Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: L B JOHNSON EL Campus ID: 015905109 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

Part (i)(ii) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2):

State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perform	nance (At Meets Grade Level o	r Above)										
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
-	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate:	4-Year Longitudinal Rate [^]											
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

[&]quot; 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 b. Other Academic Indicator for Non-High Schools: STAAR Growth Status nce Status (Percent at Meets Grade Level or Above)
- 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;

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

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

(ab) the mentionously by within the Gate differentiates all such schools.

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i):

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the sc Part A funds are identified for comprehensive support and improvement. ed domain score for all campuses. The lowest five percent of campuses that receive Title I,

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

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
STAAR Percent	t at Approaches	Grade I	evel or A	Above																		
Grade 3																						
Reading	All Students	75%	61%	67%	*	68%	-	-	57%	*	-	67%	*	43%	70%	62%	68%	67%	*	*	-	-
•	CWD	49%	32%	43%	-	33%	-	-	*	-	-	43%	-	43%	-	*	*	*	-	-	-	-
	CWOD	79%	65%	70%	*	71%	-	-	50%	*	-	69%	*	-	70%	61%	72%	67%	*	*	-	-
	EL	69%	65%	62%	-	67%	-	-	50%	-	-	62%	-	*	61%	62%	62%	63%	*	-	-	-
	Male	73%	61%	68%	*	69%	-	-	*	-	-	66%	*	*	72%	62%	68%	-	*	*	-	-
	Female	78%	62%	67%	*	67%	-	-	*	*	-	68%	*	*	67%	63%	-	67%	-	-	-	-
Mathematics	All Students	78%	64%	72%	*	71%	-	-	71%	*	-	71%	*	43%	74%	62%	75%	69%	*	*	-	-
	CWD	52%	27%	43%	-	33%	-	-	*	-	-	43%	-	43%	-	*	*	*	-	-	-	-
	CWOD	81%	68%	74%	*	73%	-	-	67%	*	-	73%	*	-	74%	67%	78%	70%	*	*	-	-
	EL	75%	71%	62%	-	60%	-	-	67%	-	-	62%	-	*	67%	62%	69%	50%	*	-	-	-
	Male	78%	68%	75%	*	77%	-	-	*	-	-	74%	*	*	78%	69%	75%	-	*	*	-	-
	Female	78%	60%	69%	*	63%	-	-	*	*	-	68%	*	*	70%	50%	-	69%	-	-	-	-
Grade 4																						
Reading	All Students	74%	50%	60%	*	60%	*					60%	*	46%	63%	50%	58%	64%	*	*		
. todding	CWD	44%	29%	46%	*	42%	-	-	-	-	-	46%	-	46%	-	*	45%	*	-	-	-	-

