

# Texas Education Agency

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## 2018-19 Federal Report Card for Texas Public Schools

Campus Name: FARWELL J H

Campus ID: 185902041

District Name: FARWELL ISD

**Part (i):** A clear and concise description of the State's accountability system under subsection (c), including—

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<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%

<sup>^</sup> 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 rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

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

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

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

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

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State District Campus		Afr	Amer	Hispanic	White	Amer Ind	Asian	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	67%	63%	<b>63%</b>	-	55%	71%	-	-	-	-	65%	62%	*	67%	43%	39%	83%	-	-	-	-	
	Students																						
	CWD	33%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	71%	67%	<b>67%</b>	-	61%	71%	-	-	-	-	72%	62%	-	67%	50%	44%	83%	-	-	-	-	-
	EL	42%	43%	<b>43%</b>	-	43%	-	-	-	-	-	*	*	*	50%	43%	20%	*	-	-	-	-	-
	Male	62%	39%	<b>39%</b>	-	13%	60%	-	-	-	-	44%	33%	*	44%	20%	39%	-	-	-	-	-	-
	Female	71%	83%	<b>83%</b>	-	83%	82%	-	-	-	-	82%	83%	-	83%	*	-	83%	-	-	-	-	-
Mathematics	All	80%	90%	<b>90%</b>	-	80%	100%	-	-	-	-	90%	90%	*	92%	57%	83%	96%	-	-	-	-	
	Students																						
	CWD	50%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	83%	92%	<b>92%</b>	-	83%	100%	-	-	-	-	94%	90%	-	92%	67%	88%	96%	-	-	-	-	-
	EL	67%	57%	<b>57%</b>	-	57%	-	-	-	-	-	*	*	*	67%	57%	40%	*	-	-	-	-	-
	Male	78%	83%	<b>83%</b>	-	63%	100%	-	-	-	-	78%	89%	*	88%	40%	83%	-	-	-	-	-	-
	Female	81%	96%	<b>96%</b>	-	92%	100%	-	-	-	-	100%	92%	-	96%	*	-	96%	-	-	-	-	-
<b>Grade 7</b>																							
Reading	All	74%	79%	<b>79%</b>	-	81%	78%	-	-	-	-	73%	92%	14%	94%	*	74%	85%	*	-	-	-	
	Students																						
	CWD	37%	14%	<b>14%</b>	-	*	*	-	-	-	-	14%	-	14%	-	*	20%	*	-	-	-	-	-
	CWOD	78%	94%	<b>94%</b>	-	94%	93%	-	-	-	-	95%	92%	-	94%	*	93%	94%	*	-	-	-	-
	EL	49%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	*	-	-	-
	Male	70%	74%	<b>74%</b>	-	80%	67%	-	-	-	-	71%	80%	20%	93%	*	74%	-	*	-	-	-	-
	Female	79%	85%	<b>85%</b>	-	82%	89%	-	-	-	-	75%	100%	*	94%	*	-	85%	*	-	-	-	-

Mathematics	All	73%	87%	<b>87%</b>	-	90%	83%	-	-	-	-	81%	100%	43%	97%	*	84%	90%	*	-	-	-		
	Students																							
	CWD	43%	43%	<b>43%</b>	-	*	*	-	-	-	-	43%	-	43%	-	*	40%	*	-	-	-	-	-	
	CWOD	77%	97%	<b>97%</b>	-	94%	100%	-	-	-	-	95%	100%	-	97%	*	100%	94%	*	-	-	-	-	
	EL	57%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	*	*	-	-	-
	Male	72%	84%	<b>84%</b>	-	90%	78%	-	-	-	-	79%	100%	40%	100%	*	84%	-	*	-	-	-	-	-
Female	75%	90%	<b>90%</b>	-	91%	89%	-	-	-	-	83%	100%	*	94%	*	-	90%	*	-	-	-	-	-	

