Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: WIGGS MIDDLE Campus ID: 071902052 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	African			American		Pacific	Two or More	Econ	Special	EL (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 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-	52%	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	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 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031-											44%
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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;

(b) the methodology by which the State dimerentiates an 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 (90-00), 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):

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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Female 87% 87% 100% * 100% 100% - * 100% 100% - 100% * - 100% * *						-				-	-	*								-	-	-	-
		Female	87%	87%	100%	*	100%	100%	-	*	-	-	100%	100%	-	100%	*	-	100%	*	-	-	*

STAAR Percent at Meets Grade Level or Above

Grade 6

Reading	All	State 38%		Campus 41%	African sAmerican I *	Hispanio 38%		America Indian -		Pacific nIslander -			Disadv		CWOD 44%			Female 44%	MigrantHom		Foster Care	
	Students CWD	22%	17%	14%		11%	*					*	*	14%		*	22%	*	*			-
	CWOD		36%	44%	*	41%	78%	-	*	-	*	30%	60%	-	- 44%	19%	41%	47%	*	*	-	- 50%
	EL	14%	9%	17%	-	17%	-	-	*	-	-	17%	16%	*	19%	17%		17%	*	-	-	-
	Male	34%	31%	39%	*	35%	65%	-	*	-	*	26%	51%	22%		16%		-	*	*	-	*
	Female	42%	37%	44%	-	41%	100%	-	-	-	*	30%	68%	*	47%	17%	-	44%	-	-	-	Ŷ
Mathematics		43%	36%	39%	*	35%	75%	-	*	-	*	24%	58%	7%	42%	15%	41%	36%	*	*	-	33%
	Students	000/	000/				*					*										
	CWD CWOD	23%	20% 38%	7% 42%	-	7% 38%	* 78%	-	- *	-	-	* 26%	* 60%	7% -	- 42%	18%	* 45%	* 39%	*	- *	-	- 33%
	EL	24%	16%	42 % 15%	-	15%	-	-	*	-	-	13%	26%	*	18%		43 <i>%</i>	19%	*	-	-	- 5570
	Male	44%	38%	41%	*	37%	71%	-	*	-	*	24%	59%	*	45%		41%	-	*	*	-	*
	Female	42%	34%	36%	-	33%	75%	-	-	-	*	23%	57%	*	39%	19%	-	36%	-	-	-	*
Grade 7																						
Reading	All	47%	42%	46%	*	43%	79%	-	*	-	-	39%	57%	5%	49%	9%	44%	48%	*	*	*	*
	Students	0.00/	220/	F 0/		F 0/						C 0/	*	5%		*	*	*			*	
	CWD CWOD	23% 50%	22% 44%	5% 49%	-	5% 47%	- 79%	-	- *	-	-	6% 42%	59%	5%	- 49%	10%	47%	52%	-	*	-	-
	EL	16%	11%	9%	-	9%	-	-	-	-	-	7%	15%	*	10%	9%	12%	6%	*	-	-	-
	Male	42%	37%	44%	-	43%	70%	-	-	-	-	39%	53%	*	47%		44%	-	*	*	-	*
	Female	53%	48%	48%	*	44%	*	-	*	-	-	38%	62%	*	52%	6%	-	48%	-	-	*	*
Mathematics	All Students	39%	35%	37%	*	34%	79%	-	*	-	-	26%	54%	*	39%	10%	38%	35%	*	*	*	*
		20%	19%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-
	CWOD		37%	39%	*	37%	79%	-	*	-	-	29%	55%	- *	39%		41%	38%	*	*	-	*
	EL Male	17% 38%	14% 36%	10% 38%	-	10% 35%	- 80%	-	-	-	2	8% 27%	14% 56%	*	11% 41%	10% 9%	9% 38%	11% -	*	- *	-	-
	Female		35%	35%	*	32%	*	-	*	-	-	25%	50%	*	38%	11%	-	35%	-	-	*	*
