Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

Campus Name: COLLEGE CAREER TECHNOLOGY ACADEMY (CCTA)

Campus ID: 071902020 District Name: EL PASO ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

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 assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for 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);

										Two			EL
			All	African			American		Pacific	or More	Econ	Special	(Current and
				American	Hispanic	White	Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets		Baseline 2016-17			·								•
Grade Level or Above)	Reading/ELA	Rates 2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22 2022-23 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2026-27 2027-28 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-26 tillough 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%
		Baseline 2016-17	7270	0070	0370	00 70	1270	01 70	1070	1070	01 70	00 /0	0070
	Mathematics	Rates 2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates											41%
		2017-18 through 2021-22											42%
		2022-23 through 2026-27											44%
		2027-28 through											
		2031-32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
Rate		Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2021-22 2022-23 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2026-27 2027-28 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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 or above Meets Grade Level)

- 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%
High Schools and K-12	Academic Achievement	50%
_	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;

À 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 (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA 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. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

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);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support 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 will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and 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, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two											
					African			America	n	Pacific	or More	Econ	Non Econ	ı							Foster	
		State	District	Campus		Hispanio									CWO) EL	Male	Female	Migran	tHomeless		
STAAR Percent	t at Appro	aches	s Grade	Level or	Above																	
Grade 7 Reading	All	73%	70%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	Students CWD	37%	36%	-	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD		73%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	44%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	69%	65%	- *	-	*	-	-	-	-	-	- *	-	-	-	-	-	-	-	-	-	-
		79%	75%		-		-	-	-	-	-		-	-		-	-		-	-	-	-
Mathematics	s All Students	71%	67%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	CWD	42%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		71%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	EL	52%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male Female	69%	66% 68%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Tomale	, 1070	0070																			
Grade 8 Reading	All	85%	81%	*	_	*	_	_	_	_	_	*	_	_	*	_	_	*	_	_	_	_
9	Students																					
	CWD	49%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD EL	88% 58%	85% 44%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	Male	82%	79%	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-
	Female		84%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Mathematics		85%	85%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	Students CWD	53%	58%		-	_	_	-	_	-	_	_	_	_	_	_	_	-	-	_	_	-
	CWOD		89%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	73%	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	82% 87%	82% 88%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Science	All	75%	72%	*	_	*	_	_	_	_	_	*	_	_	*	_	_	*	_	_	_	_
	Students CWD	39%	39%																			
	CWOD		76%	*	_	*	-	_	-	_	_	*	_	_	*	_	_	*	_	_	_	_
	EL	46%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	76%	75%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
End of Course English I	e All	64%	56%	27%	*	26%	*					29%	*	*	30%	*	20%	33%	*			
Liigiisii i	Students			*		*		-	-	-	-	×			30 /0		2070	3370		-	-	-
	CWD CWOD	25%		30%	*	29%	*	-	-	-	-	32%	*	•	30%	*	*	38%	•	-	-	-
	EL	30%	23%	*	_	*	_	-		-	-	*	_	-	*	*	*	*	-	-	-	-
	Male	57%	51%	20%	-	*	*	-	-	-	-	23%	*	*	*	*	20%	-	*	-	-	-
	Female	71%	63%	33%	*	34%	-	-	-	-	-	35%	*	*	38%	*	-	33%	-	-	-	-
English II	All		60%	32%	-	30%	*	-	-	-	*	33%	*	*	35%	26%	23%	39%	*	*	-	*
	Students CWD	25%	18%	*		*						*		*	_	*	*	*	*			
	CWOD			35%	-	33%	*	-		-	*	37%	*	_			26%	41%	_	*	-	*
	EL	27%	25%	26%	-	26%	-	-	-	-	-	23%	*	*	27%	26%	*	29%	-	*	-	-
		61%		23%	-	21%	*	-	-	-	-	26%	*	*	26%	*	23%	-	*	-	-	-
	Female	2%	66%	39%	-	37%	-	-	-	-	*	39%	*	*	41%			39%	-	*	-	*
Algebra I	All Students		84%	54%	-	54%	-	-	-	-	-	58%	*	*	60%	67%	*	56%	*	-	-	-
	CWD	47%		*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	*	-	-	-
	CWOD	86%	88%	60%	-	60%	-	-	-	-	-	63%	*	-	60%			60%	-	-	-	-
	EL Male		72% 81%	67% *	-	67% *	-	-	-	-	-	75% *	-	*	75% *	67%) *	-	*	-	-	-
	Female	87%	87%	56%	-	56%	-	-	-	-	-	63%	*	*	60%	*	_	- 56%	-	-	-	-
Biology	All		79%	75%	_	74%	*	_	_	_	_	79%	*	*	71%	78%	*	65%	*	_	_	_
5,	Students CWD		51%	*	_	*	_	_	_	_	_	*	_	*		_	*	*	*	_	_	_
	CWOD			71%	-	69%	*	-	-	-	-	80%	*	-	71%			67%	-	-	-	-