Grade 8																							
Reading	All	84%	93%	<b>93%</b>	-	86%	97%	-	-	-	-	90%	96%	67%	96%	88%	91%	96%	-	-	-	-	
	Students																						
	CWD	47%	67%	<b>67%</b>	-	60%	*	-	-	-	-	60%	*	67%	-	*	60%	*	-	-	-	-	-
	CWOD	88%	96%	<b>96%</b>	-	94%	97%	-	-	-	-	96%	96%	-	96%	83%	96%	95%	-	-	-	-	-
	EL	62%	88%	<b>88%</b>	-	86%	*	-	-	-	-	86%	*	*	83%	88%	*	*	-	-	-	-	-
	Male	81%	91%	<b>91%</b>	-	86%	94%	-	-	-	-	89%	93%	60%	96%	*	91%	-	-	-	-	-	-
Female	88%	96%	<b>96%</b>	-	88%	100%	-	-	-	-	91%	100%	*	95%	*	-	96%	-	-	-	-	-	

Mathematics	All	87%	85%	<b>85%</b>	-	73%	96%	-	-	-	-	79%	95%	67%	88%	88%	86%	84%	-	-	-	-	
	Students																						
	CWD	58%	67%	<b>67%</b>	-	60%	*	-	-	-	-	60%	*	67%	-	*	60%	*	-	-	-	-	-
	CWOD	90%	88%	<b>88%</b>	-	76%	96%	-	-	-	-	83%	94%	-	88%	83%	92%	83%	-	-	-	-	-
	EL	77%	88%	<b>88%</b>	-	86%	*	-	-	-	-	86%	*	*	83%	88%	*	*	-	-	-	-	-
	Male	84%	86%	<b>86%</b>	-	79%	93%	-	-	-	-	83%	91%	60%	92%	*	86%	-	-	-	-	-	-
Female	89%	84%	<b>84%</b>	-	63%	100%	-	-	-	-	73%	100%	*	83%	*	-	84%	-	-	-	-	-	

Science	All	79%	85%	<b>85%</b>	-	77%	91%	-	-	-	-	79%	92%	83%	86%	88%	88%	83%	-	-	-	-	
	Students																						
	CWD	46%	83%	<b>83%</b>	-	80%	*	-	-	-	-	80%	*	83%	-	*	80%	*	-	-	-	-	-
	CWOD	83%	86%	<b>86%</b>	-	76%	91%	-	-	-	-	79%	92%	-	86%	83%	89%	82%	-	-	-	-	-
	EL	55%	88%	<b>88%</b>	-	86%	*	-	-	-	-	86%	*	*	83%	88%	*	*	-	-	-	-	-
	Male	78%	88%	<b>88%</b>	-	79%	94%	-	-	-	-	83%	93%	80%	89%	*	88%	-	-	-	-	-	-
Female	81%	83%	<b>83%</b>	-	75%	87%	-	-	-	-	73%	92%	*	82%	*	-	83%	-	-	-	-	-	

End of Course																							
Algebra I	All	83%	88%	<b>100%</b>	-	-	100%	-	-	-	-	100%	-	100%	-	*	*	-	-	-	-	-	
	Students																						
	CWD	52%	83%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	87%	89%	<b>100%</b>	-	-	100%	-	-	-	-	-	100%	-	100%	-	*	*	-	-	-	-	-
	EL	73%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	79%	89%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-	-
Female	88%	85%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	

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

Grade 6																							
Reading	All	36%	27%	<b>27%</b>	-	15%	38%	-	-	-	-	25%	29%	*	28%	0%	11%	39%	-	-	-	-	
	Students																						
	CWD	19%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	38%	28%	<b>28%</b>	-	17%	38%	-	-	-	-	28%	29%	-	28%	0%	13%	39%	-	-	-	-	-
	EL	14%	0%	<b>0%</b>	-	0%	-	-	-	-	-	*	*	*	0%	0%	*	-	-	-	-	-	-
	Male	33%	11%	<b>11%</b>	-	0%	20%	-	-	-	-	11%	11%	*	13%	0%	11%	-	-	-	-	-	-
Female	40%	39%	<b>39%</b>	-	25%	55%	-	-	-	-	36%	42%	-	39%	*	-	39%	-	-	-	-	-	