	CWOD	State 78%	District 52%	Campus 63%	Afr Amer	Hispanic 63%	White	Amer Ind	Asian -	Pac Isl -	Two or More Races	Econ Disadv 62%	Non Econ Disadv	CWD	CWOD 63%	EL 50%	Male 61%	Female 65%	Migrant	Homeless	Foster Care	Military -
	EL Male Female	64% 71% 77%	47% 48% 52%	50% 58% 64%	*	50% 58% 63%	-	-	-	-	-	47% 58% 63%	:	45%	50% 61% 65%	50% 45% 56%	45% 58% -	56% - 64%	:	÷	-	-
Mathematics	All Students CWD CWOD EL Male Female	74% 46% 78% 69% 74% 74%	49% 27% 51% 50% 52% 45%	53% 38% 56% 55% 52% 55%	* * - *	52% 33% 56% 55% 50% 56%	* - * - *	-	-	-		54% 38% 56% 58% 52% 56%	* * * *	38% 38% - * 45%	56% 56% 56% 54% 58%	55% * 56% 55% 64% 44%	52% 45% 54% 64% 52%	55% * 58% 44% - 55%	* * *	* * *	- - - - -	-
Grade 5 Reading	All Students CWD CWOD EL Male Female	86% 55% 89% 77% 83% 88%	72% 42% 74% 66% 66% 77%	72% * 73% 67% 69% 76%	* - * - *	74% * 74% 75% 70% 78%	- - - -	-	50% * 60% 40% * *	* - - - *		71% * 72% 67% 67% 75%	100% - 100% - *	* - * * *	73% - 73% 70% 71% 76%	67% * 70% 67% 70% 64%	69% * 71% 70% 69%	76% * 76% 64% - 76%		* - * - *	- - - - -	-
Mathematics	All Students CWD CWOD EL Male Female	89% 68% 92% 85% 88% 90%	75% 52% 77% 80% 73% 78%	68% 69% 71% 69% 67%	* - * - *	70% * 71% 88% 72% 68%	- - - -	-	33% * 40% 20% *	* - * - *		66% * 67% 71% 67% 66%	100% - 100% - *	* * * * * *	69% - 69% 75% 71% 67%	71% * 75% 71% 80% 64%	69% * 71% 80% 69%	67% 67% 64% - 67%		* - * - *	- - - - -	- - - - -
Science	All Students CWD CWOD EL Male Female	74% 45% 77% 60% 74% 73%	51% 32% 53% 51% 50% 52%	51% * 51% 67% 58% 43%	* - * - *	51% * 51% 81% 60% 41%	-	-	33% * 40% 20% * *	* - - - *	-	48% 48% 67% 54% 41%	100% - 100% - *	* - * *	51% - 51% 70% 59% 42%	67% * 70% 67% 70% 64%	58% 59% 70% 58%	43% 42% 64% - 43%	:	* - * -	- - - -	-
	t at Meets Grad	e Level c	or Above																			
Grade 3 Reading	All Students CWD CWOD EL Male Female	44% 26% 46% 35% 41% 47%	25% 13% 26% 29% 27% 23%	42% 14% 45% 43% 40% 44%	* - * - *	40% 0% 44% 40% 37% 43%	- - - -	-	57% * 50% 50% * *	* - - - *		44% 14% 48% 43% 42% 47%	* - * - *	14% 14% - * *	45% - 45% 50% 44% 45%	43% * 50% 43% 46% 38%	40% * 44% 46% 40%	44% 45% 38% - 44%	* * * *	* - * - *	: : : :	-
Mathematics	All Students CWD CWOD EL Male Female	48% 30% 50% 41% 49% 46%	27% 17% 29% 31% 33% 22%	30% 14% 31% 19% 38% 22%	* - * - *	28% 0% 30% 13% 37% 17%	-	-	43% * 33% 33% * *	* - - - *	-	29% 14% 30% 19% 34% 24%	* - * - *	14% 14% - * *	31% - 31% 22% 41% 21%	19% * 22% 19% 23% 13%	38% 41% 23% 38%	22% * 21% 13% - 22%	* * * *	* - * - *	- - - - -	-
Grade 4 Reading	All Students CWD CWOD EL Male Female	43% 24% 46% 30% 41% 46%	20% 23% 20% 18% 20% 20%	16% 31% 14% 15% 15% 18%	* * - *	16% 25% 14% 15% 14% 19%	* - * - *	- - - -	-	- - - -		17% 31% 14% 16% 15%	* - * - *	31% 31% - * 36%	14% - 14% 11% 10% 19%	15% * 11% 15% 18% 11%	15% 36% 10% 18% 15%	18% * 19% 11% - 18%	* * * *	* - * *	- - - - -	-
