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

Campus Name: RUSK EL Campus ID: 071902138 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);

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

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

A weighted average of the accountations will be computed from the finite of terms freeling targets university the finite of te

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.

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											or		Non									
		Stato	Dietrict	Campu	African sAmerican	Hienani		American		Pacific				,CWF	CWOL) EI	Malo	Fomalo	MigrantH		Foster	Military
		State	DISTRICT	Campu	SAIIIEIICAI	ппърапи	CVVIIILE	iliulali	Asiai	iisiaiiuei	Naces	Disau	Disauv	CVVL	CVVOL	,	IVIAIC	remaler	wiigi aiitii	omeress	Care	wiiitai y
STAAR Percent	at Appro	aches	Grade	Level c	or Above																	
Grade 3 Reading	All	77%	82%	80%		80%	_	_	_		_	76%	87%	*	82%	90%	88%	74%	_	*	_	*
	Students	1170	0270	00 /0	_	0070	_	_	_	_	_	1070	07 70		02 /0	30 /0	0070	7-70	_		_	
	CWD	51%	61%	*	-	*	-	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
	CWOD		85%	82%	-	82%	-	-	-	-	-	75%	93%	-	82%	90%			-	*	-	*
	EL	70%	80%	90%	-	90%	-	-	-	-	-	87%	100%	-	90%		100%		-	-	-	-
	Male Female	74% 79%	80% 83%	88% 74%	-	88% 74%	-	-	-	-	-	82% 71%	100% 78%	*	88% 76%	100% 83%		- 74%	-	_	-	*
	i ciliale	1 3 /0	0370	1 4 /0	-	7470	-	-	-	_	-	7 1 70	7070		1070	00 /0	-	7470	-	-	-	
Mathematics	All Students	77%	80%	75%	-	75%	-	-	-	-	-	80%	67%	*	79%	81%	88%	65%	-	*	-	*
	CWD	52%	59%	*	-	*	-	-	-	-	-	*	*	*	-	-	_	*	-	-	-	-
	CWOD	80%	83%	79%	-	79%	-	-	-	-	-	83%	71%	-	79%	81%	88%		-	*	-	*
	EL	74%	78%	81%	-	81%	-	-	-	-	-	80%	83%	-	81%		100%		-	-	-	-
	Male	77%	81%	88%	-	88%	-	-	-	-	-	91%	83%	-	88%	100%	88%		-	*	-	*
	Female	78%	79%	65%	-	65%	-	-	-	-	-	71%	56%		71%	67%	-	65%	-	-	-	
Grade 4																						
Reading	All Students	72%	74%	59%	-	56%	*	*	-	*	-	53%	82%	*	64%	42%	45%	77%	*	-	-	*
	CWD	46%	44%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		79%	64%	-	61%	*	*	-	*	-	58%	82%	-	64%	45%	50%	81%	*	-	-	*
	EL	60%	61%	42%	-	42%	-	-	-	-	-	41%	*	*	45%	42%	*	55%	*	-	-	-
	Male	70%	72%	45%	-	43%	- *	*	-	-	-	39%	*	*	50%	*	45%	-	*	-	-	-
