Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: LOGAN EL Campus ID: 071902128 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 or			EL (Current
			All	African		A.U. 14 -	American			More	Econ	Special	
Academic Performance (At Meets		Baseline 2016-17	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	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-	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%
Craduation Bata 4 Year Langitudinal		32 Baseline 2016-17											46%
Graduation Rate:4-Year Longitudinal Rate		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

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 schols. (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.

											Two											
					African			Americar	,	Pacific	or	Econ	Non								Foster	
		State	District	Campus	American	Hispanie								CWD	CWOE) EL	Male	Female	/ligrantH			
STAAR Percent	at Annro	achos	Grado		r Above																	
Grade 3		acrice	Grade	Level of	Above																	
Reading	All	77%	82%	71%	75%	69%	82%	-	-	-	*	67%	81%	47%	81%	62%	78%	60%	*	-	-	79%
	Students CWD	51%	61%	47%	*	*	*	_	_	_	*	46%	*	47%	_	*	50%	*	*	_	_	*
	CWD		85%	47 % 81%	67%	82%	100%	-	-	-	*	40 <i>%</i> 78%	86%	47 /0	- 81%	86%	95%	65%	-	-	-	80%
	EL	70%	80%	62%	-	67%	-	-	-	-	*	58%	*	*	86%		67%	*	*	-	-	-
	Male	74%	80%	78%	86%	76%	83%	-	-	-	*	75%	83%	50%		67%	78%	-	*	-	-	89%
	Female	79%	83%	60%	*	56%	*	-	-	-	*	56%	*	*	65%	*	-	60%	*	-	-	70%
Mathematics	All	77%	80%	72%	83%	63%	82%	_	_	_	*	70%	75%	47%	82%	60%	81%	57%	*	_	_	80%
	Students	1170	0070	12/0	0070	0070	0270	-	_	-		1070	10/0	47.70	0270	00 /0	0170	0170		-	-	0070
	CWD	52%	59%	47%	*	*	*	-	-	-	*	54%	*	47%	-	*	50%	*	*	-	-	*
	CWOD		83%	82%	78%	78%	100%	-	-	-	*	79%	86%	-	82%		100%		-	-	-	81%
	EL	74%	78%	69%	-	67%	-	-	-	-	*	67%	*	*	86%		78%	*	*	-	-	-
	Male Female	77%	81% 79%	81% 57%	100%	71% 50%	83% *	-	-	-	*	80% 59%	83% *	50% *	100% 61%	/8%	81%	- 57%	*	-	-	100% 64%
	i cinale	1070	1070	01 /0		5070		-	_	-		0070			0170		-	0170		-	-	0470
Grade 4																						
Reading	All	72%	74%	61%	*	58%	63%	*	*	-	83%	58%	68%	*	80%	60%	54%	68%	*	-	-	58%
	Students	400/	4 4 0 /	*		*	*	*			*	*	*	*		*	*	*				*
	CWD CWOD	46% 75%	44% 79%	80%	-	77%	*	_	- *	-	100%	73%	100%	-	- 80%	75%	72%	87%	- *	-	-	85%
	EL	60%	61%	60%	-	64%	-	-	*	-	-	60%	-	*	75%	60%	*	100%	*	-	-	*
	Male	70%	72%	54%	*	43%	*	-	*	-	*	50%	63%	*	72%	*	54%	-	*	-	-	*