Mathematics	All Students CWD CWOD EL Male Female	46% 27% 49% 39% 48% 45%	24% 23% 24% 25% 27% 20%	20% 31% 18% 20% 27% 9%	* * - *	20% 25% 19% 20% 26% 9%	* - * - *	-	-	- - - -	- - - -	20% 31% 18% 21% 27% 9%	* - * *	31% 31% - * 36%	18% - 18% 17% 24% 10%	20% * 17% 20% 36% 0%	27% 36% 24% 36% 27%	9% * 10% 0% - 9%	* * * *	* * * *	- - - -	
Grade 5 Reading	All Students CWD CWOD EL Male Female	53% 27% 56% 36% 50% 56%	28% 22% 28% 24% 24% 32%	26% * 24% 19% 27% 24%	* - * - *	24% * 22% 19% 26% 22%	- - - -	-	33% * 40% 20% * *	* - * - *	-	22% * 20% 19% 23% 20%	83% - 83% - *	* * * * *	24% - 24% 20% 27% 22%	19% * 20% 19% 30% 9%	27% * 27% 30% 27%	24% * 22% 9% - 24%		* - * - *	-	- - - - -
Mathematics	All Students CWD CWOD EL Male Female	57% 31% 60% 46% 56% 57%	31% 25% 32% 39% 28% 35%	24% * 24% 38% 25% 24%	* - * - *	24% * 24% 44% 23% 24%	- - - -	-	33% * 40% 20% * *	* - * -		23% * 23% 38% 23% 23%	50% - 50% - *	* - * *	24% - 24% 40% 27% 22%	38% * 40% 38% 40% 36%	25% * 27% 40% 25%	24% * 22% 36% - 24%		* - * - *	- - - - -	-
Science	All Students CWD CWOD EL Male Female	48% 27% 50% 31% 50% 45%	23% 24% 23% 25% 23% 22%	21% * 20% 33% 27% 15%	* - * - *	20% * 19% 38% 26% 15%	- - - -	- - - - -	33% * 40% 20% * *	* - * - *	-	20% * 18% 33% 27% 11%	50% - 50% - *	* * - * *	20% - 20% 35% 27% 13%	33% * 35% 33% 50% 18%	27% 27% 50% 27%	15% * 13% 18% - 15%	-	* - * - *	- - - - -	-
STAAR Percen Grade 3	t at Masters Gra	ade Leve	I																			
Reading	All Students CWD CWOD EL Male Female	27% 10% 29% 19% 24% 29%	12% 5% 12% 15% 13% 10%	17% 0% 19% 24% 18%	* - * - *	15% 0% 17% 20% 14%	- - - -	-	29% * 33% 33% * *	* * - - *		18% 0% 20% 24% 18%	* - * - *	0% 0% - * *	19% - 19% 28% 19% 18%	24% * 28% 24% 23% 25%	18% 19% 23% 18%	17% * 18% 25% - 17%	* * * *	* * - *	- - - - -	- - - - -
Mathematics	All Students CWD CWOD EL Male Female	24% 12% 25% 18% 26% 22%	10% 8% 10% 9% 12% 8%	9% 0% 10% 10% 13% 6%	* - * - *	8% 0% 8% 7% 11% 3%	- - - - -	-	14% * 17% 17% * *	* *	- - - - -	10% 0% 11% 10% 13% 6%	* - * - *	0% 0% - * *	10% - 10% 11% 14% 6%	10% * 11% 10% 8% 13%	13% * 14% 8% 13%	6% 6% 13% - 6%	* * * *	* - * - *	- - - - -	-
Grade 4 Reading	All Students CWD CWOD EL Male Female	21% 8% 23% 12% 20% 23%	7% 3% 7% 4% 7% 6%	7% 8% 7% 0% 4% 12%	* * - *	7% 8% 7% 0% 4% 13%	* - * - *	- - - - -	-	-		7% 8% 7% 0% 4% 13%	* * * - *	8% 8% - * 9%	7% - 7% 0% 2% 13%	0% * 0% 0% 0% 0%	4% 9% 2% 0% 4%	12% * 13% 0% - 12%	* * * - *	* - * *	- - - - -	-
Mathematics	All Students CWD CWOD EL Male Female	27% 13% 29% 20% 29% 25%	12% 6% 12% 10% 14% 9%	6% 0% 7% 5% 10% 0%	* * - *	6% 0% 7% 5% 10% 0%	* - * - *	-	-	- - - -	:	6% 0% 7% 5% 10% 0%	* * *	0% 0% - * 0% *	7% - 7% 6% 12% 0%	5% * 6% 5% 9% 0%	10% 0% 12% 9% 10%	0% * 0% 0% -	* * * *	* * * *	- - - - -	-
Grade 5 Reading	All Students CWD CWOD EL Male Female	29% 9% 31% 14% 26% 31% 36% 14%	9% 7% 10% 7% 8% 10%	8% 7% 10% 8% 9%	* - * * * * * * * * * * * * * * * * * *	8% 7% 13% 9% 7%	-	-	17% * 20% 0% * * 33% *	* - * * * * - * * * * * * * * * * * * *		7% * 6% 10% 6% 7%	33% 	* * * * * *	7% - 7% 10% 6% 9%	10% * 10% 10% 10% 9%	8% * 6% 10% 8% -	9% * 9% 9% - 9%		* - * -	-	:
	55	1-70	J 70		-		-	-		-	-		-		-				-	-	-	-