Two

											or		Non									
					African			Americar		Pacific	More		Econ								Foster	
	EL	State 64%	District 55%	Campus A 78%	America	nHispanic\ 78%	White	Indian	Asianl	slander	Races	Disadv 88%	Disadv -	CWD	78%		Male *	Female 75%	Migrant	Homeless	Care	Military
	Male	83%	76%	*	-	*	*	-	-	-	-	*	-	*	*	*	*	-	*	-	-	-
	Female		81%	65%	-	65%	-	-	-	-	-	73%	*	*	67%	75%	-	65%	-	-	-	-
STAAR Percent	at Meets	Grade	e Level	or Above	,																	
Grade 7		.=																				
Reading	All Students	47%	42%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	23%	22%	-	-	-	_	-	-	-	-	-	-	_	-	_	-	-	-	-	-	-
	CWOD		44%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL Male	16% 42%	11% 37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female		48%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Mathematics	All Students	39%	35%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	CWD	20%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		37%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	EL Male	17% 38%	14% 36%	-	-	_	-	-	-	-	-	_	-	-	_	_	-	_	-	-	-	-
	Female		35%	*	_	*	_	_	-	_	_	*	_	_	*	*	-	*	_	-	-	-
Grade 8	ΔII	48%	420/	*		*						*			*			*				
Reading	All Students	4070	43%		-		-	-	-	-	-		-	-		-	-		-	-	-	-
	CWD	23%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		46%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL Male	13% 44%	7% 39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female		48%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
		0070	1070																			
Mathematics		50%	42%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	Students CWD	25%	23%	_	_	_	_	_		_	_	_	_	_		_	_	_	_	_		_
	CWOD		45%	*	_	*	_	-	-	_	_	*	_	_	*	_	_	*	_	-	-	_
	EL	30%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	48%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	53%	44%	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All	50%	46%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	Students																					
	CWD CWOD	23%	22% 49%	-	-	- *	-	-	-	-	-	- *	-	-	*	-	-	-	-	-	-	-
	EL	19%	15%	_	-	_	-	-	-	-	-	_	-	-		-	-	_	-	-		-
	Male	51%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	50%	45%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
End of Course																						
English I	All	43%	35%	5%	*	6%	*	_	_	_	_	6%	*	*	6%	*	4%	7%	*	_	_	_
	Students																					
	CWD	14%	9%	*	-	*	-	-	-	-	-	*	*	*	- 00/	-	*	*	*	-	-	-
	CWOD EL	47% 10%	39% 7%	6% *	_	7% *	_	-	-	-	-	7% *	_	-	6% *	*	*	8%	-	-	-	-
	Male	37%	30%	4%	_	*	*	-	-	_	-	5%	*	*	*	*	4%	-	*	-	-	-
	Female	51%	41%	7%	*	7%	-	-	-	-	-	8%	*	*	8%	*	-	7%	-	-	-	-
English II	ΔII	47%	40%	11%		9%	*				*	12%	*	*	12%	60/	00/	14%	*	*		*
English II	All Students		4070	1170	-	970		-	-	-		1270			1270	6%	070	14 70			-	
	CWD	14%	9%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	*	-	-	-
	CWOD		44%	12%	-	10%	*	-	-	-	*	13%	*	-	12%	7%		15%	-	*	-	*
	EL Male	9% 41%	9% 34%	6% 8%	-	6% 5%	*	-	-	-	-	7% 9%	*	*	7% 9%	6% *	*	0%	*	_	-	-
	Female		46%	14%	-	12%	-	-	-	-	*	15%	*	*	15%	0%	-	14%	-	*	-	*
Algebra I	All Students	53%	59%	15%	-	15%	-	-	-	-	-	17%	*	*	20%	22%	*	17%	*	-	-	-
	Students CWD	19%	23%	*	_	*	_	_	_	_	_	*	_	*	_	*	*	*	*	_	_	_
	CWOD		64%	20%	-	20%	-	-	-	-	-	21%	*	-	20%	25%	*	20%	-	-	-	-
	EL	29%	34%	22%	-	22%	-	-	-	-	-	25%	-	*		22%	*	*	-	-	-	-
	Male	49%	55%	* 4 7 0/	-	* 1 7 0/	-	-	-	-	-	* 100/	*	*	*	*	*	170/	*	-	-	-
	Female	30%	63%	17%	-	17%	-	-	-	-	-	19%			20%		-	17%	-	-	-	-
Biology	All	57%	44%	5%	-	0%	*	-	-	-	-	5%	*	*	6%	0%	*	0%	*	-	-	-
	Students	000/	450/	_		*						*					_		_			
	CWD	22%	15%	* C0/	-	0%	-	-	-	-	-	* 7%	- *	*	- 60/	- 00/	*	× 00/	*	-	-	-
	CWOD EL	20%	47% 12%	6% 0%	-	0%	_	-	-	-	-	7% 0%	_	-	6% 0%	0% 0%	*	0% 0%	-	-	-	-
	Male	55%	43%	*	-	*	*	-	-	-	-	*	-	*	*	*	*	-	*	-	-	-
	Female	59%	45%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
STAAR Percent	at Maste	rs Gra	de Lev	el																		
Grade 7						_						_			_			_				
Reading	All Students		23%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	Students CWD	10%	8%	-	_	-	_	_	_	_	_	-	_	_	_	_	_	_	_	-	_	-
	CWOD	30%	25%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	6%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Two