	Female		77%	77%	-	75%		-	-		-	71%	100%		81%	55%	-	77%		-	-	
Mathematics		77%	80%	63%	-	63%	*	*	-	*	-	55%	91%	*	68%	58%	59%	68%	*	-	-	*
	Students CWD	49%	50%	*		*						*		*		*	*	*				
	CWD		84%	68%	-	68%	*	*	-	*	-	61%	91%	_	68%	64%	65%		*	-	-	*
	EL	72%	73%	58%	-	58%	_	_	-	_		55%	*	*	64%	58%			*	-	-	_
	Male	77%	79%	59%	-	61%	_	*	_	-	_	52%	83%	*	65%	69%		-	*	-	_	_
	Female	78%	80%	68%	-	65%	*	-	-	*	-	59%	100%	*	71%	45%		68%	*	-	-	*
Grade 5 Reading	All	83%	88%	63%	-	64%	-	-	-	*	-	63%	63%	*	69%	53%	68%	57%	-	-	-	*
	Students CWD	54%	62%	*		*						*	*	*		*	*	*		_		
	CWOD		91%	69%	-	71%	-	-	-	*		70%	67%	_	69%	59%	74%	63%	-	-	-	*
	EL	73%	80%	53%	-	56%	_	-	_	*	_	60%	*	*	59%	53%		*	_	-	_	_
	Male	81%	86%	68%	-	68%	-	-	-	-	-	71%	64%	*	74%		68%	-	-	-	-	*
	Female	86%	89%	57%	-	60%	-	-	-	*	-	56%	*	*	63%	*	-	57%	-	-	-	-
Mathematics		90%	92%	77%	-	78%	-	-	-	*	-	77%	76%	*	84%	65%	80%	73%	-	-	-	*
	Students CWD	70%	74%	*		*						*	*	*		*	*	*				
	CWOD		95%	84%	-	86%	-	-	-	*		85%	81%	_	84%	72%	87%	80%	-	-	-	*
	EL	86%	89%	65%	-	68%	_	-	_	*	_	73%	*	*	72%	65%		60%	_	-	_	_
	Male	89%	92%	80%	-	80%	-	-	-	-	-	71%	91%	*	87%		80%	-	-	-	-	*
	Female	91%	92%	73%	-	76%	-	-	-	*	-	81%	*	*	80%	60%	-	73%	-	-	-	-
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Science	All Students	75%	79%	55%	-	57%	-	-	-	-	-	47%	71%		60%	45%	60%	50%	-	-	-	
	CWD	48%	55%	*	-	*	_	_	_	_	_	*	*	*	-	*	*	*	-	_	_	_
	CWOD		82%	60%	-	62%	-	-	-	*	-	52%	75%	-	60%	50%	65%	55%	-	-	-	*
	EL	62%	66%	45%	-	47%	-	-	-	*	-	47%	*	*	50%	45%	50%	*	-	-	-	-
		76%	80%	60%	-	60%	-	-	-	-	-	50%	73%	*	65%		60%		-	-	-	*
	Female	75%	77%	50%	-	52%	-	-	-	*	-	44%	*	*	55%	*	-	50%	-	-	-	-
STAAR Percent	at Meets	Grad	e Level	or Abo	ve																	
Grade 3	A	4001	4001			4001						4000	0001		F001	070	050	0501		_		_
Reading	All	43%	46%	48%	-	48%	-	-	-	-	-	40%	60%	*	50%	67%	65%	35%	-	*	-	*
	Students	200/	220/	*		*						*	*	*				*				
	CWD		32% 48%	50%	-	50%	-	-	-	-	-	42%	64%	_	50%	- 67%	65%	38%	-	*	-	*
	EL	32%	40%	67%	-	67%	-	-	-	-	-	67%	67%	-	67%		89%		-	_	-	_
	Male	40%	45%	65%	-	65%	_	-	_	-	_	55%	83%	_	65%		65%		-	*	_	*
	Female		46%	35%	-	35%	-	-	-	-	-	29%	44%	*	38%	50%		35%	-	-	-	*
Mathematics	All Students	46%	48%	33%	-	33%	-	-	-	-	-	36%	27%	*	34%	38%	41%	26%	-	*	-	*