	CWOD	State 38%	District	Campus 12%	Afr Amer	Hispanic 11%	White	Amer Ind	Asian 40%	Pac Isl	Two or More Races	Econ Disadv 9%	Non Econ Disadv 50%	CWD	CWOD 12%	EL 20%	Male 14%	Female 9%	Migrant -	Homeless	Foster Care	Military -
	EL Male Female	24% 36% 35%	21% 14% 14%	19% 13% 9%	*	19% 13% 7%	:	-	20%	-	:	19% 10% 7%	*	:	20% 14% 9%	19% 30% 9%	30% 13% -	9% - 9%	-	- -	-	-
Science	All Students CWD CWOD EL Male Female	23% 11% 25% 11% 25% 21%	7% 10% 6% 6% 8% 6%	7% * 6% 10% 8% 7%	* - * - *	6% * 5% 6% 6% 5%	-	-	33% * 40% 20% * *	* - * - *	-	7% * 6% 10% 8% 5%	17% - 17% - *	* - * *	6% - 6% 10% 8% 4%	10% * 10% 10% 20% 0%	8% 8% 20% 8%	7% * 4% 0% - 7%	-	* - * - *	-	
STAAR Percen	nt at Approache	s Grade I	evel or A	Above																		
All Subjects	All Students CWD CWOD EL Male Female	77% 46% 81% 62% 74% 80%	60% 31% 64% 57% 56% 64%	63% 45% 65% 62% 64% 63%	79% * 76% - 75% 86%	63% 43% 65% 67% 64% 62%	* - * - *	- - - -	50% 40% 52% 41% 40% 59%	80% - 80% - - 80%	-	62% 45% 64% 62% 62% 62%	93% - 93% * 100% 83%	45% 45% - 38% 39% 62%	65% 65% 64% 67% 63%	62% 38% 64% 62% 65% 58%	64% 39% 67% 65% 64%	63% 62% 63% 58% - 63%	* * * *	86% - 86% * 80%	- - - -	-
Reading	All Students CWD CWOD EL Male Female	73% 39% 78% 54% 69% 78%	56% 25% 61% 50% 51% 62%	67% 46% 69% 60% 65% 70%	88% * 86% - 80% *	67% 43% 70% 63% 65% 70%	* - * - *	-	54% * 55% 45% 50% 57%	* - - - *	-	66% 46% 68% 59% 63% 69%	91% - 91% * 100% 80%	46% 46% - 50% 39% 67%	69% 69% 61% 68% 70%	60% 50% 61% 60% 59% 61%	65% 39% 68% 59% 65%	70% 67% 70% 61% - 70%	* * * *	* - * * *	-	
Mathematics	All Students CWD CWOD EL Male Female	81% 53% 84% 72% 79% 82%	63% 37% 67% 65% 61% 66%	64% 43% 67% 63% 65% 64%	75% * 71% - 80% *	64% 40% 67% 67% 65% 63%	* - * - *	-	54% * 55% 45% 33% 71%	-	-	63% 43% 65% 64% 63% 64%	91% - 91% * 100% 80%	43% 43% - 33% 39% 50%	67% 67% 66% 68% 65%	63% 33% 66% 63% 71% 54%	65% 39% 68% 71% 65%	64% 50% 65% 54% - 64%	* * * *	* * * *	-	
Science	All Students CWD CWOD EL Male Female	80% 51% 84% 61% 79% 81%	62% 36% 66% 55% 60% 64%	51% * 51% 67% 58% 43%	* - * - *	51% * 51% 81% 60% 41%	-	-	33% * 40% 20% * *	* * - - *	-	48% 48% 67% 54% 41%	100% - 100% - *	* * * * *	51% - 51% 70% 59% 42%	67% * 70% 67% 70% 64%	58% * 59% 70% 58% -	43% * 42% 64% - 43%	-	* - * - *	-	
STAAR Percen	nt at Meets Grad	de Level d	r Above																			
All Subjects	All Students CWD CWOD EL Male Female	49% 24% 52% 29% 47% 52%	28% 18% 29% 24% 26% 30%	25% 29% 25% 27% 28% 22%	47% * 41% - 67% 14%	24% 25% 24% 26% 26% 21%	* - - -	-	41% 40% 41% 30% 33% 47%	20% - 20% - - 20%	- - - - -	24% 29% 24% 27% 27% 22%	46% - 46% * 50% 42%	29% 29% - 15% 26% 38%	25% - 25% 28% 28% 22%	27% 15% 28% 27% 35% 18%	28% 26% 28% 35% 28%	22% 38% 22% 18% - 22%	* * * *	14% - 14% * 0%	-	:
Reading	All Students CWD CWOD EL Male Female	47% 21% 50% 23% 43% 51%	26% 16% 27% 19% 23% 29%	27% 29% 27% 26% 26% 29%	63% * 57% - 80%	26% 24% 26% 24% 24% 27%	* - * - *	-	46% * 45% 36% 33% 57%	* * - - *	- - - - -	27% 29% 26% 26% 25% 28%	45% - 45% * 50% 40%	29% 29% 17% 28% 33%	27% - 27% 27% 26% 28%	26% 17% 27% 26% 32% 18%	26% 28% 26% 32% 26%	29% 33% 28% 18% - 29%	* * * * *	* * * *	-	
Mathematics	All Students CWD CWOD EL Male Female	51% 26% 54% 37% 50% 51%	30% 22% 31% 30% 28% 31%	25% 26% 25% 26% 29% 19%	38% 29% - 60%	23% 20% 24% 25% 28% 17%	* * - *	-	38% * 36% 27% 33% 43%	* * -	- - - -	24% 26% 24% 26% 28% 19%	45% - 45% * 67% 20%	26% 26% - 17% 22% 33%	25% 25% 27% 30% 18%	26% 17% 27% 26% 32% 18%	29% 22% 30% 32% 29%	19% 33% 18% 18% - 19%	* * * * *	* * * *	-	
Science	All Students CWD CWOD EL Male Female	53% 25% 56% 26% 53% 53%	29% 16% 30% 22% 29% 28%	21% * 20% 33% 27% 15%	* - * - *	20% * 19% 38% 26% 15%	- - - - -	-	33% * 40% 20% * *	* * - - *	-	20% * 18% 33% 27% 11%	50% - 50% - *	* - * *	20% - 20% 35% 27% 13%	33% * 35% 33% 50% 18%	27% * 27% 50% 27%	15% * 13% 18% - 15%	-	* - * - *	- - - - -	
STAAR Percen	nt at Masters Gr	ade Leve	I																			
All Subjects	All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24%	9% 6% 9% 8% 9%	9% 6% 10% 11% 10% 8%	11% * 12% - 17% 0%	8% 7% 9% 9% 9% 7%	* - * - *	-	25% 0% 30% 19% 20% 29%	0% - 0% - - 0%	-	9% 6% 9% 11% 10% 8%	21% - 21% * 19% 25%	6% 6% - 0% 5% 8%	10% - 10% 12% 11% 8%	11% 0% 12% 11% 14% 7%	10% 5% 11% 14% 10%	8% 8% 8% 7% - 8%	* * * *	0% - 0% * 0% *	- - - -	
Reading	All Students CWD CWOD EL Male Female	20% 7% 22% 8% 17% 23%	7% 5% 7% 5% 6% 7%	10% 8% 11% 11% 9% 12%	13% * 14% - 20% *	10% 10% 10% 10% 8% 12%	* - * - *	-	23% * 27% 18% 17% 29%	* * - - *	- - - - -	10% 8% 10% 11% 9% 12%	18% - 18% * 17% 20%	8% 8% - 0% 11% 0%	11% - 11% 13% 9% 13%	11% 0% 13% 11% 12% 11%	9% 11% 9% 12% 9%	12% 0% 13% 11% - 12%	* * * * *	* * * *	-	
Mathematics	All Students CWD CWOD EL Male Female	26% 11% 28% 16% 25% 26%	13% 8% 13% 12% 12% 13%	9% 0% 10% 11% 12% 5%	13% * 14% - 20%	8% 0% 9% 10% 11% 4%	* - * -	- - - -	23% * 27% 18% 17% 29%	* - - - *	- - - - -	8% 0% 9% 11% 11% 5%	27% - 27% * 33% 20%	0% 0% - 0% 0% 0%	10% - 10% 13% 13% 6%	11% 0% 13% 11% 15% 7%	12% 0% 13% 15% 12%	5% 0% 6% 7% - 5%	* * * *	* * * *	- - - -	
Science	All Students CWD CWOD EL Male Female	24% 8% 26% 7% 25% 23%	7% 7% 7% 5% 9% 6%	7% * 6% 10% 8% 7%	* - * - *	6% * 5% 6% 6% 5%	- - - -	- - - -	33% * 40% 20% * *	* - - - *	- - - - -	7% * 6% 10% 8% 5%	17% - 17% - *	* - * *	6% - 6% 10% 8% 4%	10% * 10% 10% 20% 0%	8% 8% 20% 8%	7% * 4% 0% - 7%	-	* - * -	- - - -	