Grade 8		400/	400/	470/		4 4 0 /	050/				÷	0.01/	000/	50/	400/	00/	400/	500/		•		
Reading	All Students	48%	43%	47%	Ŷ	44%	85%	-	^	-	^	30%	68%	5%	49%	6%	43%	50%	^	^	-	Ŷ
		23%	20%	5%	*	6%	*	-	-	-	-	6%	*	5%	-	*	0%	*	-	-	-	*
	CWOD	51%	46%	49%	*	46%	88%	-	*	-	*	33%	69%	-	49%	6%	47%	51%	*	*	-	*
	EL	13%	7%	6%	-	6%	-	-	-	-	-	4%	15%	*	6%	6%	5%	6%	-	*	-	*
	Male Female	44%	39% 48%	43% 50%	*	40% 47%	80% 91%	-	-*	-	_	25% 35%	64% 71%	0% *	47% 51%	5% 6%	43%	- 50%	- *	_	-	*
	remaie	0070	4070	50 /8		47 /0	5170	-		-	-	5570	1170		5170	070	-	50 /0		-	-	
Mathematics	Students	50%	42%	39%	*	38%	83%	-	-	-	-	33%	53%	5%	42%	18%		41%	-	*	-	*
	CWD CWOD	25%	23% 45%	5% 42%	*	6%	*	-	-	-	-	6%	*	5%	- 42%	*	0%	*	-	- *	-	*
	EL	30%	45% 21%	42% 18%	-	41% 18%	100%	-	-	-	-	36% 14%	55% 33%	*	42%		42% 23%	43% 12%	-	*	-	*
	Male	48%	41%	37%	*	36%	*	-	-	-	-	32%	47%	0%	42%	23%		-	-	*	-	*
	Female	53%	44%	41%	*	41%	*	-	-	-	-	33%	59%	*	43%	12%	-	41%	-	-	-	*
Science	All Students	50%	46%	54%	*	50%	92%	-	*	-	*	38%	74%	14%	57%	19%	52%	56%	-	*	-	*
	CWD			14%	*	16%	*	-	-	-	-	15%	*	14%	-	*	*	*	-	-	-	*
	CWOD EL	53% 19%	49% 15%	57% 19%	_ _	52% 19%	96%	-	_	-	_	41% 17%	75% 30%	- *	57% 20%	20% 19%	56% 28%	57% 10%	-	*	-	*
	Male	51%	47%	52%	*	48%	- 93%	-	-	-	*	36%	71%	*	20 % 56%	28%		-	-	*	-	*
	Female		45%	56%	*	52%	91%	-	*	-	-	41%	77%	*		10%	-	56%	-	-	-	*
End of Course Algebra I	All	53%	59%	98%	*	98%	100%	-	*	-	*	97%	99%	*	98%	100%	100%	97%	*	-	-	*
	Students CWD	19%	23%	*	-	*	-	-	-	-	-	*		*	_	*	*	-	-	-	-	-
	CWOD		23 <i>%</i> 64%	98%	*	98%	- 100%	-	*	-	*	97%	- 99%	-	- 98%	*	100%	- 97%	*	-	-	*
	EL	29%	34%	100%	-	100%	-	-	-	-	-	*	*	*		100%	*	*	-	-	-	-
	Male	49%	55%	100%	- *	100%	100%		-	-	*	100%	100%	*	100%	*	100%		-	-	-	-
	Female	58%	63%	97%		96%	100%	-		-	-	96%	98%	-	97%		-	97%		-	-	
TAAR Percent Grade 6	at Maste	rs Gra	ade Leve	el																		
Reading	All Students	18%	15%	19%	*	17%	50%	-	*	-	*	12%	29%	4%	21%		20%	18%	*	*	-	33%
	CWD CWOD	8% 20%	6% 16%	4% 21%	- *	4% 18%	* 52%	-	- *	-	- *	* 13%	* 30%	4%	- 21%	* 7%	6% 22%	* 20%	*	- *	-	- 33%
	EL	20% 4%	3%	21% 6%	-	18% 7%	52%	-	*	-	-	13% 8%	30% 0%	- *	21% 7%		22% 10%	20% 3%	*	-	-	- -
		15%	13%	20%	*	18%	- 41%	-	*	-	*	14%	28%	6%	22%		20%	-	*	*	-	*
	Female		18%	18%	-	16%	63%	-	-	-	*	11%	30%	*	20%	3%	-	18%	-	-	-	*
Mathematics		18%	14%	17%	*	15%	33%	-	*	-	*	7%	29%	4%	18%	5%	19%	14%	*	*	-	17%
	Students CWD	9%	8%	4%	-	4%	*	-	-	-	-	*	*	4%	-	*	*	*	*	-	-	-
	CWD		0 <i>%</i> 15%	4% 18%	*	4% 16%	35%	-	*	-	*	8%	30%	4 % -	- 18%	4%	21%	15%	*	*	-	- 17%
	EL	6%	4%	5%	-	5%	-	-	*	-	-	5%	0%	*	4%	5%	6%	3%	*	-	-	-
		18%	15%	19%	*	17%	35%	-	*	-	*	8%	30%	*	21%	6%	19%	-	*	*	-	*
	Female	17%	13%	14%	-	14%	25%	-	-	-	Ŷ	7%	27%	*	15%	3%	-	14%	-	-	-	*
Grade 7	All	28%	23%	29%	*	27%	64%	-	*	-	-	23%	40%	0%	32%	1%	30%	29%	*	*	*	*
Reading			,			/0	2.75					_0.0		2.0			/ /	_0 /0				
Reading	Students																					
			8% 25%	0% 32%	- *	0% 30%	- 64%	-	-	-	-	0% 25%	* 42%	0%	- 32%	*	* 32%	* 32%	-	-	*	-