											Two or		Non									
					African			American	1	Pacific		Econ									Foster	
				Campus	American	Hispanic								vCWD(CWOE	EL	Malel	- emale N	/ligrantHe	omeless	Care	Military
	Female	33%	27%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Mathematics	- AII	18%	15%	*		*						*			*	*		*				
Maulemano	Students	10 /0	13 /0		-		-	-	-	-	-		-	-			-		-	-	-	-
	CWD	7%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		16%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	EL	5%	3%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	17%	15%	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-
	Female	18%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
0																						
Grade 8	AII	26%	210/	*		*						*			*			*				
Reading	All Students	2070	21%		-		-	-	-	-	-		-	-		-	-		-	-	-	-
	CWD	8%	4%		_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD		23%	*	_	*	_	_	_	_	_	*	_	_	*	_	_	*	_	_	_	_
	EL	4%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	30%	25%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
		. = 0.																				
Mathematics		15%	7%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	Students	00/	E0/																			
	CWD CWOD	9% 16%	5% 7%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	6%	3%		-	_	-		-	-	-	_	-	-	_	-	-	_	-	-	-	-
	Male	14%	7%	-	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	Female		7%	*	_	*	-	-	-	-	_	*	-	-	*	-	-	*	-	-	-	-
Science	All	27%	22%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	Students																					
	CWD	8%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		24%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	6% 29%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female		24% 20%	*	-	*	-	-	-	-	-	*	-		*	-	-	*	-	-		-
	Tomaic	2070	2070		_		_	_	_	_	_		_	_		_	_		_	_	_	_
End of Course)																					
English I	All	7%	5%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	*	0%	0%	*	-	-	-
-	Students																					
	CWD	3%	1%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	*	-	-	-
	CWOD		5%	0%	*	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	-	-	-
	EL	0%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*		*	-	-	-	-
	Male	5%	3%	0% 0%	*		•	-	-	-	-	0%	*	*	00/	*	0%	-	•	-	-	-
	Female	9%	7%	0%		0%	-	-	-	-	-	0%			0%		-	0%	-	-	-	-
English II	All	8%	5%	0%	_	0%	*	_	_	_	*	0%	*	*	0%	0%	0%	0%	*	*	_	*