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)(1): 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score Reading			•								
All Students	63	50	63	*	-	67	*	-	62	53	45
CWD	53	*	57	-	-	*	-	-	53	53	*
CWOD	64	*	63	*	-	80	*	-	63	-	46
EL	45	-	41	-	-	60	-	-	46	*	45
Male	63	*	64	*	-	*	-	-	61	50	41
Female	63	*	61	-	-	*	*	-	63	*	50
Mathematics											
All Students	58	50	58	*	-	83	*	-	57	47	66

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
CWD	47	*	40	-	-	*	-	-	47	47	*
CWOD	60	*	59	*	-	80	*	-	58	-	69
EL	66	-	64	-	-	80	-	-	68	*	66
Male	57	*	56	*	-	*	-	-	56	50	67
Female	60	*	59	-	-	*	*	-	59	*	66

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Gra	duation Rate	(Gr 9-12):	Class of 20	18									
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. 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
125	12	10%

- 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 Achie			Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	32	46	32	*	-	39	33	-	32	27	33
School Quality (College, Career,	and Military	Readines	s Performa	ınce)							
%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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status			-								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
Mathematics											
Interim Goals (2018-2022) Target Met	46% N	31%	40% N	59%	45%	82%	50%	54%	36% N	23%	40% N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	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
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
English Learner Language Profici	ency Statu	ıs									
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status [^]											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

- STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
 Blank cells above represent student group indicators that do not meet the minimum size criteria.
 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).