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					African			America	n	Pacific	or	Econ	Non Econ								Foste	
					sAmerican							Disadv	Disad						Migrant	lomeless		
	EL Male	6% 24%	4% 20%	1% 30%	-	1% 28%	- 60%	-	-	-	-	2% 24%	0% 40%	*	1% 32%	1% 2%	2% 30%	0%	*	- *	-	- *
	Female			29%	*	27%	*	-	*	-	-	24 % 22%	40%	*	32%	2 % 0%	-	- 29%	-	-	*	*
		4.00/	4.50/	400/		4.00/	500/		+			440/	0.00/		0.00/	50/	470/	000/				
Mathematics	All Students	18%	15%	19%	-	16%	50%	-		-	-	11%	32%		20%	5%	17%	20%	-	-	-	
	CWD	7%	6%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-
	CWOD EL	19% 5%	16% 3%	20% 5%	*	18% 5%	50%	-	*	-	-	12% 3%	33% 10%	- *	20% 6%	6% 5%	19% 7%	22% 3%	*	*	-	*
	Male	17%		17%	-	16%	- 40%	-	-	-	-	11%	27%	*	19%	7%	17%	-	*	*	-	*
	Female	18%	15%	20%	*	17%	*	-	*	-	-	10%	37%	*	22%	3%	-	20%	-	-	*	*
Grade 8																						
Reading	All	26%	21%	28%	*	24%	65%	-	*	-	*	13%	46%	0%	29%	2%	23%	32%	*	*	-	*
	Students CWD	8%	4%	0%	*	0%	*	_	_	_	_	0%	*	0%	_	*	0%	*	_	_	_	*
	CWOD			29%	*	25%	68%	-	*	-	*	15%	46%	-	29%	2%	25%	32%	*	*	-	*
	EL	4%	2%	2%	-	2%	-	-	-	-	-	0%	10%	*	2%	2%	2%	2%	-	*	-	*
	Male Female	22%		23% 32%	*	19% 28%	60% 73%	-	- *	-	*	9% 17%	39% 52%	0% *	25% 32%	2% 2%	23%	- 32%	- *	*	-	*
	i cinaic	, 00 /0	2070	02/0		2070	10/0	-		-	-	17.70	0270		0270	270	_	0270		-	_	
Mathematics		15%	7%	8%	*	8%	17%	-	-	-	-	6%	12%	0%	8%	1%	5%	10%	-	*	-	*
	Students CWD	9%	5%	0%	*	0%	*	_	_	_	_	0%	*	0%	-	*	0%	*	_	_	_	*
	CWOD			8%	*	8%	20%	-	-	-	-	6%	12%	-	8%	1%	6%	10%	-	*	-	*
	EL	6%	3%	1%	-	1%	-	-	-	-	-	0%	6%	*	1%	1%	2%	0%	-	*	-	*
	Male	14%		5%	*	5% 10%	*	-	-	-	-	3%	11%	0% *	6%	2%	5% -	-	-	*	-	*
	Female	, 1070	7%	10%		10%		-	-	-	-	8%	14%		10%	0%	-	10%	-	-	-	
Science	All	27%	22%	30%	*	26%	73%	-	*	-	*	19%	44%	0%	32%	6%	31%	29%	-	*	-	*
	Students CWD	8%	7%	0%	*	0%	*	_	_	_	_	0%	*	0%	_	*	*	*	_	_	_	*
	CWOD			32%	*	28%	76%	-	*	-	*	21%	44%	- 0 /0	- 32%	6%	34%	30%	-	*	-	*
	EL	6%	4%	6%	-	6%	-	-	-	-	-	6%	5%	*	6%	6%	10%	0%	-	*	-	*
	Male	29%		31%	*	27%	73%	-	-	-	*	20%	44%	*	34%	10%		-	-	*	-	*
	Female	25%	20%	29%		26%	73%	-		-	-	19%	43%		30%	0%	-	29%	-	-	-	
End of Course																						
Algebra I	All Students	31%	38%	86%	*	87%	90%	-	*	-	*	89%	85%	*	86%	100%	88%	85%	*	-	-	*
	CWD	7%	9%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD			86%	*	87%	90%	-	*	-	*	89%	85%	-	86%	*	88%	85%	*	-	-	*
	EL	12%		100%	-	100%	-	-	-	-	-	*	*	*	*	100%		*	-	-	-	-
	Male Female	28% 34% •		88% 85%	- *	90% 85%	92% 88%	-	*	-	_	92% 88%	87% 83%	-	88% 85%	*	88% -	- 85%	*	-	2	*