Mathematics	All	46%	54%	<b>54%</b>	-	40%	67%	-	-	-	-	40%	67%	*	56%	29%	50%	57%	-	-	-	-	
	Students																						
	CWD	23%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	48%	56%	<b>56%</b>	-	44%	67%	-	-	-	-	44%	67%	-	56%	33%	56%	57%	-	-	-	-	-
	EL	27%	29%	<b>29%</b>	-	29%	-	-	-	-	-	*	*	*	33%	29%	20%	*	-	-	-	-	-
	Male	45%	50%	<b>50%</b>	-	25%	70%	-	-	-	-	33%	67%	*	56%	20%	50%	-	-	-	-	-	-
Female	46%	57%	<b>57%</b>	-	50%	64%	-	-	-	-	45%	67%	-	57%	*	-	57%	-	-	-	-	-	

Grade 7																							
Reading	All	48%	54%	<b>54%</b>	-	57%	50%	-	-	-	-	46%	69%	14%	63%	*	47%	60%	*	-	-	-	
	Students																						
	CWD	21%	14%	<b>14%</b>	-	*	*	-	-	-	-	14%	-	14%	-	*	20%	*	-	-	-	-	-
	CWOD	51%	63%	<b>63%</b>	-	67%	57%	-	-	-	-	58%	69%	-	63%	*	57%	67%	*	-	-	-	-
	EL	19%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	*	*	-	-
	Male	44%	47%	<b>47%</b>	-	60%	33%	-	-	-	-	50%	40%	20%	57%	*	47%	-	*	-	-	-	-
Female	52%	60%	<b>60%</b>	-	55%	67%	-	-	-	-	42%	88%	*	67%	*	-	60%	*	-	-	-	-	

Mathematics	All	41%	59%	<b>59%</b>	-	62%	56%	-	-	-	-	54%	69%	29%	66%	*	53%	65%	*	-	-	-	
	Students																						
	CWD	22%	29%	<b>29%</b>	-	*	*	-	-	-	-	29%	-	29%	-	*	40%	*	-	-	-	-	-
	CWOD	44%	66%	<b>66%</b>	-	67%	64%	-	-	-	-	63%	69%	-	66%	*	57%	72%	*	-	-	-	-
EL	22%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	*	*	-	-	

	Male	41%	53%	<b>53%</b>	-	60%	44%	-	-	-	-	57%	40%	40%	57%	*	53%	-	*	-	-	-
	Female	42%	65%	<b>65%</b>	-	64%	67%	-	-	-	-	50%	88%	*	72%	*	-	65%	*	-	-	-
Grade 8																						
Reading	All	53%	42%	<b>42%</b>	-	27%	52%	-	-	-	-	21%	65%	0%	47%	0%	38%	48%	-	-	-	-
	Students																					
	CWD	22%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	57%	47%	<b>47%</b>	-	35%	53%	-	-	-	-	25%	68%	-	47%	0%	44%	50%	-	-	-	-
	EL	19%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	49%	38%	<b>38%</b>	-	21%	50%	-	-	-	-	11%	71%	0%	44%	*	38%	-	-	-	-	-
	Female	58%	48%	<b>48%</b>	-	38%	53%	-	-	-	-	36%	58%	*	50%	*	-	48%	-	-	-	-
Mathematics	All	55%	60%	<b>60%</b>	-	36%	81%	-	-	-	-	45%	84%	33%	64%	25%	59%	63%	-	-	-	-
	Students																					
	CWD	27%	33%	<b>33%</b>	-	20%	*	-	-	-	-	20%	*	33%	-	*	40%	*	-	-	-	-
	CWOD	59%	64%	<b>64%</b>	-	41%	80%	-	-	-	-	50%	83%	-	64%	33%	63%	67%	-	-	-	-
	EL	36%	25%	<b>25%</b>	-	14%	*	-	-	-	-	14%	*	*	33%	25%	*	*	-	-	-	-
	Male	52%	59%	<b>59%</b>	-	36%	80%	-	-	-	-	50%	73%	40%	63%	*	59%	-	-	-	-	-
	Female	59%	63%	<b>63%</b>	-	38%	82%	-	-	-	-	36%	100%	*	67%	*	-	63%	-	-	-	-
Science	All	50%	33%	<b>33%</b>	-	14%	45%	-	-	-	-	17%	50%	0%	37%	0%	34%	30%	-	-	-	-
	Students																					
	CWD	23%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	53%	37%	<b>37%</b>	-	18%	47%	-	-	-	-	21%	52%	-	37%	0%	41%	32%	-	-	-	-
	EL	20%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	50%	34%	<b>34%</b>	-	21%	44%	-	-	-	-	22%	50%	0%	41%	*	34%	-	-	-	-	-
	Female	50%	30%	<b>30%</b>	-	0%	47%	-	-	-	-	9%	50%	*	32%	*	-	30%	-	-	-	-
End of Course																						
Algebra I	All	59%	55%	<b>100%</b>	-	-	100%	-	-	-	-	100%	-	100%	-	*	*	-	-	-	-	-
	Students																					
	CWD	24%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	63%	62%	<b>100%</b>	-	-	100%	-	-	-	-	-	100%	-	100%	-	*	*	-	-	-	-
	EL	40%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	65%	69%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-