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		0	African		14/1-14-	American	A = 1 =	Pacific	Two or More	Econ	Non Econ	OME	OWOD		Mala	Famala	
Participation Rate	е	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	*	-	100%	100%	-	100%	100%	98%	100%	100%	99%	100%	*
	CWD	98%	*	98%	-	-	100%	-	-	98%	-	98%	-	100%	97%	100%	-
	CWOD	100%	100%	100%	*	-	100%	100%	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	100%	-	-	100%	*	100%	100%	100%	100%	100%	*
	Male	99%	100%	99%	*	-	100%	-	-	99%	100%	97%	100%	100%	99%	-	*
	Female	100%	100%	100%	-	-	100%	100%	-	100%	100%	100%	100%	100%	-	100%	*
Reading	All Students	100%	100%	100%	*	-	100%	*	-	100%	100%	100%	100%	100%	99%	100%	*
	CWD	100%	*	100%	-	-	*	*	-	100%		100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	-	100%	*	-	100%	100%		100%	100%	99%	100%	*
	EL	100%		100%	-	-	100%	-	-	100%		100%	100%	100%	100%	100%	*
	Male	99%	100%	99%	*	-	100%	-	-	99%	100%	100%	99%	100%	99%		*
	Female	100%	*	100%	-	-	100%	*	-	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	100%	100%	100%	*	-	100%	*	-	100%	100%	96%	100%	100%	99%	100%	*
	CWD	96%	1000/	95%	-	-	4000/	-	-	96%	-	96%	-	100%	94%	100%	-
	CWOD	100%	100%	100%	•	-	100%	•	-	100%	100%	4000/	100%	100%	100%	100%	î.
	EL	100%	-	100%	-	-	100%	-	-	100%	1000/	100%	100%	100%	100%	100%	_
	Male	99%	100%	99%	-	-	100%	-	-	99%	100%	94%	100%	100%	99%	4000/	
	Female	100%	-	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	*	100%	-	-	100%	*	-	100%	100%	*	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	100%	*	-	100%	100%		100%	100%	100%	100%	-
	EL				-				-			-					-
		100%	*	100%	-		100%	-		100%	*	*	100%	100%	100%	100%	-
	Male Female	100% 100%		100% 100%	-	-	*	-	-	100% 100%		*	100%	100% 100%	100%	100%	-
Non-Participation		100%		100%	-	-			-	100%			100%	100%	-	100%	-
All Subjects	All Students	0%	0%	0%	*	_	0%	0%		0%	0%	2%	0%	0%	1%	0%	
All Subjects	CWD	2%	*	2%		-	0%	0 /6	-	2%	0 /0	2%	0 70	0%	3%	0%	
	CWOD	0%	0%	0%	*	-	0%	0%	-	0%	0%	2 /0	0%	0%	0%	0%	*
	EL	0%	0 /0	0%			0%	0 /6	-	0%	U /0 *	0%	0%	0%	0%	0%	*
	Male	1%	0%	1%	*		0%		-	1%	0%	3%	0%	0%	1%	0 70	*
	Female	0%	0%	0%	_		0%	0%	-	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	0%	0%	0%	*	-	0%	*	-	0%	0%	0%	0%	0%	1%	0%	*
	CWD	0%	*	0%	-	-	*	-	-	0%		0%		0%	0%	0%	-
	CWOD	0%	0%	0%	*	-	0%	*	-	0%	0%	-	0%	0%	1%	0%	*
	EL	0%	-	0%	-	-	0%	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	1%	0%	1%	*	-	0%	-	-	1%	0%	0%	1%	0%	1%	-	*
	Female	0%	*	0%	-	-	0%	*	-	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	0%	0%	*	-	0%	*	-	0%	0%	4%	0%	0%	1%	0%	*
	CWD	4%	*	5%	-	-	*	-	-	4%	-	4%	-	0%	6%	0%	-
	CWOD	0%	0%	0%	*	-	0%	*	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	0%	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	1%	0%	1%	*	-	0%	-	-	1%	0%	6%	0%	0%	1%	-	*
	Female	0%	*	0%	-	-	0%	*	-	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	0%	*	0%	-	-	0%	*	-	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	-	-	*	-	-	*	-	*	-	*	*	*	-
	CWOD	0%	*	0%	-	-	0%	*	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	0%	-	-	0%	-	*	0%	0%	0%	0%	-
	Male	0%	*	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	-	-
	Female	0%	*	0%	-	-	*	*	-	0%	*	*	0%	0%	-	0%	-

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