STAAR Percent	at Appro	bache	s Grade	Level o	or Above																	
All Grades																						
All Subjects	All Students	77%	75%	76%	83%	75%	94%	-	92%	-	100%	68%	88%	29%	80%	50%	74%	78%	*	50%	*	74%
	CWD	45%	45%	29%	*	27%	*	-	-	-	-	29%	29%	29%	-	22%	29%	29%	*	-	*	*
	CWOD	80%	79%	80%	88%	78%	95%	-	92%	-	100%	72%	90%	-	80%		79%	81%	*	50%	-	78%
	EL	60%		50%	-	50%	-	-	*	-	-	48%	60%	22%	54%		49%	52%	*	*	-	*
	Male Female	74% 79% •		74% 78%	64% 100%	72% 77%	93% 95%	-	100%	-	100% *	64% 71%	87% 89%	29% 29%		49% 52%	74% -	- 78%	*	50% -	*	78% 71%
Reading	All Students		70%	76%	78%	75%	94%	-	*	-	*	68%	87%	31%	79%	48%	73%	79%	*	*	*	73%
	CWD	39%	37%	31%	*	30%	*	-	-	-	-	32%	*	31%	-	23%	31%	32%	*	-	*	*
	CWOD	77%	74%	79%	86%	78%	95%	-	*	-	*	72%	89%	-	79%	52%	77%	82%	*	*	-	79%
	EL	52% 69%		48% 73%	- *	48% 72%	- 93%	-	*	-	- *	46%	58%	23% 31%	52%		46% 73%	51%	*	*	-	* 63%
	Male Female			79%	100%	78%	93 % 96%	-	*	-	*	64% 72%	85% 90%	32%		40 % 51%		- 79%	*	-	*	86%
									4000													
	All Students		80%	77%	89%	75%	94%	-	100%	-	*	68%	88%	28%	80%	54%	76%	77%	*	*	*	80%
	CWD	52%	53%	28%	*	25%	*	-	-	-	-	27%	*	28%	-	20%	29%	26%	*	-	*	*
	CWOD	83%	84%	80%	86%	79%	95%	-	100%	-	*	73%	90%	-	80%	59%	80%	81%	*	*	-	79%
	EL	70%		54%	- *	54%	-	-	*	-	-	52%	62%	20%	59%		53%	55%	*	*	-	*
	Male Female	78% 82% e		76% 77%	100%	74% 76%	93% 96%	-	*	-	*	67% 70%	87% 89%	29% 26%	80% 81%	53% 55%	76% -	- 77%	*	_	*	100% *
Science	All Studente		77%	76%	*	74%	92%	-	*	-	*	65%	89%	27%	79%	44%	73%	78%	-	*	-	*
	Students CWD	48%	49%	27%	*	26%	*	-	-	-	-	30%	*	27%	-	*	*	*	-	-	-	*
	CWOD	82%	81%	79%	*	77%	96%	-	*	-	*	69%	90%	-			78%	80%	-	*	-	*
	EL Mala	58%		44%	- *	44% 71%	-	-	-	-	-	40%	65%	*	47%		47% 72%	42%	-	*	-	*
	Male Female	78% 80% •		73% 78%	*	71% 77%	93% 91%	-	- *	-	-	60% 70%	88% 90%	*	78% 80%	47% 42%	73% -	- 78%	-	-	2	*
		-														-						
STAAR Percent	at Meets	Grad	de Level	or Abo	ve																	
All Grades																						
All Subjects	All Students		44%	46%	43%	43%	84%	-	92%	-	100%	33%	65%	9%	49%	14%	45%	48%	*	17%	*	37%
	CWD	23%	22%	9%	*	8%	*	-	-	-	-	9%	7%	9%	-	5%	10%	5%	*	-	*	*
	CWOD	50%	47%	49%	59%	46%	87%	-	92%	-	100%	36%	66%	-	49%	16%	48%	50%	*	17%	-	41%
	EL Male	26%		14%	- 18%	14% 42%	- 010/	-	*	-	-	12% 32%	22% 62%	5% 10%	16% 48%		16%	13%	*	* 17%	-	33% *
	Male Female	45% 50%		45% 48%	18% 67%	42% 45%	81% 89%	-	100%	-	100% *	32% 35%	62% 68%	10% 5%	48% 50%	16% 13%	45% -	- 48%	*	17% -	- *	33% 41%
			.070	20 /0	51.75	.070	5070		//			2070	5070	J /0	2070			.070				