Liigiisii ii	Students	070	370	0 /0		0 70						0 70			0 70	0 70	0 70	0 70				
	CWD	4%	2%	*	-	*	-	-	-	-	-	*	-	*	_	*	*	*	*	-	-	-
	CWOD	8%	6%	0%	-	0%	*	-	-	-	*	0%	*	-	0%	0%	0%	0%	-	*	-	*
	EL	0%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	*	-	-
	Male	5%	3%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	*	0%	-	*	-	-	-
	Female	10%	7%	0%	-	0%	-	-	-	-	*	0%	*	*	0%	0%	-	0%	-	*	-	*
Almahaa I	A.II	040/	000/	40/		40/						40/			- 0/	00/		00/				
Algebra I	All Students	31%	38%	4%	-	4%	-	-	-	-	-	4%			5%	0%		6%		-	-	-
	CWD	7%	9%	*	_	*	_	_	_	_	_	*	_	*	_	*	*	*	*	_	_	_
	CWOD		42%	5%	_	5%	_	_	_	_	_	5%	*	_	5%	0%	*	7%	_	_	_	_
	EL	12%	16%	0%	_	0%	_	_	_	_	_	0%	_	*	0%	0%	*	*	-	_	_	_
	Male	28%	36%	*	_	*	-	-	-	-	_	*	-	*	*	*	*	-	*	-	-	-
	Female		40%	6%	-	6%	-	-	-	-	-	6%	*	*	7%	*	-	6%	-	-	-	-
Biology	All	23%	12%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	0%	*	-	-	-
	Students	E0/	00/	*		*						*					*	*	*			
	CWD	5%	2%		-	0%	*	-	-	-	-	0%	*		0%	- 0%	*	0%		-	-	-
	CWOD EL	3%	13% 1%	0% 0%	-	0%		-	-	-	-	0%		-	0%	0%	*	0%	-	-	-	-
	Male	22%	12%	*	-	*	*		-	-	-	*	-	*	*	*	*	-	*	-	-	-
	Female		12%	0%	_	0%	_	-	-	-	-	0%	*	*	0%	0%	_	0%	-	-	-	-
STAAR Percen	t at Appro	aches	Grade	Level or	r Above																	
All Grades																						
All Subjects		77%	75%	41%	*	40%	*	-	-	-	*	44%	*	23%	44%	39%	29%	49%	*	*	-	*
	Students	450/	450/	220/		220/						0.40/	*	220/	_	*	*	*	*			
	CWD CWOD	45%	45% 79%	23% 44%	*	23% 43%	*	-	-	-	*	24% 47%	*	23%	- 44%			52%		*	-	*
	EL	60%	57%	39%	_	39%	_		-		_	38%	*	*	41%			48%	-	*	-	_
		74%		29%	_	26%	*	_	_	_	_	31%	*	*	29%			-	*	_	_	_
	Female			49%	*	49%	_	_	_	_	*	51%	*	*	52%			49%	-	*	_	*
	. Jilialo	. 5 , 5	, ,	.5 70		.570						0.70			J_ /J	.575						
Reading	All	73%	70%	32%	*	30%	*	-	-	-	*	33%	*	*	35%	24%	22%	39%	*	*	-	*
3	Students																					
	CWD	39%		*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	-	-
	CWOD		74%	35%	*	33%	*	-	-	-	*	37%	*	-	35%			43%	-	*	-	*
	EL	52%	47%	24%	-	24%	-	-	-	-	-	23%	*	*	25%	24%	*	30%	-	*	-	-
	Male	69%	66%	22%	- *	19%	*	-	-	-	-	25%	*	*	24%	*	22%	-	*	-	-	-
	Female	11%	74%	39%	•	39%	-	-	-	-	•	41%	•	^	43%	ა0%	-	39%	-	•	-	•
Mathematics	ε ΔΙΙ	80%	80%	57%	_	57%	_	_	_	_	_	61%	*	*	63%	70%	*	62%	*	_	_	_
iviau iemaile	Students	UU 70	OU 70	J1 /0	-	J1 /0	-	-	-	-	-	01/0			UU 70	1 0 70		UZ /0		-	-	-
	CWD	52%	53%	*	_	*	_	_	_	_	_	*	_	*	-	*	*	*	*	_	_	-