**STAAR Percent at Masters Grade Level**

Grade 6																						
Reading	All	17%	15%	<b>15%</b>	-	15%	14%	-	-	-	-	10%	19%	*	15%	0%	6%	22%	-	-	-	-
	Students																					
	CWD	6%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	18%	15%	<b>15%</b>	-	17%	14%	-	-	-	-	11%	19%	-	15%	0%	6%	22%	-	-	-	-
	EL	4%	0%	<b>0%</b>	-	0%	-	-	-	-	-	*	*	*	0%	0%	0%	*	-	-	-	-
	Female	20%	22%	<b>22%</b>	-	25%	18%	-	-	-	-	18%	25%	-	22%	*	-	22%	-	-	-	-
Mathematics	All	20%	20%	<b>20%</b>	-	10%	29%	-	-	-	-	10%	29%	*	21%	0%	11%	26%	-	-	-	-
	Students																					
	CWD	9%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	22%	21%	<b>21%</b>	-	11%	29%	-	-	-	-	11%	29%	-	21%	0%	13%	26%	-	-	-	-
	EL	8%	0%	<b>0%</b>	-	0%	-	-	-	-	-	*	*	*	0%	0%	0%	*	-	-	-	-
	Female	20%	26%	<b>26%</b>	-	17%	36%	-	-	-	-	18%	33%	-	26%	*	-	26%	-	-	-	-
Grade 7																						
Reading	All	29%	31%	<b>31%</b>	-	33%	28%	-	-	-	-	27%	38%	0%	38%	*	21%	40%	*	-	-	-
	Students																					
	CWD	9%	0%	<b>0%</b>	-	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	38%	<b>38%</b>	-	39%	36%	-	-	-	-	37%	38%	-	38%	*	29%	44%	*	-	-	-
	EL	8%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Female	32%	40%	<b>40%</b>	-	36%	44%	-	-	-	-	33%	50%	*	44%	*	-	40%	*	-	-	-
Mathematics	All	16%	21%	<b>21%</b>	-	19%	22%	-	-	-	-	15%	31%	0%	25%	*	21%	20%	*	-	-	-
	Students																					
	CWD	7%	0%	<b>0%</b>	-	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	25%	<b>25%</b>	-	22%	29%	-	-	-	-	21%	31%	-	25%	*	29%	22%	*	-	-	-
	EL	6%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Female	16%	20%	<b>20%</b>	-	9%	33%	-	-	-	-	8%	38%	*	22%	*	-	20%	*	-	-	-
Grade 8																						
Reading	All	27%	18%	<b>18%</b>	-	9%	24%	-	-	-	-	3%	35%	0%	20%	0%	16%	22%	-	-	-	-

