	55%	-	44%	43%	*	-
	Female	80%	64%	63%	75%	63%	*	-	-	-	-	62%	69%	15%	67%	47%	-	63%	*	58%	73%	100%
Reading	All Students	73%	56%	57%	44%	58%	*	-	-	-	-	57%	60%	23%	62%	49%	52%	63%	40%	53%	50%	*
	CWD	39%	25%	23%	-	23%	*	-	-	-	-	23%	*	23%	-	29%	27%	14%	27%	14%	13%	-
	CWOD	78%	61%	62%	44%	63%	*	-	-	-	-	62%	62%	-	62%	51%	57%	67%	40%	68%	40%	-
	EL	54%	50%	49%	-	49%	-	-	-	-	-	51%	20%	29%	51%	49%	48%	51%	*	*	*	*
	Male	69%	51%	52%	33%	52%	*	-	-	-	-	55%	27%	57%	48%	52%	-	*	38%	*	*	*
	Female	78%	62%	63%	*	63%	*	-	-	-	-	63%	67%	14%	67%	51%	-	63%	*	65%	40%	*
Mathematics	All Students	81%	63%	59%	67%	59%	*	-	-	-	-	58%	64%	30%	63%	54%	55%	62%	60%	47%	100%	*
	CWD	53%	37%	30%	-	31%	-	-	-	-	-	31%	*	30%	-	43%	36%	18%	-	13%	*	-
	CWOD	84%	67%	63%	67%	63%	*	-	-	-	-	62%	66%	-	63%	55%	59%	66%	60%	59%	100%	*
	EL	72%	65%	54%	-	54%	-	-	-	-	-	55%	40%	43%	55%	54%	65%	45%	*	*	*	*
	Male	79%	61%	55%	50%	55%	*	-	-	-	-	55%	52%	36%	59%	65%	55%	-	*	46%	*	-
	Female	82%	66%	62%	*	62%	*	-	-	-	-	61%	76%	18%	66%	45%	-	62%	*	47%	100%	*
Science	All Students	80%	62%	64%	*	63%	-	-	-	-	-	64%	58%	15%	68%	47%	63%	64%	*	63%	*	*
	CWD	51%	36%	15%	-	15%	-	-	-	-	-	15%	*	15%	-	22%	*	*	*	*	*	*
	CWOD	84%	66%	68%	*	67%	-	-	-	-	-	68%	58%	-	68%	44%	68%	67%	*	71%	*	*
	EL	61%	55%	47%	-	47%	-	-	-	-	-	50%	*	44%	47%	56%	38%	-	*	*	*	*
	Male	79%	60%	63%	*	62%	-	-	-	-	-	63%	*	22%	68%	56%	63%	-	*	*	*	*
	Female	81%	64%	64%	*	64%	-	-	-	-	-	65%	56%	*	67%	38%	-	64%	*	*	*	*

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

All Grades																						
All Subjects	All Students	49%	28%	28%	36%	28%	33%	-	-	-	-	27%	38%	18%	29%	17%	25%	31%	25%	25%	54%	50%
	CWD	24%	18%	18%	-	19%	*	-	-	-	-	19%	*	18%	-	27%	22%	10%	-	0%	-	-
	CWOD	52%	29%	29%	36%	29%	*	-	-	-	-	29%	39%	27%	29%	16%	26%	32%	25%	33%	45%	50%
	EL	29%	24%	17%	-	17%	-	-	-	-	-	9%	2%	16%	17%	18%	15%	-	-	-	-	-
	Male	47%	26%	25%	43%	25%	*	-	-	-	-	25%	24%	22%	26%	18%	25%	-	22%	27%	*	-
	Female	52%	30%	31%	25%	31%	*	-	-	-	-	29%	51%	10%	32%	15%	-	31%	*	24%	45%	50%
Reading	All Students	47%	26%	25%	33%	25%	*	-	-	-	-	24%	44%	19%	26%	14%	22%	28%	20%	20%	33%	*
	CWD	21%	16%	19%	-	19%	*	-	-	-	-	19%	*	19%	-	29%	23%	9%	-	0%	*	-
	CWOD	50%	27%	26%	33%	26%	*	-	-	-	-	25%	45%	-	26%	13%	22%	30%	20%	27%	20%	*
	EL	23%	19%	14%	-	14%	-	-	-	-	-	9%	0%	29%	13%	14%	15%	14%	*	-	-	-
	Male	43%	23%	22%	33%	22%	*	-	-	-	-	22%	27%	23%	22%	15%	22%	-	*	23%	*	-
	Female	51%	29%	28%	*	28%	*	-	-	-	-	26%	62%	9%	30%	14%	-	28%	*	18%	20%	*
Mathematics	All Students	51%	30%	31%	44%	30%	*	-	-	-	-	30%	36%	22%	32%	19%	28%	33%	40%	23%	67%	*
	CWD	26%	22%	22%	*	22%	*	-	-	-	-	22%	*	22%	-	29%	26%	14%	0%	0%	*	-
	CWOD	54%	31%	32%	44%	32%	*	-	-	-	-	31%	37%	22%	32%	18%	29%	35%	40%	32%	60%	*
	EL	37%	30%	19%	-	19%	-	-	-	-	-	19%	20%	29%	18%	20%	18%	*	*	*	*	*
	Male	50%	28%	28%	50%	28%	*	-	-	-	-	28%	24%	26%	29%	20%	28%	-	*	31%	*	-
	Female	51%	31%	33%	*	33%	*	-	-	-	-	32%	48%	14%	35%	18%	-					

State District Campus Afr Amer Hispanic White Amer Ind Asian Pac Isl Two or More Races Econ Disadv Non Econ Disadv CWD CWOD EL Male Female Migrant Homeless Foster Care Military

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Reading</b>												
All Students	55	86	55	*	-	-	-	-	54	45	50	
CWD	45	-	44	*	-	-	-	-	45	45	29	
CWOD	57	86	56	*	-	-	-	-	56	-	52	
EL	50	-	50	-	-	-	-	-	51	29	50	
Male	52	*	52	*	-	-	-	-	52	45	40	
Female	58	*	57	*	-	-	-	-	57	45	57	
<b>Mathematics</b>												
All Students	49	36	49	*	-	-	-	-	49	37	46	
CWD	37	-	38	*	-	-	-	-	36	37	64	
CWOD	50	36	51	*	-	-	-	-	51	-	44	
EL	46	-	46	-	-	-	-	-	45	64	46	
Male	46	*	47	*	-	-	-	-	47	39	54	
Female	51	*	51	*	-	-	-	-	51	32	39	

Part (iii)(II): Graduation Rate

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

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL <sup>A</sup>	Homeless	Foster Care
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 .- Indicates there are no students in the group.  
 ^A 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
86	5	6%

^A Indicates data reporting does not meet for Minimum Size.  
 \*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 .- Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Student Success (Student Achievement Domain Score: STAAR Component Only)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	32	36	32	33	-	-	-	-	32	16	23
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N	N	N	N	N	N	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	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	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	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	N	N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											N

Interim Goals (2023-2027)

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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