Two or

											Two											
											or	_	Non									
		C4-4-	District		African		- \A/h:4-	America		Pacific			Econ				Mala		Minunaut		Foste	
		State	DISTRIC	Campus	American	Hispani	cvvnite	indian	Asian	Islandel	rkaces	Disadv	Disady		CWOD	EL	wale	remale	wigranti	nomeless	Care	Military
Reading	All	46%	42%	45%	33%	42%	81%	-	*	-	*	32%	62%	9%	48%	11%	42%	48%	*	*	*	40%
:	Students				*																	*
	CWD	22%	19%	9%		8%	*	-	-	-	-	9%	*	9%	-	3%	11%	4%	*	-	*	
	CWOD		45%	48%	43%	44%	82%	-	*	-	*	35%	63%	-	48%	12%		50%	ž.		-	43%
	EL	21%	20%	11%	- *	11%	-	-	*	-	-	9%	15%	3%	12%	11%		10%			-	*
	Male	41%	38%	42%		39%	73%	-	*	-	*	31%	56%	11%	45%	11%	42%	-	ž.	*	-	38%
	Female	50%	46%	48%	60%	44%	96%	-	^	-		34%	68%	4%	50%	10%	-	48%	^	-	î	43%
Mathematics	All	48%	48%	45%	44%	42%	84%	-	100%	-	*	32%	64%	7%	49%	16%	45%	46%	*	*	*	33%
:	Students																					
	CWD	26%	26%	7%	*	7%	*	-	-	-	-	7%	*	7%	-	5%	9%	4%	*	-	*	*
	CWOD		51%	49%	57%	45%	87%	-	100%	-	*	35%	66%	-	49%	18%		48%	*	*	-	36%
	EL	33%	32%	16%	-	16%	-	-	*	-	-	13%	27%	5%	18%	16%	16%	16%	*	*	-	*
	Male	47%	48%	45%	*	42%	85%	-	*	-	*	31%	63%	9%	49%	16%	45%	-	*	*	-	38%
	Female	49%	48%	46%	60%	43%	83%	-	*	-	*	33%	64%	4%	48%	16%	-	46%	*	-	*	*
Science	All	49%	44%	54%	*	50%	92%	-	*	-	*	38%	74%	14%	57%	19%	52%	56%	-	*	-	*
:	Students	000/	0.407			100/						4.50/										
		23%	21%	14%	*	16%		-	-	-	- *	15%		14%					-	-	-	
	CWOD		47%	57%	*	52%	96%	-	*	-	*	41%	75%	-	57%	20%		57%	-		-	*
	EL	21%	17%	19%	-	19%	-	-	-	-	-	17%	30%	*	20%	19%		10%	-	Ĵ.	-	<u>.</u>
	Male	50%	44%	52%	*	48%	93%	-	-	-	*	36%	71%	*	56%	28%		-	-	*	-	*
	Female	49%	43%	56%	*	52%	91%	-	*	-	-	41%	77%	*	57%	10%	-	56%	-	-	-	*
All Subjects	All Students	21%		25%	22% *	23%	59%	-	62%	-	43%	16%	39%	2%	27%	4%	25%	26%	*	8%	*	26% *
	CWD	8%	7%	2%		2%	*	-	-	-	-	2%	0%	2%	-	3%	3%	0%	*	-	*	
	CWOD		20%	27%	29%	24%	61%	-	62%	-	43%	17%	40%	-	27%	5%	27%	28%		8% *	-	28%
	EL	9%	8%	4%	-	4%	-	-	*	-	-	4%	6%	3%	5%	4%	6%	2%			-	470/
	Male	20%	18%	25%	9%	22%	57%	-		-	60%	15%	37%	3%	27%	6%	25%	-	* -	8%	-	17%
	Female	22%	19%	26%	33%	24%	63%	-	73%	-		16%	41%	0%	28%	2%	-	26%		-	-	35%
Reading	All Students	19%	16%	26%	11%	23%	59%	-	*	-	*	16%	38%	1%	27%	3%	24%	27%	*	*	*	27%
	CWD	7%	6%	1%	*	2%	*	_	_	_	_	2%	*	1%	_	3%	2%	0%	*	_	*	*