											Two											
					A fui a a u			A		Davidia	or	F	Non								F4-	_
		State	District	Campus	African American	Hispanic\	Nhite	Americar Indian		Pacific nIslander				vCWD	CWOL) FL	Male	FemaleM	igrantHo		Foster Care	
	CWOD		84%	63%	-	63%	-	-	-	-	-	68%	*	-		78%	*	63%	-	-	-	-
	EL	70%	70%	70%	-	70%	-	-	-	-	-	78%	-	*	78%	70%	*	83%	-	-	-	-
	Male Female	78%	79% 81%	* 62%	-	* 62%	-	-	-	-	-	* 68%	- *	*	620/	*83%	*	- 62%	*	-	-	-
	remale	0270	0170	02%	-	0270	-	-	-	-	-	0070			03%	0370	-	0270	-	-	-	-
Science	All	79%	77%	77%	-	76%	*	-	-	-	-	81%	*	*	78%	78%	*	72%	*	-	-	-
5	Students																					
	CWD	48%	49%	*	-	*	-	-	-	-	-	*	- *	*	- 700/	- 700/	*	* 740/	*	-	-	-
	CWOD EL	58%	81% 55%	78% 78%	-	72% 78%	_	-	-	-	-	82% 88%	_	-		78% 78%	*	71% 75%	-	-	-	-
	Male	78%	76%	*	_	*	*	_	_	_	_	*	_	*	*	*	*	-	*	_	-	_
	Female		78%	72%	-	72%	-	-	-	-	-	76%	*	*	71%	75%	-	72%	-	-	-	-
STAAR Percent	at Moote	Grad	o Lovol	or Abov	0																	
All Grades	at weets	Grau	e Level	OI ADOV	e																	
	All	47%	44%	10%	*	9%	*	-	-	-	*	11%	*	0%	12%	8%	8%	11%	*	*	-	*
	Students																					
	CWD	23%	22%	0%	- *	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	*	-	-	-
	CWOD EL	26%	47% 24%	12% 8%	•	10% 8%	•	-	-	-	•	13% 8%	*	*	12% 8%	8% 8%		13% 3%	-	*	-	•
	Male	45%	43%	8%	-	5%	*	-	-	-	-	9%	*	*	10%	15%		3 /0	*	_		-
	Female		46%	11%	*	11%	-	-	-	-	*	12%	*	*	13%	3%	-	11%	-	*	-	*
Reading	All	46%	42%	9%	*	8%	*	-	-	-	*	10%	*	*	10%	6%	6%	12%	*	*	-	*
	Students CWD	22%	19%	*	-	*	_	_	_	_	_	*	*	*	_	*	*	*	*	_	_	_
	CWOD		45%	10%	*	9%	*	-	-	-	*	12%	*	_	10%	6%	7%	13%	_	*	-	*
	EL	21%	20%	6%	-	6%	-	-	_	-	_	6%	*	*	6%	6%	*	0%	-	*	-	-
	Male	41%	38%	6%	-	5%	*	-	-	-	-	7%	*	*	7%	*	6%	-	*	-	-	-
	Female	50%	46%	12%	*	11%	-	-	-	-	*	13%	*	*	13%	0%	-	12%	-	*	-	*
Mathamatica	ΛII	400/	400/	470/		170/						100/	*	*	210/	200/	*	100/	*			
Mathematics	Students	48%	48%	17%	-	17%	-	-	-	-	-	18%			21%	20%		19%		-	-	-
·	CWD	26%	26%	*	-	*	-	-	_	-	_	*	-	*	-	*	*	*	*	-	-	-
	CWOD		51%	21%	-	21%	-	-	-	-	-	23%	*	-	21%	22%	*	21%	-	-	-	-
	EL	33%	32%	20%	-	20%	-	-	-	-	-	22%	-	*	22%	20%	*	17%	-	-	-	-
	Male	47%	48%	*	-	*	-	-	-	-	-	*	- *	*	*	*	*	-	*	-	-	-
	Female	49%	48%	19%	-	19%	-	-	-	-	-	21%		-	21%	17%	-	19%	-	-	-	-
Science	All	49%	44%	5%	-	0%	*	_	_	_	_	5%	*	*	6%	0%	*	0%	*	_	-	_
	Students																					
	CWD	23%	21%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	*	-	-	-
	CWOD		47%	6% 0%	-	0%	*	-	-	-	-	6%	*	-	6%	0%	*	0%	-	-	-	-