Students																					
	CWD	7%	0%	<b>0%</b>	-	0%	*	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	30%	20%	<b>20%</b>	-	12%	25%	-	-	-	4%	36%	-	20%	0%	19%	23%	-	-	-	-
	EL	5%	0%	<b>0%</b>	-	0%	*	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	24%	16%	<b>16%</b>	-	7%	22%	-	-	-	0%	36%	0%	19%	*	16%	-	-	-	-	-
	Female	31%	22%	<b>22%</b>	-	13%	27%	-	-	-	9%	33%	*	23%	*	-	22%	-	-	-	-
Mathematics	All	17%	15%	<b>15%</b>	-	9%	19%	-	-	-	7%	26%	0%	17%	13%	14%	16%	-	-	-	-
Students																					
	CWD	9%	0%	<b>0%</b>	-	0%	*	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	18%	17%	<b>17%</b>	-	12%	20%	-	-	-	8%	28%	-	17%	17%	17%	17%	-	-	-	-
	EL	6%	13%	<b>13%</b>	-	0%	*	-	-	-	0%	*	*	17%	13%	*	*	-	-	-	-
	Male	16%	14%	<b>14%</b>	-	7%	20%	-	-	-	6%	27%	0%	17%	*	14%	-	-	-	-	-
	Female	17%	16%	<b>16%</b>	-	13%	18%	-	-	-	9%	25%	*	17%	*	-	16%	-	-	-	-
Science	All	25%	5%	<b>5%</b>	-	5%	6%	-	-	-	3%	8%	0%	6%	0%	6%	4%	-	-	-	-
Students																					
	CWD	10%	0%	<b>0%</b>	-	0%	*	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	26%	6%	<b>6%</b>	-	6%	6%	-	-	-	4%	8%	-	6%	0%	7%	5%	-	-	-	-
	EL	5%	0%	<b>0%</b>	-	0%	*	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	25%	6%	<b>6%</b>	-	7%	6%	-	-	-	6%	7%	0%	7%	*	6%	-	-	-	-	-
	Female	24%	4%	<b>4%</b>	-	0%	7%	-	-	-	0%	8%	*	5%	*	-	4%	-	-	-	-
End of Course																					
Algebra I	All	36%	35%	<b>100%</b>	-	-	100%	-	-	-	-	100%	-	100%	-	*	*	-	-	-	-
Students																					
	CWD	9%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	39%	40%	<b>100%</b>	-	-	100%	-	-	-	-	100%	-	100%	-	*	*	-	-	-	-
	EL	19%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	31%	32%	*	-	-	*	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	40%	46%	*	-	-	*	-	-	-	-	*	-	*	-	*	-	-	-	-	-