	CWOD		17%	27%	14%	24%	61%	_	*	-	*	18%	40%	-	27%	4%	27%	28%	*	*	_	29%
	EL	7%	7%	3%	-	3%	-		*	-	-	3%	3%	3%	4%	3%	5%	2%	*	*	-	*
	Male	16%	14%	24%	*	22%	54%		*	-	*	16%	35%	2%	27%	5%	24%	-	*	*	-	25%
	Female		19%	27%	20%	24%	70%	-	*	-	*	16%	42%	0%	28%	2%	-	27%	*	-	*	29%
Vathematics		23%	23%	24%	33%	21%	53%	-	60%	-	*	14%	37%	3%	25%	5%	22%	25%	*	*	*	20%
	Students	10%	10%	3%	*	3%	*					3%	*	3%		E0/	4%	0%	*		*	*
	CWD CWOD		25%	3% 25%	43%	3% 23%	55%	-	- 60%	-	- *	3% 15%	39%	3%	- 25%	5% 5%	4% 24%	0% 26%	*	-		21%
	EL	25% 13%	25% 13%		43%	23% 5%	55%	-	%00 *	-		15% 4%	39% 8%	- 5%	25% 5%	5% 5%	24% 7%	26% 3%	*	*	-	∠1% *
		23%	23%	5% 22%	-	20%	- 54%	-	*	-	- *	4% 12%	36%	5% 4%	24%	5% 7%	22%	370	*	*	-	13%
	Male Female		23% 23%	22% 25%	60%	20% 22%	54% 52%	-	*	-	*	12%	30% 39%	4% 0%	24% 26%	7% 3%	ZZ%	- 25%	*		- *	13%
								-		-										-		
Science	All Students	22%	16%	30%	*	26%	73%	-	*	-	*	19%	44%	0%	32%	6%	31%	29%	-	*	-	*
	CWD	7%	5%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	*
	CWOD		17%	32%	*	28%	76%	-	*	-	*	21%	44%	-	32%	6%	34%	30%	-	*	-	*
	EL	5%	4%	6%	-	6%	-	-	-	-	-	6%	5%	*	6%	6%	10%	0%	-	*	-	*
	Male	23%	17%	31%	*	27%	73%	-	-	-	*	20%	44%	*	34%	10%		-	-	*	-	*
	Female		15%	29%	*	26%	73%	-	*	-	-	19%	43%	*	30%	0%	-	29%	-	-	-	*
		0																				

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

2 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	African	lliononio	\ A /l=14=	American Indian	Acien	Pacific	Two or More	Econ	CMD	-
Academic Growth Score	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Reading											
All Students	68	72	68	76	-	*	-	*	66	46	67
CWD	46	*	43	*	-	-	-	-	51	46	50
CWOD	70	*	70	75	-	*	-	*	68	-	70
EL	67	-	67	-	-	-	-	-	67	50	67
Male	65	*	64	73	-	-	-	*	66	51	70
Female	72	*	71	80	-	*	-	*	67	37	65
Mathematics											
All Students	68	89	67	78	-	*	-	*	61	46	56
CWD	46	*	45	*	-	-	-	-	50	46	38
CWOD	69	86	68	79	-	*	-	*	63	-	60
EL	56	-	56	-	-	-	-	-	55	38	56
Male	66	*	65	73	-	-	-	*	59	40	57
Female	70	100	68	85	-	*	-	*	63	58	56

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates		African American	•	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort Grad	uation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

1*1 Indicates results are masked due to small numbers to protect student confidentiality.