Two

											or		Non									
				_	African			America		Pacific	More		Econ								Foster	
	CWD	State 30%	District 35%	Campus *	American	Hispanic *	White	Indian	Asian	Islander	Races	Disadv *	Disadv	CWD	CWOD	EL	Male	Female!	MigrantHo	meless	Care I	Military
	CWD		50%	34%	-	34%	-	-	-	-	-	38%	29%	_	34%	38%	- 41%	29%	-	*	-	*
	EL	39%	43%	38%	-	38%	-	-	-	-	-	40%	33%	-	38%		67%	17%	-	-	-	-
	Male	47%	50%	41%	-	41%	-	-	-	-	-	45%	33%	-	41%	67%	41%	-	-	*	-	*
	Female	45%	46%	26%	-	26%	-	-	-	-	-	29%	22%	*	29%	17%	-	26%	-	-	-	*
Grade 4																						
Reading	All	45%	47%	33%	-	31%	*	*	-	*	-	25%	64%	*	36%	21%	24%	45%	*	-	-	*
	Students																					
	CWD	28%	23%	*	-	*	-	-	-	-	-	*	- 64%	*	-	23%	*	*	*	-	-	-
	EL	29%	50% 31%	36% 21%	-	34% 21%	_	_	-	_	-	28% 23%	04% *	*	36% 23%	21%	21%	48% 27%	*	-	-	_
	Male	43%	45%	24%	-	25%	-	*	-	_	-	17%	*	*	27%	*	24%	-	*	-	-	-
	Female	47%	48%	45%	-	40%	*	-	-	*	-	35%	80%	*	48%	27%	-	45%	*	-	-	*
															/		/					
Mathematics	S All Students	48%	48%	27%	-	27%	*	*	-	*	-	18%	64%	*	30%	25%	28%	27%	*	-	-	*
	CWD	29%	25%	*	_	*	_	_	_	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWOD		52%	30%	-	30%	*	*	-	*	_	19%	64%	-	30%	27%	31%	29%	*	-	-	*
	EL	38%	35%	25%	-	25%	-	-	-	-	-	18%	*	*	27%	25%	31%	18%	*	-	-	-
	Male	48%	49%	28%	-	29%	-	*	-	-	-	17%	67%	*	31%	31%	28%		*	-	-	-
	Female	47%	47%	27%	-	25%	*	-	-	*	-	18%	60%	*	29%	18%	-	27%	*	-	-	*
Grade 5																						
Reading	All	53%	54%	28%	_	29%	-	_	_	*	_	23%	38%	*	31%	21%	32%	24%	_	_	_	*
	Students																					
	CWD	30%	32%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		58%	31%	-	32%	-	-	-	*	-	26%	40%	-	31%		35%	26%	-	-	-	*
	EL	35%	38%	21%	-	22%	-	-	-	*	-	27%	* 450/	*	24%	21%		*	-	-	-	-
	Male Female	50%	51% 58%	32% 24%	-	32% 25%	-	-	-	*	-	21% 25%	45%	*	35% 26%	20%	32%	- 24%	-	-	-	
	гентан	: 50 /0	30 /6	24 /0	-	23 /0	-	-	-		-	25 /0			20 /0		-	24 /0	-	-	-	-
Mathematics	s All	57%	60%	40%	-	41%	-	-	-	*	-	33%	53%	*	44%	25%	48%	32%	-	-	-	*
	Students																					
	CWD	34%	39%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		64%	44%	-	45%	-	-	-	*	-	37%	56%	-	44%		52%	35%	-	-	-	*
	EL	46%	48%	25%	-	26%	-	-	-	-	-	33%	640/	*	28%		20%	30%	-	-	-	*
	Male Female	57%	60% 60%	48% 32%	-	48% 33%	-	-		*		36% 31%	64% *	*	52% 35%	20% 30%	40%	32%	-	-	-	_
		. 00,0	0070	/-		0070						0.70			0070	0070		0270				
Science	All	40%	42%	23%	-	24%	-	-	-	*	-	10%	47%	*	26%	10%	36%	9%	-	-	-	*
	Students		070/	*		*						*	*	_		*	_	*				
	CWD	25%	27%		-		-	-	-	*	-			•	-		200/		-	-	-	*