	EL Male	21% 50%	17% 44%	0% *	-	0%	*	-	-	-	-	0% *	-	*	0% *	0%	*	0%	*	-	-	-
	Female		43%	0%	-	0%	-	_	_	-	_	0%	*	*	0%	0%	-	0%	-	_	_	_
0T4 4D D	-4 144-																					
STAAR Percent : All Grades	at Maste	rs Gra	iae Leve	ei.																		
All Subjects	All	21%	18%	1%	*	1%	*	_	_	-	*	1%	*	0%	1%	0%	0%	1%	*	*	-	*
	Students																					
	CWD	8%	7%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	*	-	-	-
	CWOD		20%	1%	*	1%	*	-	-	-	*	1%	*	-	1%	0%		1%	-	*	-	*
	EL Male	9% 20%	8% 18%	0% 0%	-	0% 0%	*	-	-	-	-	0% 0%	*	*	0% 0%	0% 0%	0% 0%	0%	*	_	-	-
	Female		19%	1%	*	1%	_	-	-	-	*	1%	*	*	1%	0%	-	1%	_	*	-	*
Reading	All	19%	16%	0%	*	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	0%	*	*	-	*
5	Students	70/	60/	*		*						*	*	*		*	*	*	*			
	CWD CWOD	7% 20%	6% 17%	0%	*	0%	*	-	-	-	*	0%	*	-	0%		0%	0%		*	-	*
	EL	7%	7%	0%	_	0%	_	-	-	-	_	0%	*	*	0%	0%	*	0%	-	*	-	_
	Male	16%	14%	0%	_	0%	*	_	_	-	_	0%	*	*	0%	*	0%	-	*	_	-	_
	Female		19%	0%	*	0%	-	-	-	-	*	0%	*	*	0%	0%	-	0%	-	*	-	*
												407										
Mathematics	All Students	23%	23%	3%	-	3%	-	-	-	-	-	4%	*	•	4%	0%	*	5%	-	-	-	-
`		10%	10%	*	-	*	_	_	_	_	_	*	_	*	_	*	*	*	*	_	_	_
	CWOD		25%	4%	-	4%	-	-	-	-	-	5%	*	-	4%	0%	*	5%	-	-	-	-
	EL	13%	13%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-	-	-	-
	Male	23%	23%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	*	-	-	-
	Female	24%	23%	5%	-	5%	-	-	-	-	-	5%	*	*	5%	0%	-	5%	-	-	-	-
Science	All	22%	16%	0%	_	0%	*	_	_	_	_	0%	*	*	0%	0%	*	0%	*	_	_	_
	Students	/0	. 5 70	- /0		J.0						J /0			5 / 0	5 70		0.0				
	CWD	7%	5%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	*	-	-	-
	CWOD		17%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	EL Mala	5%	4% 170/	0% *	-	0%	-	-	-	-	-	0% *	-	- *	0%	0%	*	0%	- *	-	-	-
	Male Female	23%	17% 15%	* 0%	-	0%	_	-	-	-	-	0%	*	*	0%	0%	_	- 0%	_	-	-	-
	i ciliale	Z 1 /0	10/0	U /0	-	U /0	-	-	-	-	-	U /0			U /0	U /0	-	0 /0	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	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	*	-	*	-	-	-	-	-	*	*	-
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	*	-	*	-	-	-	-	-	*	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-
Female	*	-	*	-	-	-	-	-	*	*	-
Mathematics											
All Students	100	-	100	-	-	-	-	-	100	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	100	-	100	-	-	-	-	-	100	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	-	-	-	-	-	-	-	-	-	-	-
Female	100	-	100	-	-	-	-	-	100	-	*