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

All Grades																					
All Subjects	All	77%	85%	<b>84%</b>	-	78%	90%	-	-	-	80%	90%	50%	89%	70%	81%	88%	*	-	-	-
Students																					
	CWD	46%	54%	<b>50%</b>	-	52%	45%	-	-	-	45%	*	50%	-	60%	48%	57%	-	-	-	-
	CWOD	81%	88%	<b>89%</b>	-	83%	93%	-	-	-	88%	90%	-	89%	72%	87%	90%	*	-	-	-
	EL	62%	70%	<b>70%</b>	-	67%	*	-	-	-	69%	73%	60%	72%	70%	63%	77%	*	-	-	-
	Male	74%	83%	<b>81%</b>	-	73%	87%	-	-	-	78%	84%	48%	87%	63%	81%	-	*	-	-	-
	Female	80%	87%	<b>88%</b>	-	83%	93%	-	-	-	82%	95%	57%	90%	77%	-	88%	*	-	-	-
Reading	All	73%	82%	<b>80%</b>	-	75%	85%	-	-	-	77%	83%	33%	86%	63%	72%	88%	*	-	-	-
Students																					
	CWD	39%	42%	<b>33%</b>	-	30%	40%	-	-	-	29%	*	33%	-	*	33%	*	-	-	-	-
	CWOD	78%	88%	<b>86%</b>	-	83%	88%	-	-	-	89%	83%	-	86%	67%	81%	90%	*	-	-	-
	EL	54%	65%	<b>63%</b>	-	61%	*	-	-	-	64%	60%	*	67%	63%	50%	78%	*	-	-	-
	Male	69%	77%	<b>72%</b>	-	66%	78%	-	-	-	73%	71%	33%	81%	50%	72%	-	*	-	-	-
	Female	78%	88%	<b>88%</b>	-	84%	91%	-	-	-	82%	94%	*	90%	78%	-	88%	*	-	-	-
Mathematics	All	81%	87%	<b>88%</b>	-	81%	94%	-	-	-	83%	95%	53%	93%	68%	86%	91%	*	-	-	-
Students																					
	CWD	53%	63%	<b>53%</b>	-	60%	40%	-	-	-	50%	*	53%	-	*	50%	*	-	-	-	-
	CWOD	84%	90%	<b>93%</b>	-	85%	99%	-	-	-	90%	95%	-	93%	73%	93%	92%	*	-	-	-
	EL	72%	78%	<b>68%</b>	-	67%	*	-	-	-	64%	80%	*	73%	68%	60%	78%	*	-	-	-
	Male	79%	85%	<b>86%</b>	-	78%	92%	-	-	-	80%	93%	50%	93%	60%	86%	-	*	-	-	-
	Female	82%	90%	<b>91%</b>	-	84%	97%	-	-	-	85%	97%	*	92%	78%	-	91%	*	-	-	-
Science	All	80%	85%	<b>85%</b>	-	77%	91%	-	-	-	79%	92%	83%	86%	88%	88%	83%	-	-	-	-
Students																					
	CWD	51%	71%	<b>83%</b>	-	80%	*	-	-	-	80%	*	83%	-	*	80%	*	-	-	-	-
	CWOD	84%	87%	<b>86%</b>	-	76%	91%	-	-	-	79%	92%	-	86%	83%	89%	82%	-	-	-	-
	EL	61%	63%	<b>88%</b>	-	86%	*	-	-	-	86%	*	*	83%	88%	*	*	-	-	-	-
	Male	79%	88%	<b>88%</b>	-	79%	94%	-	-	-	83%	93%	80%	89%	*	88%	-	-	-	-	-
	Female	81%	78%	<b>83%</b>	-	75%	87%	-	-	-	73%	92%	*	82%	*	-	83%	-	-	-	-

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

All Grades																					
All Subjects	All	49%	49%	<b>47%</b>	-	36%	57%	-	-	-	35%	62%	14%	52%	15%	43%	52%	*	-	-	-
Students																					
	CWD	24%	16%	<b>14%</b>	-	8%	27%	-	-	-	12%	*	14%	-	0%	17%	0%	-	-	-	-
	CWOD	52%	53%	<b>52%</b>	-	41%	59%	-	-	-	40%	63%	-	52%	19%	48%	55%	*	-	-	-
	EL	29%	26%	<b>15%</b>	-	14%	*	-	-	-	9%	36%	0%	19%	15%	8%	23%	*	-	-	-