	CWOD EL	24%	44% 26%	26% 10%	-	26% 11%	-	-	-	*	-	11% 13%	50% *	*	26% 11%	11% 10%		10%	-	-	-	_
	Male	42%	45%	36%		36%	-	-	-	_	-	21%	55%	*	39%	20%		_	-	-	-	*
	Female		38%	9%	-	10%	-	-	-	*	-	0%	*	*	10%	*	-	9%	-	-	-	-
STAAR Percent	t at Maeto	re Gr	ado I ov	n)																		
Grade 3	ı aı masıe	15 016	aue Lev	rei																		
Reading	All	24%	26%	30%	-	30%	-	-	-	-	-	20%	47%	*	32%	38%	41%	22%	-	*	-	*
	Students																					
	CWD	9%	13%	*	-	*	-	-	-	-	-	*	*	*	-	-	-	*	-	-	-	-
	CWOD EL		27% 20%	32% 38%	-	32% 38%	-	-	-	-	-	21% 33%	50% 50%	-	32%		41%	24%	-	•	-	•
	⊏∟ Male	15% 22%	24%	36% 41%	-	41%	-	-	-	-	-	36%	50%	-	38% 41%		56% 41%	25%	-	*	-	*
	Female			22%	_	22%	-	-	_	_	_	7%	44%	*	24%	25%	-	22%	_	_	_	*
Mathematics		22%	23%	18%	-	18%	-	-	-	-	-	20%	13%	*	18%	29%	24%	13%	-	*	-	*
	Students		4701	*		*						*	*	_				*				
	CWD	12%			-		-	-	-	-	-			*	400/	-	- 0.40/		-	-	-	-
	CWOD EL	24% 17%	24% 19%	18% 29%	-	18% 29%	-	-	-	-	-	21% 27%	14% 33%	-	18% 29%	29% 29%	24% 44%	14% 17%	-	_	-	_
	Male	23%	25%	24%		24%	-	-	-	-	-	27%	17%		24%	44%		-	-	*	-	*
	Female			13%	-	13%	-	-	-	-	-	14%	11%	*		17%	-	13%	-	-	-	*
Grade 4	Λ.	220/	0.407	400/		00/	*	*		*		00/	100/	*	440/	100/	70/	4.40/	*			*
Reading	All Students		24%	10%	-	8%	•	•	-	•	-	8%	18%	•	11%	13%	7%	14%	•	-	-	•
	CWD	9%	8%	*	_	*	_	_	_	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWOD		27%	11%	_	9%	*	*	_	*	_	8%	18%	-	11%	14%	8%	14%	*	_	_	*
	EL	12%	12%	13%	-	13%	-	-	-	-	-	14%	*	*	14%	13%	*	18%	*	-	-	-
	Male	22%	23%	7%	-	7%	-	*	-	-	-	4%	*	*	8%	*	7%	-	*	-	-	-
	Female	25%	26%	14%	-	10%	*	-	-	*	-	12%	20%	*	14%	18%	-	14%	*	-	-	*
Mathematics	ΔII	26%	24%	16%	_	15%	*	*		*		13%	27%	*	17%	2%	10%	23%	*			*
Matricinatics	Students		24 /0	10 /0	_	1370			-		-	1370	21 /0		17 70	0 70	1070	2570		-	-	
	CWD	11%	9%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	28%	27%	17%	-	16%	*	*	-	*	-	14%	27%	-	17%		12%	24%	*	-	-	*
	EL	18%	15%	8%	-	8%	-	-	-	-	-	9%	*	*	9%	8%	0%	18%	*	-	-	-
	Male	27%	25%	10%	-	11%	-	*	-	-	-	9%	17%	*	12%	0%	10%	-	*	-	-	-
	Female	25%	24%	23%	-	20%	•	-	-	•	-	18%	40%	•	24%	18%	-	23%	-	-	-	•
Grade 5																						
Reading	All	26%	24%	11%	-	11%	-	-	-	*	-	0%	31%	*	12%	0%	16%	5%	-	-	-	*
•	Students																					
	CWD	9%	10%	*	-	*	-	-	-	-	-	*	*	*	4000	*	*	*	-	-	-	-
	CWOD		27%	12%	-	12%	-	-	-	*	-	0%	33%	*	12%	0%	17%	5% *	-	-	-	*
	EL Male	12% 24%	13% 22%	0% 16%	-	0% 16%	-	-	-	_	-	0% 0%	36%	*	0% 17%	0% 0%	0% 16%	_	-	-	-	- *
	iviaic	∠→ /0	ZZ /0	10/0	-	1070	-	-	-	-	-	U /U	JJ /0		17 70	0 /0	1070	-	-	-	-	