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Endowel Our deather Baker	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 (Graduation Pate	(Gr 9-12)·	Class of 20	17									
All Students	10.9%	(01 3-12).	10.2%	*	_		_	*	11.2%	0.0%	4.0%	10.5%	*
CWD	0.0%		0.0%		_	-	-		0.0%	0.0%	4.0 /0 *	10.576	
CWOD	11.6%	*	10.9%	*	-	-	-	- *	12.0%		4.2%	11.1%	*
EL	4.0%		4.0%		-	-	-		0.0%	*	4.2%	11.170	
Male	4.0%	-	4.0%	*	-	-	-	-	2.2%	0.0%	7.7%	0.0%	*
		-		*	-	-	-	-		0.0%			
Female	16.7%	•	15.9%	•	-	-	-	•	19.2%	*	0.0%	16.7%	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

- 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.

Student Success (Student Achie			Hispanic : STAAR Co	White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	*	*	*	*	-	-	-	*	*	*	*
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	10%	*	11%	*	*	-	-	*	*	*	*

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	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

Indicates there are no students in the group.

Indicates there are no students in the group.

^{&#}x27;n/a' Indicates the student group is not applicable to this report.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Interim Goals (2028-2032) Target Met	62% N	54%	58% N	73%	62%	82%	63%	70%	55% N	45%	52% N
Long-Term Goals Target Met	72% N	66%	69% N	80%	72%	87%	73%	78%	67% N	60%	65% N
Mathematics Interim Goals (2018-2022) Target Met	46% N	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Interim Goals (2023-2027) Target Met	54% N	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Interim Goals (2028-2032) Target Met	63% N 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
Long-Term Goals Target Met	73% N	00%	70%	80%	73%	91%	75%	7 7 %	08%	02%	70%
English Learner Language Prof	iciency Statu	ıs									
Interim Goals (2018-2022) Target Met											42%
Interim Goals (2023-2027) Target Met											44%
Interim Goals (2028-2032) Target Met											46%
Long-Term Goals Target Met											46%
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90% N	90%	90% N	90%	90%	90%	90%	90%	90% N	90%	90%
Interim Goals (2023-2027) Target Met	92% N	92%	92% N	92%	92%	92%	92%	92%	92% N	92%	92%
Interim Goals (2028-2032) Target Met	94% N	94%	94% N	94%	94%	94%	94%	94%	94% N	94%	94%
Long-Term Goals Target Met	94% N	94%	94% N	94%	94%	94%	94%	94%	94% N	94%	94%

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.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

									_								
			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	te																3
All Subjects	All	95%	*	95%	*	-	-	-	*	96%	85%	89%	96%	96%	100%	92%	*
	Students																
	CWD	89%	-	89%	-	-	-	-	-	89%	*	89%	-	*	100%	79%	*
	CWOD	96%	*	96%	*	-	-	-	*	98%	84%	-	96%	96%	100%	94%	-
	EL	96%	-	96%	-	-	-	-	-	100%	*	*	96%	96%	100%	94%	-
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	92%	*	92%	-	-	-	-	*	94%	77%	79%	94%	94%	-	92%	-
Reading	All	97%	*	97%	*	-	-	-	*	97%	94%	89%	98%	98%	100%	94%	*
	Students																
	CWD	89%	-	89%	-	-	-	-	-	88%	*	89%	-	*	100%	78%	*
	CWOD	98%	*	98%	*	-	-	-	*	98%	93%	-	98%	98%	100%	96%	-
	EL	98%	-	98%	-	-	-	-	-	100%	*	*	98%	98%	100%	97%	-
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	94%	*	94%	-	-	-	-	*	95%	89%	78%	96%	97%	-	94%	-
Mathematics	All	87%	-	87%	-	-	-	-	-	90%	*	83%	88%	90%	100%	82%	*
	Students																
	CWD	83%	-	83%	-	-	-	-	-	83%	-	83%	-	*	*	*	*
	CWOD	88%	-	88%	-	-	-	-	-	91%	*	-	88%	89%	100%	84%	-
	EL	90%	-	90%	-	-	-	-	-	100%	*	*	89%	90%	*	83%	-
	Male	100%	-	100%	-	-	-	-	-	100%	-	*	100%	*	100%	-	*
	Female	82%	-	82%	-	-	-	-	-	85%	*	*	84%	83%	-	82%	-
Science	All	96%	-	95%	*	-	-	-	-	100%	*	*	95%	89%	*	95%	*
!	Students																
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	*
	CWOD	95%	-	94%	*	-	-	-	-	100%	*	-	95%	89%	*	94%	-
	EL	89%	-	89%	-	-	-	-	-	100%	*	-	89%	89%	*	88%	-
	Male	*	-	*	*	-	-	-	-	*	-	*	*	*	*	-	*
	Female	95%	-	95%	-	-	-	-	-	100%	*	*	94%	88%	-	95%	-
Non-Participatio	n Rate																
All Subjects	All	5%	*	5%	*	-	-	-	*	4%	15%	11%	4%	4%	0%	8%	*
;	Students CWD	11%	-	11%	-	-	-	-	-	11%	*	11%	-	*	0%	21%	*