	Male	47%	47%	<b>43%</b>	-	32%	52%	-	-	-	-	34%	56%	17%	48%	8%	43%	-	*	-	-	-
	Female	52%	53%	<b>52%</b>	-	40%	62%	-	-	-	-	37%	68%	0%	55%	23%	-	52%	*	-	-	-
Reading	All	47%	43%	<b>41%</b>	-	33%	47%	-	-	-	-	31%	53%	7%	45%	5%	33%	48%	*	-	-	-
	Students																					
	CWD	21%	14%	<b>7%</b>	-	0%	20%	-	-	-	-	7%	*	7%	-	*	8%	*	-	-	-	-
	CWOD	50%	47%	<b>45%</b>	-	40%	49%	-	-	-	-	36%	54%	-	45%	7%	39%	51%	*	-	-	-
	EL	23%	17%	<b>5%</b>	-	6%	*	-	-	-	-	0%	20%	*	7%	5%	0%	11%	*	-	-	-
	Male	43%	37%	<b>33%</b>	-	28%	38%	-	-	-	-	24%	46%	8%	39%	0%	33%	-	*	-	-	-
	Female	51%	50%	<b>48%</b>	-	39%	57%	-	-	-	-	38%	59%	*	51%	11%	-	48%	*	-	-	-
Mathematics	All	51%	58%	<b>60%</b>	-	46%	72%	-	-	-	-	47%	77%	27%	64%	32%	57%	64%	*	-	-	-
	Students																					
	CWD	26%	25%	<b>27%</b>	-	20%	40%	-	-	-	-	21%	*	27%	-	*	33%	*	-	-	-	-
	CWOD	54%	62%	<b>64%</b>	-	51%	75%	-	-	-	-	52%	76%	-	64%	40%	61%	67%	*	-	-	-
	EL	37%	38%	<b>32%</b>	-	28%	*	-	-	-	-	21%	60%	*	40%	32%	20%	44%	*	-	-	-
	Male	50%	56%	<b>57%</b>	-	41%	70%	-	-	-	-	49%	68%	33%	61%	20%	57%	-	*	-	-	-
	Female	51%	60%	<b>64%</b>	-	52%	74%	-	-	-	-	44%	84%	*	67%	44%	-	64%	*	-	-	-
Science	All	53%	48%	<b>33%</b>	-	14%	45%	-	-	-	-	17%	50%	0%	37%	0%	34%	30%	-	-	-	-
	Students																					
	CWD	25%	6%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	56%	53%	<b>37%</b>	-	18%	47%	-	-	-	-	21%	52%	-	37%	0%	41%	32%	-	-	-	-
	EL	26%	21%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	53%	53%	<b>34%</b>	-	21%	44%	-	-	-	-	22%	50%	0%	41%	*	34%	-	-	-	-	-
	Female	53%	39%	<b>30%</b>	-	0%	47%	-	-	-	-	9%	50%	*	32%	*	-	30%	-	-	-	-

**STAAR Percent at Masters Grade Level**

All Grades																						
All Subjects	All	23%	21%	<b>19%</b>	-	14%	23%	-	-	-	-	11%	29%	0%	21%	2%	15%	23%	*	-	-	-
	Students																					
	CWD	8%	7%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	25%	23%	<b>21%</b>	-	17%	24%	-	-	-	-	13%	29%	-	21%	3%	18%	24%	*	-	-	-
	EL	11%	8%	<b>2%</b>	-	0%	*	-	-	-	-	0%	9%	0%	3%	2%	0%	5%	*	-	-	-
	Male	22%	18%	<b>15%</b>	-	12%	17%	-	-	-	-	8%	24%	0%	18%	0%	15%	-	*	-	-	-
	Female	24%	26%	<b>23%</b>	-	17%	28%	-	-	-	-	14%	33%	0%	24%	5%	-	23%	*	-	-	-
Reading	All	20%	18%	<b>21%</b>	-	19%	22%	-	-	-	-	13%	30%	0%	23%	0%	14%	27%	*	-	-	-
	Students																					
	CWD	7%	5%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	20%	<b>23%</b>	-	23%	24%	-	-	-	-	16%	31%	-	23%	0%	18%	29%	*	-	-	-
	EL	8%	10%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	*	-	-	-
	Male	17%	12%	<b>14%</b>	-	13%	16%	-	-	-	-	7%	25%	0%	18%	0%	14%	-	*	-	-	-
	Female	23%	25%	<b>27%</b>	-	26%	29%	-	-	-	-	21%	34%	*	29%	0%	-	27%	*	-	-	-
Mathematics	All	26%	28%	<b>22%</b>	-	13%	31%	-	-	-	-	11%	37%	0%	25%	5%	19%	26%	*	-	-	-
	Students																					
	CWD	11%	9%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	28%	30%	<b>25%</b>	-	15%	33%	-	-	-	-	13%	37%	-	25%	7%	23%	27%	*	-	-	-
	EL	16%	10%	<b>5%</b>	-	0%	*	-	-	-	-	0%	20%	*	7%	5%	0%	11%	*	-	-	-
	Male	25%	26%	<b>19%</b>	-	13%	24%	-	-	-	-	10%	32%	0%	23%	0%	19%	-	*	-	-	-
	Female	26%	30%	<b>26%</b>	-	13%	37%	-	-	-	-	12%	41%	*	27%	11%	-	26%	*	-	-	-
Science	All	24%	16%	<b>5%</b>	-	5%	6%	-	-	-	-	3%	8%	0%	6%	0%	6%	4%	-	-	-	-
	Students																					
	CWD	8%	6%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	26%	17%	<b>6%</b>	-	6%	6%	-	-	-	-	4%	8%	-	6%	0%	7%	5%	-	-	-	-
	EL	7%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	25%	16%	<b>6%</b>	-	7%	6%	-	-	-	-	6%	7%	0%	7%	*	6%	-	-	-	-	-
	Female	23%	16%	<b>4%</b>	-	0%	7%	-	-	-	-	0%	8%	*	5%	*	-	4%	-	-	-	-