Two or Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Female 28% 27% 5% 0% 5% 5% 5% 30% 13% 29% 29% 0% 24% 14% Mathematics All 19% 20% 21% Students CWD **CWOD 31%** 31% 21% 21% 15% 31% 21% 0% 26% 15% EL 19% 20% 0% 0% 0% 0% 0% 0% 0% 21% 27% Male 29% 29% 24% 24% 26% 0% 24% Female 30% 29% 0% 14% 14% 14% 6% 15% Science All 16% 16% 11% 11% 0% 29% 12% 0% 16% 5% Students CWD 17% 12% 12% 0% 31% 12% 0% 17% 5% **CWOD** 8% 0% 0% 0% 0% 0% 0% Male 18% 17% 16% 16% 0% 36% 17% 0% 16% Female 15% 14% 5% 0% 5% 5% STAAR Percent at Approaches Grade Level or Above All Grades 67% 63% 75% 72% 62% 67% 66% 89% All Subjects ΑII 77% 67% Students CWD 45% 72% 72% 68% 79% 72% 66% 72% 71% 89% **CWOD 80%** 61% 60% 57% 62% 63% 63% 66% 62% 66% 57% Male 74% 72% 67% 67% 61% 79% 72% 66% 67% Female 79% 66% 67% 65% 71% 57% 66% 66% 76% 61% 63% 70% Reading ΑII 73% 70% 66% 62% 71% Students CWD 39% 71% 71% 67% 80% 71% 65% 68% 74% **CWOD 77%** 74% 52% 47% 61% 62% 60% 67% 65% 61% 59% 63% EL Male 69% 66% 63% 63% 58% 74% 68% 59% 63% Female 77% 70% 70% 66% 79% 70% 68% 77% 68% 73% Mathematics All 80% 72% 69% Students CWD 52% 53% **CWOD 83%** 84% 77% 77% 75% 80% 77% 72% 79% 74% EL 70% 70% 68% 69% 67% 69% 72% 68% 78% 58% 78% 73% 74% 79% Male 78% 79% 73% 67% 87% 65% 58% 69% Female 82% 81% 69% 69% 70% 74% Science ΑII 79% 55% 57% 47% 71% 60% 45% 60% 50% Students CWD 48% **CWOD 82%** 81% 60% 62% 52% 75% 60% 50% 65% 55% 58% 47% 47% 50% 45% 50% 45% Male 78% 76% 60% 60% 50% 73% 65% 50% 60% Female 80% 78% 50% 52% 44% 50% STAAR Percent at Meets Grade Level or Above All Grades All Subjects ΑII 33% 33% 25% 49% 36% 30% 37% 28% 56% Students CWD CWOD 50% 36% 36% 28% 52% 36% 32% 40% 31% 56% 26% 24% 30% 30% 30% 27% 32% 30% 35% 24% 45% 43% 37% 38% 27% 56% 40% 35% 37% Male Female 50% 28% 28% 40% 24% 28% ΑII 46% 42% 35% 52% 36% 37% 35% Reading 36% 28% 39% Students CWD 22% 19% CWOD 48% 39% 38% 31% 55% 39% 38% 39% 38% 45% 21% 37% 33% 38% 36% 38% EL 20% 36% 37% 34% 38% 37% 37% 27% 57% 39% 38% 37% Male Female 50% 33% 30% 35% Mathematics All 48% 48% 34% 27% 47% 36% 29% 38% 28% Students CWD 26% 26% 49% 31% 41% 31% **CWOD 51%** 51% 36% 36% 30% 36% EL 33% 32% 29% 30% 29% 31% 31% 29% 38% 21% Male 47% 48% 38% 39% 29% 57% 41% 38% 38% 26% 35% 21% 28% Female 49% 48% 28% 28% 31% ΑII 49% 23% 24% 10% 47% 26% 10% 36% 9% Science Students CWD 23% CWOD 52% 47% 26% 26% 11% 50% 26% 11% 39% 10% 21% 17% 10% 11% 13% 11% 10% 20% Male 50% 44% 36% 36% 21% 55% 39% 20% 36% Female 49% 9% 10% 0% 10% 9%