									Two or	_	Non						
			African			American		Pacific	More	Econ	Econ						
				Hispanic		Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	4%	*	4%	*	-	-	-	*	3%	16%	-	4%	4%	0%	6%	-
	EL	4%	-	4%	-	-	-	-	-	0%	*	*	4%	4%	0%	6%	-
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	8%	*	8%	-	-	-	-	*	6%	23%	21%	6%	6%	-	8%	-
Reading	All Students	3%	*	3%	*	-	-	-	*	3%	6%	11%	2%	2%	0%	6%	*
	CWD	11%	-	11%	-	-	-	-	-	12%	*	11%	-	*	0%	22%	*
	CWOD	2%	*	2%	*	-	-	-	*	2%	7%	-	2%	2%	0%	4%	-
	EL	2%	-	2%	-	-	-	-	-	0%	*	*	2%	2%	0%	3%	-
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	6%	*	6%	-	-	-	-	*	5%	11%	22%	4%	3%	-	6%	-
Mathematic		13%	-	13%	-	-	-	-	-	10%	*	17%	12%	10%	0%	18%	*
	Students																
	CWD	17%	-	17%	-	-	-	-	-	17%	-	17%	-	*	*	*	*
	CWOD	12%	-	12%	-	-	-	-	-	9%	*	-	12%	11%	0%	16%	-
	EL	10%	-	10%	-	-	-	-	-	0%	*	*	11%	10%	*	17%	-
	Male	0%	-	0%	-	-	-	-	-	0%	-	*	0%	*	0%	-	*
	Female	18%	-	18%	-	-	-	-	-	15%	*	*	16%	17%	-	18%	-
Science	All Students	4%	-	5%	*	-	-	-	-	0%	*	*	5%	11%	*	5%	*
	CWD	*	_	*	_	_	_	_	_	*	_	*	_	_	*	*	*
	CWOD	5%	_	6%	*	_	_	_	_	0%	*	_	5%	11%	*	6%	_
	EL	11%	_	11%	_	_	_	_	_	0%	*	_	11%	11%	*	13%	_
	Male	*		*	*	_	_	_	_	*	_	*	*	*	*	1070	*
	Female	5%		5%		_		_	-	0%	*	*	6%	13%		5%	
	i ciliale	J /0	-	J /0	-	-	-	-	-	0 /0			0 /0	10/0	-	J /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 submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilities				-							•
In-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions			*						*		
	Male	29		25	*	*	*	*	*	*	
	Female	20	*	16	*	*	*	*	*	*	
	Total	49	*	41	*	*	*	*	*	*	
Expulsions			*	*	_		*	_	_		
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
With and Educational Commission	Total			*		*	*				
Without Educational Services	Male					*					
	Female Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
Officer Zero Tolerance Policies		*	*	*	*	*	*	*	*	*	
	Female Total	*	*	*	*	*	*	*	*	*	
School-Related Arrests	iolai										
School-Related Affests	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Referrals to Law Enforcement	iotai										
Releitais to Law Efficient	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Students With Disabilities											
In-School Suspensions											
p	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Out-of-School Suspensions											
·	Male	7	*	7	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	11	*	11	*	*	*	*	*	*	*
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
School-Related Arrests			*	*			*		*		
	Mala	*	*	*	*	*	*	*	*	*	*

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 5 504)
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	113	5	98	8	*	*	*	*	20	14	*
	Female	141	*	134	5	*	*	*	*	41	14	5
	Total	254	5	232	13	*	*	*	*	61	28	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
-	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 0.0	Percent -
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the	3.1	11.4%

Indicates results are masked due to small numbers to protect student confidentiality. When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size). ų.

Indicates there are no students in the group.

All School Number Percent

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

Overde O	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	88	2%	-	-
Mathematics	6,020	1%	88	2%	-	-
Grade 4 Reading	6,061	1%	66	2%	-	-
Mathematics	6,056	1%	66	2%	-	-
Grade 5 Reading	6,162	2%	82	2%	-	-
Mathematics	6,160	1%	82	2%	-	-
Science	6,164	1%	82	2%	-	-
Grade 6 Reading	5,678	1%	60	2%	-	-
Mathematics	5,677	1%	60	1%	-	-
Grade 7 Reading	5,298	1%	55	1%	-	-
Mathematics	5,294	1%	55	1%	-	-
Grade 8 Reading	5,088	1%	49	1%	-	-
Mathematics	5,087	2%	49	2%	-	-
Science	5,087	1%	49	1%	-	-
End of Course English I	4,868	1%	40	1%	-	-
English II	4,556	1%	28	0%	-	-
Algebra I	4,884	1%	41	1%	-	-
Biology	4,861	1%	44	1%	-	-
All Grades All Subjects	99,020	1%	1,084	1%	-	-
Reading	43,730	1%	468	1%	-	-
Mathematics	39,178	1%	441	2%	-	-
Science	16,112	1%	175	1%	-	-

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

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

Indicates zero observations reported for this group.

			% Belo	w Basic		bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	•	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
	Matricinatios	Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	29 15	30	39	41	25 35	17	11
		Econ Disadv	23	31	46	39 44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
			43 29	47	36 44	32	23	13	4	2
		English Language Learners	29	41	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	•	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disady	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1
			٠.		-		•	•	•	•

State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

Indicates reporting standards not met.
Indicates data reporting is not applicable for this group. 'n/a'

Source: TEA Division of Student Assessment

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

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

Texas Education Agency | Academics | Performance Reporting

December 2018