	Female	75%	77%	68%	*	76%	*	*	-	-	*	65%	73%	*	87%	100%	- (68%	-	-	-	57%
Mathematics	All Students	77%	80%	55%	*	55%	*	*	*	-	83%	54%	58%	*	74%	56%	57%	53%	*	-	-	53%
	CWD	49%	50%	*	-	*	*	*	-	-	*	*	*	*	-	*	*	*	-	-	-	*
	CWOD		84%	74%	*	73%	*	-	*	-	100%	71%	82%	-	74%	69%	89%	63%	*	-	-	77%
	EL	72%	73%	56%	-	57%	*	-	*	-	-	56%	-	*	69%		50%	*	*	-	-	*
	Male	77%	79%	57%	*	48%	*	-	*	-	*	60%	*	*	89%	50%	57%	-	*	-	-	*
	Female	18%	80%	53%		65%			-	-		48%	64%		63%		-	53%	-	-	-	43%
Grade 5																						
Reading	All Students	83%	88%	69%	*	76%	71%	-	*	-	*	63%	83%	54%	77%	75%	77%	59%	*	-	-	69%
	CWD	54%	62%	54%	*	*	*	-	-	-	*	50%	*	54%	-	*	*	*	-	-	-	*
	CWOD EL	87% 73%	91% 80%	77% 75%	_	88% 82%	^	-	*	-	-	73% 80%	82% *	-	77% 75%		81% 67%	70% *	*	-	-	67% *
	Male	81%	86%	77%	*	86%	*	-	*	-	*	76%	*	*	81%		77%	-	*	-	-	67%
	Female		89%	59%	*	64%	*	-	-	-	-	*	86%	*	70%	*	-	59%	-	-	-	71%
Mathematics		90%	92%	79%	*	79%	86%	-	*	-	*	74%	91%	46%	96%	83%	81%	76%	*	-	-	81%
	Students CWD	70%	74%	46%	*	*	*	_	_	_	*	42%	*	46%	_	*	*	*	_	_	_	*
	CWOD		95%	96%	*	94%	*	-	*	-	-	100%	90%	-070	96%	88%	93%	100%	*	-	-	92%
	EL	86%	89%	83%	-	82%	-	-	*	-	-	90%	*	*	88%		78%	*	*	-	-	*
	Male	89%	92%	81%	*	85%	*	-	*	-	*	82%	*	*	93%		81%	-	*	-	-	78%
	Female	91%	92%	76%	*	73%	*	-	-	-	-	60%	100%	*	100%	*	-	76%	-	-	-	86%
Science	All	75%	79%	74%	*	80%	71%	_	*	_	*	67%	92%	54%	85%	75%	82%	65%	*	_	_	75%
	Students	10/0	1070	1470		0070	11/0					01 /0	0270	01/0	0070	10/0	0270	0070				1070
	CWD	48%	55%	54%	*	63%	*	-	-	-	*	50%	*	54%	-	*	*	*	-	-	-	*
	CWOD		82%	85%	*	88%	*	-	*	-	-	80%	91%	-	85%		94%	70%	*	-	-	83%
	EL Male	62% 76%	66% 80%	75% 82%	- *	82% 93%	- *	-	*	-	- *	80% 76%	* 100%	*	75% 94%		78% 82%	-	*	-	-	* 78%
	Female			65%	*	93 % 64%	*	-	-	-	-	50%	86%	*	94 % 70%	*	- 02	- 65%	-	-	-	71%
	i omaio	10/0	1170	00/0		0170						0070	0070		10/0			0070				1170
STAAR Percent	at Meets	Grad	e Level	or Abov	e																	
Grade 3	A II	120/	160/	420/	580/	210/	5E0/				*	260/	560/	220/	460/	210/	170/	250/	*			120/
Reading	All Students	43%	46%	42%	58%	31%	55%	-	-	-		36%	56%	33%	46%	31%	4170	35%		-	-	42%
		28%	32%	33%	*	*	*	-	-	-	*	38%	*	33%	-	*	42%	*	*	-	-	*
	CWOD	44%	48%	46%	56%	29%	67%	-	-	-	*	35%	64%	-	46%		50%	41%	-	-	-	40%
	EL	32%	42%	31%	-	33%	-	-	-	-	*	33%	*	*	29%		44%	*	*	-	-	-
	Male	40%	45%	47%	71% *	35% 22%	50% *	-	-	-	*	40% 31%	58% *	42% *	50% 41%	44% *	47% -	-	*	-	-	33%