\* 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)

**All African American Pacific Two or More Econ**

	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	69	-	65	73	-	-	-	-	70	67	63
CWD	67	-	60	80	-	-	-	-	64	67	*
CWOD	69	-	66	72	-	-	-	-	71	-	58
EL	63	-	63	*	-	-	-	-	68	*	63
Male	65	-	58	71	-	-	-	-	68	58	44
Female	73	-	72	74	-	-	-	-	71	*	86
<b>Mathematics</b>											
All Students	70	-	62	76	-	-	-	-	66	60	66
CWD	60	-	65	50	-	-	-	-	57	60	*
CWOD	71	-	62	78	-	-	-	-	68	-	63
EL	66	-	63	*	-	-	-	-	73	*	66
Male	66	-	60	71	-	-	-	-	67	63	50
Female	73	-	65	81	-	-	-	-	64	*	86

**Part (iii)(II): Graduation Rate**

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

	All	African	Hispanic	White	American	Asian	Pacific	Two	Econ	CWD	EL <sup>^</sup>	Homeless	Foster
	Students	American			Indian		Islander	or	Disadv				Care
<b>Federal Graduation Rates</b>													
<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.
- '^' 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
^	^	^

- '^' 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)

	All	African	Hispanic	White	American	Asian	Pacific	Two or More	Econ	CWD	EL
	Students	American			Indian		Islander	Races	Disadv		
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	50	-	43	57	-	-	-	-	42	21	29



**School Quality (College, Career, and Military Readiness Performance)**

%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
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		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	Y					Y		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		N	Y					Y		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	Y					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											

**Federal Graduation Status<sup>A</sup>**

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.  
 '<sup>A</sup>' 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 (vii): STAAR Participation**

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

Two or Non



		African	American	Pacific	More	Econ	Econ			CWD	CWOD	EL	Male	Female	Migrant			
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv							
<b>Participation Rate</b>																		
All Subjects	All	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*	
	Students																	
	CWD	100%	-	100%	100%	-	-	-	-	100%	*	100%	-	100%	100%	100%	-	
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	*
Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	*	
Reading	All	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Students																	
	CWD	100%	-	100%	100%	-	-	-	-	100%	*	100%	-	*	100%	*	-	
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	*
Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	100%	*	
Mathematics	All	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Students																	
	CWD	100%	-	100%	100%	-	-	-	-	100%	*	100%	-	*	100%	*	-	
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	*
Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	100%	*	
Science	All	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																	
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	*	100%	*	-	
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	*	*	100%	100%	*	*	-	
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	-	100%	-
Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	100%	-	
<b>Non-Participation Rate</b>																		
All Subjects	All	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Students																	
	CWD	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	0%	-
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*
Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	*	
Reading	All	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Students																	
	CWD	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	*	-	
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*
Female	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	0%	*	
Mathematics	All	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Students																	
	CWD	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	*	-	
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*
Female	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	0%	*	
Science	All	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																	
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	*	-	
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	0%	-
Female	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	*	-	0%	0%	-	

- '\*' 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)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities with Disabilities (Section 504)
<b>Students Without Disabilities</b>											
In-School Suspensions											
	Male	10	0	8	2	0	0	0	0	2	
	Female	0	0	0	0	0	0	0	0	0	
	Total	10	0	8	2	0	0	0	0	2	
Out-of-School Suspensions											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	