









5 Z 5 a Yf 5 gJUb -g F U W g 8 j g U X j 8 j g U X j 7 K 8 7 K C 8 9 @ A U Y : Ya U Y A j f U b < ca Y Y g  
Hk c  
cf Bcb  
DUW AcfY 9 W b 9 W b  
G H U Y 8 j g f j W 7 U a d i g 5 a Y f < j g d U b j W K \ j H - b X



620

	5 <sup>1</sup>	5 <sup>2</sup> VUb	5 <sup>3</sup> VUb	5 <sup>4</sup> VUb	5 <sup>5</sup> VUb	5 <sup>6</sup> VUb	5 <sup>7</sup> VUb	5 <sup>8</sup> VUb	5 <sup>9</sup> VUb	5 <sup>10</sup> VUb
Target Met	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	73%	77%	86%	87%

Interim Goals (2020-2022)	Target Met
Target Met	Y
Interim Goals (2023-2027)	38%
Target Met	Y
Interim Goals (2028-2032)	40%
Target Met	Y
Long-Term Goals	40%
Target Met	Y

: YXYU ; fUXi Ujcb GHU g^

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%
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		5 Z]Wub	5 a Yf]Wub	Hk c cf	Bcb														
		7 Ua di g	5a P]Wub	5a Yf]Wub	DUMZ	W AcfY	9 W6b	9 W6b	9 W6b	9 W6b	9 W6b	9 W6b	9 W6b	9 W6b	9 W6b	9 W6b	9 W6b		
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		
	Female	\$%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	
Reading	All	\$%	0%	0%	1%	*	0%	-	0%	1%	0%	2%	0%	0%	1%	0%	0%	-	
	Students	\$%	0%	0%	5%	-	*	-	*	0%	4%	2%	-	*	4%	0%	0%	-	
	CWD	\$%	0%	0%	1%	*	0%	-	0%	1%	0%	-	0%	0%	0%	0%	0%	0%	-
	CWOD	\$%	-	0%	0%	*	0%	-	-	0%	0%	*	0%	0%	0%	0%	0%	0%	-
	EL	\$%	0%	0%	2%	-	0%	-	0%	2%	1%	4%	0%	0%	1%	-	-	-	-
	Male	\$%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	
	Female	\$%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	0%	-	
Mathematics	All	\$%	0%	0%	1%	*	0%	-	0%	1%	0%	2%	0%	0%	1%	0%	0%	-	
	Students	\$%	0%	0%	5%	-	*	-	*	0%	4%	2%	-	*	4%	0%	0%	-	
	CWD	\$%	0%	0%	1%	*	0%	-	0%	1%	0%	-	0%	0%	0%	0%	0%	0%	-
	CWOD	\$%	-	0%	0%	*	0%	-	-	0%	0%	*	0%	0%	0%	0%	0%	0%	-
	EL	\$%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-



**Hk c**  
**cf**  
**Ghi XYbHg**  
**k jh**  
**8 jgUV] jH Yg**

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

**DUFhfi L Teacher Quality Data**

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.

**@k Dcj Yfm**

	<b>5` GW cc`</b>	
	<b>Bi a VYf</b>	<b>DYfWbh</b>
Inexperienced Teachers, Principals, and Other School Leaders	13.0	19.8%
Teachers Teaching with Emergency or Provisional Credentials	3.0	4.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.7	1.1%

- Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

**DUFhfi L 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.

To be updated by June 30th, 2020.

**DUFhfi L STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	<b>GHUY</b> <b>Bi a VYf cZ5 @H&amp;</b>	<b>GHUY</b> <b>FUY cZ5 @H&amp;</b>	<b>8 jgfjWh</b> <b>Bi a VYf cZ5 @H&amp;</b>	<b>8 jgfjWh</b> <b>FUY cZ5 @H&amp;</b>	<b>7 Ua di g</b> <b>Bi a VYf cZ5 @H&amp;</b>	<b>7 Ua di g</b> <b>FUY cZ5 @H&amp;</b>
Grade 3						
Reading	5,881	1%	105	2%	†	8%
Mathematics	5,880	1%	105	2%	†	8%
Grade 4						
Reading	6,312	2%	112	2%	)	' %
Mathematics	6,311	2%	112	2%	)	' %
Grade 5						
Reading	6,133	1%	108	2%	†	9%
Mathematics	6,131	1%	108	2%	†	9%
Science	6,133	1%	108	2%	†	9%
Grade 6						
Reading	6,038	1%	91	2%	!	!
Mathematics	6,036	1%	91	2%	!	!
Grade 7						
Reading	5,616	1%	104	2%	!	!
Mathematics	5,616	2%	103	3%	!	!
Grade 8						
Reading	5,251	1%	73	1%	!	!

	GHY Bi a VYf cZ5 @H&	GHY FUH cZ5 @H&	8 jgfjWh Bi a VYf cZ5 @H&	8 jgfjWh FUH cZ5 @H&	7 Ua di g Bi a VYf cZ5 @H&	7 Ua di g FUH cZ5 @H&
Mathematics	5,254	2%	73	1%	!	!
Science	5,250	1%	73	1%	!	!
End of Course English I	5,150	1%	68	1%	!	!
English II	4,680	1%	69	1%	!	!
Algebra I	5,122	1%	70	1%	!	!
Biology	4,954	1%	72	1%	!	!
All Grades All Subjects	101,751	1%	1,645	2%	%	8%
Reading	45,064	1%	730	1%	-	8%
Mathematics	40,350	1%	662	2%	-	8%
Science	16,337	1%	253	1%	†	9%

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

'.' Indicates zero observations reported for this group.

**DUhfl jk Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

**GHY @j Y. 8\$% DYfWbHj Yg UhB59D 5 W jYj Ya Ybh@j Yg**

; fUXY Grade 4	Gi V^Wh Reading	Gh XYbh; fci d	% 6 Yck 6 UgjW		% 5 hcf 5 Vcj Y 6 UgjW		% 5 hcf 5 Vcj Y DfcZjYbh		% 5 h5 Xj UbWX	
			HL	I G	HL	I G	HL	I G	HL	I G
		Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Tw								