Q. Indicates there are no students in the group.

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
300	52	17%

1*1 Indicates results are masked due to small numbers to protect student confidentiality. 9

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 e: STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	49	49	47	79	-	82	-	*	39	*	23
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

1*1 Indicates results are masked due to small numbers to protect student confidentiality.

2 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	Y		Y	Y					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	Y					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	Y					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	Y					N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	Y					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	Y					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	Y					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	Y					N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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%

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.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	e	oumpus	American	mopanie	Winte	malan	Asian	Islander	Races	Disadiv	DISUUV	OND	CIICD		maic	remaie	ingrant
All Subjects	All Students	100%	100%	100%	99%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	89%
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	100%	100%	99%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	86%
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	98%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	*
Reading	All Students		100%	100%	98%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	100%	100%	98%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	98%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students		100%	100%	98%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	100%	100%	98%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	- *	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%		100%	98%	-	*	-		100%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	99%	100%	99%	100%	-	*	-	*	99%	100%	100%	99%	99%	100%	99%	*
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	*	99%	100%	-	*	-	*	99%	100%	-	99%	99%	100%	99%	*
	EL	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	100%	98%	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	*	99%	100%	-	*	-	-	98%	100%	100%	99%	98%	-	99%	*
Non-Participation																	
All Subjects	All Students	0%	0%	0%	1%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	11%
-	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	1%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	14%
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	2%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	0%	0%	0%	2%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	2%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	2%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students		0%	0%	2%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	2%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	2%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	*
Science	All Students		0%	1%	0%	-	*	-	*	1%	0%	0%	1%	1%	0%	1%	*
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	*	1%	0%	-	*	-	*	1%	0%	-	1%	1%	0%	1%	*
	EL	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	0%	2%	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	*	1%	0%	-	*	-	-	2%	0%	0%	1%	2%	-	1%	*

!*! Indicates results are masked due to small numbers to protect student confidentiality. 2

Indicates zero observations reported for this group.

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.

Students Without Disabilities		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 504)
In-School Suspensions												
	Male	43	*	41	*	*	*	*	*	14		
	Female	8	*	8	*	*	*	*	*	*		
	Total	51	*	49	*	*	*	*	*	16		
Out-of-School Suspensions												
	Male	21	*	19	*	*	*	*	*	8		
	Female	10	*	10	*	*	*	*	*	5		
	Total	31	*	29	*	*	*	*	*	13		
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	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
	Male	10	*	8	*	*	*	*	*	5		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	12	*	10	*	*	*	*	*	7		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	*	*	*	*	*	*	*	*	*		*
School-Related Arrests						*				*		
	Male	*	*	*	*		*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
.	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism							,				_	
	Male	40	*	38	*	*	*	*	*	11	5 *	*
	Female	39	*	35	*	*	*	*		8		^ _
	Total	79	*	73	*	*	*	*	*	19	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	-	-	-	-	-	-	-	-	-	-

^{1*1} 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).

'-' 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.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 6.0	Percent 10.3%
mexperienceu reachers, Erincipais, and Other School Leaders	0.0	10.370
Teachers Teaching with Emergency or Provisional Credentials	11.0	19.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.6	8.3%

'-' 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%	-	-

	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 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.

'-' Indicates zero observations reported for this group.

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 At	ove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
oludo l	rtoddinig	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	
			Z I *		34 *		35		*	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	JZ *	44	+0	21	*	3
		American indian Asian	0						24	
			8	8	18 *	25	40 *	42	34 *	25
		Pacific Islander		29		42		25		4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	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	42	31	36	5	6
				35				20	1	1
		Econ Disadv	38		45	43	16			
		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
			3		19		37		40	
		Pacific Islander		36		39		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 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.

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