STAAR Percent at Masters Grade Level

Two African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military

All Subjects	All	21%	18%	16%	-	16%	*	*	-	*	-	10%	28%	*	17%	13%	18%	14%	*	*	-	44%
	Students																					
	CWD	8%	7%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	23%	20%	17%	-	17%	*	*	-	*	-	11%	30%	-	17%	14%	19%	15%	*	*	-	44%
	EL	9%	8%	13%	-	13%	-	-	-	*	-	12%	17%	*	14%		14%	12%	*	-	-	-
	Male	20%	18%	18%	-	18%	-	*	-	-	-	12%	30%	*	19%	14%	18%	-	*	*	-	*
	Female	22%	19%	14%	-	13%	*	-	-	*	-	8%	27%	*	15%	12%	-	14%	*	-	-	*
Reading	All Students	19%	16%	16%	-	16%	*	*	-	*	-	8%	33%	*	17%	17%	18%	14%	*	*	-	*
	CWD	7%	6%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	20%	17%	17%	-	17%	*	*	-	*	-	9%	35%	-	17%	18%	20%	15%	*	*	-	*
	EL	7%	7%	17%	-	17%	-	-	-	*	-	15%	25%	*	18%	17%	19%	16%	*	-	-	-
	Male	16%	14%	18%	-	19%	-	*	-	-	-	10%	35%	*	20%	19%	18%	-	*	*	-	*
	Female	22%	19%	14%	-	13%	*	-	-	*	-	6%	32%	*	15%	16%	-	14%	*	-	-	*
Mathematics	s All Students	23%	23%	17%	-	17%	*	*	-	*	-	15%	23%	*	19%	12%	18%	16%	*	*	-	*
	CWD	10%	10%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	25%	25%	19%	-	19%	*	*	-	*	-	16%	24%	-	19%	13%	20%	18%	*	*	-	*
	EL	13%	13%	12%	-	13%	-	-	-	*	-	12%	15%	*	13%	12%	13%	12%	*	-	-	-
	Male	23%	23%	18%	-	19%	-	*	-	-	-	17%	22%	*	20%	13%	18%	-	*	*	-	*
	Female	24%	23%	16%	-	16%	*	-	-	*	-	13%	25%	*	18%	12%	-	16%	*	-	-	*
Science	All Students	22%	16%	11%	-	11%	-	-	-	*	-	0%	29%	*	12%	0%	16%	5%	-	-	-	*
	CWD	7%	5%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	24%	17%	12%	-	12%	-	-	-	*	-	0%	31%	-	12%	0%	17%	5%	-	-	-	*
	EL	5%	4%	0%	-	0%	-	-	-	*	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	23%	17%	16%	-	16%	-	-	-	-	-	0%	36%	*	17%	0%	16%	-	-	-	-	*
	Female	21%	15%	5%	-	5%	-	-	-	*	-	0%	*	*	5%	*	-	5%	-	-	-	-

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

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	63	-	63	*	*	-	*	-	64	*	64
CWD	*	-	*	-	-	-	-	-	*	*	*
CWOD	63	-	63	*	*	-	*	-	66	-	67
EL	64	-	64	-	-	-	-	-	70	*	64
Male	60	-	61	-	*	-	-	-	60	*	62
Female	66	-	64	*	-	-	*	-	69	*	67
Mathematics											
All Students	74	-	73	*	*	-	*	-	70	71	68
CWD	71	-	71	-	-	-	-	-	*	71	*
CWOD	74	-	73	*	*	-	*	-	70	-	68
EL	68	-	68	-	-	-	-	-	64	*	68
Male	71	-	70	-	*	-	-	-	68	*	73
Female	78	-	76	*	-	-	*	-	73	*	62

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	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 Rate	(Gr 9-12):	Class of 20	17										
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	
EL	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	_	_	_	_	-	_	-	_	-	-	_	_	-	

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.

Indicates zero observations reported for this group.

Indicates there are no students in the group.

Total EL in Class Proficiency of EL Rate of Proficiency
138 13 9%

- '*' 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		African American main Score		White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	39	-	39	*	*	-	*	-	33	*	35
School Quality (College, Career,	and Militar	y Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates the student group is not applicable to this report.

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		Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		Υ
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)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		N
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 Profi Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	iciency Statu	as									42% Y 44% Y 46% N 46% N
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^{&#}x27;+' 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.

					Two or		Non						
African		American		Pacific	More	Econ	Econ						
Campus American Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female N	Migrant

											-						
		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	te																g.
All Subjects	All Students	99%	_	99%	*	*	_	100%	_	99%	100%	100%	99%	100%	99%	100%	100%
All Subjects	CWD	100%		100%	_	_	-	-	-	100%	100%	100%	-	100%	100%	100%	10070
	CWOD	99%	_	99%	*	*	_	100%	_	99%	100%	-	99%	100%	99%	100%	100%
	EL	100%	_	100%	_	_	_	*	_	100%	100%	100%	100%	100%	100%	100%	100%
	Male	99%	_	99%	_	*	_	_	_	98%	100%	100%	99%	100%	99%	-	100%
	Female	100%	_	100%	*	_	_	100%	_	100%	100%	100%	100%	100%	-	100%	*
	· omaio	,		10070				10070		10070	.0070	.0070	10070	.0070		10070	
Reading	All Students		-	99%	*	*	-	*	-	99%	100%	100%	99%	100%	99%	100%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	99%	-	99%	*	*	-	*	-	99%	100%	-	99%	100%	99%	100%	100%
	EL	100%	-	100%	-	-	-	*	-	100%	100%	*	100%	100%	100%	100%	100%
	Male	99%	-	99%	-	*	-	-	-	98%	100%	100%	99%	100%	99%	-	*
	Female	100%	-	100%	*	-	-	*	-	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	99%	_	99%	*	*	_	*	_	99%	100%	100%	99%	100%	99%	100%	100%
maaromaaoo	CWD	100%	_	100%	_	_	_	_	_	100%	*	100%	-	*	100%	100%	-
	CWOD	99%	_	99%	*	*	_	*	_	99%	100%	-	99%	100%	99%	100%	100%
	EL	100%	_	100%	_	_	_	*	_	100%	100%	*	100%	100%	100%	100%	100%
	Male	99%	_	99%	_	*	_	_	_	98%	100%	100%	99%	100%	99%	-	*
	Female	100%	_	100%	*	_	_	*	_	100%	100%	100%	100%	100%	-	100%	*
	Tomalo	100 /0	_	10070		_	_		_	10070	10070	100 70	10070	10070	_	10070	
Science	All Students	100%	-	100%	-	-	-	*	-	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	-	*	-	-	-	-	-		*	*	-	*	*	*	-
	CWOD	100%	-	100%	-	-	-	*	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	*	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%		-
	Female	100%	-	100%	-	-	-	*	-	100%	100%	*	100%	100%	-	100%	-
Non-Participatio	n Rate																
All Subjects	All Students	1%	_	1%	*	*	_	0%	_	1%	0%	0%	1%	0%	1%	0%	0%
,	CWD	0%	_	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	_	1%	*	*	_	0%	_	1%	0%	_	1%	0%	1%	0%	0%
	EL	0%	_	0%	_	_	_	*	_	0%	0%	0%	0%	0%	0%	0%	0%
	Male	1%	_	1%	_	*	_	_	_	2%	0%	0%	1%	0%	1%	-	0%
	Female	0%	_	0%	*	-	_	0%	-	0%	0%	0%	0%	0%	-	0%	*
														•			
Reading	All Students	1%	-	1%	*	*	-	*	-	1%	0%	0%	1%	0%	1%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	1%	-	1%	*	*	-	*	-	1%	0%	-	1%	0%	1%	0%	0%
	EL	0%	-	0%	-	-	-	*	-	0%	0%	*	0%	0%	0%	0%	0%
	Male	1%	-	1%	-	*	-	-	-	2%	0%	0%	1%	0%	1%	-	*
	Female	0%	-	0%	*	-	-	*	-	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	1%		1%	*	*		*		1%	0%	0%	1%	0%	1%	0%	0%
Mauremancs	CWD	0%	-	0%			-		-	0%	*	0%	-	*	0%	0%	-
	CWD	1%	-	1%	*	*	-	*	-	1%	0%	-	1%	0%	1%	0%	0%
	EL	0%	-	0%			-	*		0%	0%	*	0%	0%	0%	0%	0%
	Male		-	1%	-	*	-		-	2%	0%	0%	1%	0%	1%	U70	U% *
		1%	-		*		-	-	-	2% 0%	0%	0%	0%		170	0%	*
	Female	0%	-	0%		-	-		-	0%	0%	0%	0%	0%	-	0%	
Science	All Students	0%	-	0%	-	-	-	*	-	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	0%	-	0%	-	-	-	*	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	*	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	-	-
	Female	0%	-	0%	-	-	-	*	-	0%	0%	*	0%	0%	-	0%	-

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

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 with Disabilities Disabilities (Section 504)
Students Without Disabilities In-School Suspensions											
	Male	5	*	5	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	5	*	5	*	*	*	*	*	*	
Out-of-School Suspensions											
·	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	

Indicates zero observations reported for this group.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students	udents with abilities tion 504)
School-Related Arrests				•								•
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
•	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
·	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	5	*	5	*	*	*	*	*	5	*	*
	Female	8	*	8	*	*	*	*	*	*	*	*
	Total	13	*	13	*	*	*	*	*	7	*	*

	iotai
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
. rescinsor regrams	Male	11	*	11	*	*	*	*	*	8	*
	Female	20	*	20	*	*	*	*	*	14	*
	Total	31	*	31	*	*	*	*	*	22	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	_	-	-	-	-	-	-	_	_
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

Total

Indian or Students Pacific Two or More Total Alaska African with students American Hispanic White Native Asian Islander Races Disabilities

- Indicates results are masked due to small numbers to protect student confidentiality.
- 1**1 When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- ... Indicates there are no students in the group. 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.

High Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 3.0	Percent 13.0%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.1	5.0%

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.

	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	State Number of ALT2 4,884	State Rate of ALT2 1%	District Number of ALT2 41	District Rate of ALT2 1%	Campus Number of ALT2 -	Campus Rate of ALT2 -
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

			% Belo	w Basic	% At or Al	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
Grade 4	rteading	Black	44	49	34	31	19	17	3	3
			49	46	31	32	16	19	3	4
		Hispanic			34	32				•
		White	21 *	22	34 *		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
		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
				29 15	20	39		25 35	47	
		Two or More Races	13 23	31	30	39 44	41	35 22	17	11
		Econ Disadv			46		25		4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	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
	Matricinatios	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	აა *	38	აა *	14	*	4
			2		10				40	•
		Asian	3	12	19 *	24 39	37 *	32	40 *	32
		Pacific Islander		36				18		6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	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

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 zero observations reported for this group.

Subject Student Group % Grade

Indicates reporting standards not met.

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

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.

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018