	Female	:40%	46%	35%		22%		-	-	-		31%			41%		-	35%		-	-	50%
Mathematics	All Students		48%	36%	50%	19%	64%	-	-	-	*	27%	56%	33%	37%	15%	44%	24%	*	-	-	45%

Two	
or	

											Two or		Non									
					African			Americar	ı	Pacific		Econ	Econ								Foster	
					sAmericar	Hispani	cWhite	Indian	Asian	Islander	Races		Disad		CWOD	EL		Femalel	MigrantHo	omeless	Care	Military
	CWD CWOD	30% 48%	35% 50%	33% 37%	44%	11%	^ 78%	-	-	-	*	38% 21%	64%	33%	- 37%	^ 0%	42% 45%	28%	<u>.</u>	-	-	44%
	EL	39%	43%	15%		17%	-	-	-	-	*	17%	*	*	0%	15%	22%	*	*	-	-	
	Male	47%	50%	44%	71%	24%	67%	-	-	-	*	30%	67%	42%	45%	22%	44%	-	*	-	-	56%
	Female	45%	46%	24%	*	10%	*	-	-	-	*	24%	*	*	28%	*	-	24%	*	-	-	36%
Grade 4																						
Reading	All	45%	47%	37%	*	39%	13%	*	*	-	50%	30%	53%	*	49%	27%	36%	39%	*	-	-	47%
	Students	200/	000/	*		*	*	*			*	*	*	*		*	*	*				*
	CWD CWOD	28% 47%	23% 50%	49%	- *	50%	*	-	- *	-	60%	40%	73%	_	- 49%	33%	50%	48%	- *	-	-	69%
	EL	29%	31%	27%	-	29%	-	-	*	-	-	27%	-	*	33%	27%	*	60%	*	-	-	*
	Male	43%	45%	36%	*	29%	*	-	*	-	*	25%	63%	*	50%	*	36%	-	*	-	-	*
	Female	47%	48%	39%	*	53%	*	*	-	-	*	35%	45%	*	48%	60%	-	39%	-	-	-	43%
Mathematics	All	48%	48%	20%	*	18%	*	*	*	-	33%	15%	32%	*	26%	6%	14%	25%	*	-	-	21%
	Students																					
	CWD	29%		*	- *	*	*	*	-	-	*	*	*	*	-	*	*	*	-	-	-	*
	CWOD EL	50% 38%	52% 35%	26% 6%	<u>.</u>	23% 7%	*	-	*	-	40%	19% 6%	45%	- *	26% 8%	8% 6%	22% 0%	29% *	*	-	-	31% *
	Male	48%	49%	14%	*	10%	*	-	*	-	*	10%	*	*	22%	0%	14%	-	*	-	-	*
	Female		47%	25%	*	29%	*	*	-	-	*	19%	36%	*	29%	*	-	25%	-	-	-	21%
Grade 5	A II	E 20/	54%	269/	*	200/	57%		*		*	260/	E00/	220/	42%	17%	260/	250/	*			50%
Reading	All Students	53%	54%	36%		32%	57%	-		-		26%	58%	23%	42%	17%	30%	35%		-	-	50%
	CWD	30%	32%	23%	*	*	*	-	-	-	*	25%	*	23%	-	*	*	*	-	-	-	*
	CWOD	56%	58%	42%	*	35%	*	-	*	-	-	27%	64%	-	42%	0%	38%	50%	*	-	-	58%
	EL	35%	38%	17%	-	18%	- *	-	*	-	- *	20%	*	*	0%	17%	11%	*	*	-	-	*
	Male	50%	51%	36%	*	29%	*	-	*	-	*	29% *		*	38%	11%	36%	- 35%	*	-	-	44% 57%
	Female	50%	58%	35%		36%		-	-	-	-		57%		50%		-	50%	-	-	-	51%
Mathematics	All	57%	60%	45%	*	50%	71%	-	*	-	*	44%	45%	31%	52%	50%	57%	29%	*	-	-	50%
	Students																					
	CWD	34%		31%	*	*	*	-	-	-	*	25%	*	31%	-	*	*	*	-	-	-	*
	CWOD EL	46%	64% 48%	52% 50%	-	63% 55%	-	-	*	-	-	60% 60%	40% *	- *	52% 50%	50% 50%	67% 56%	30%	*	-	-	50% *
	Male	57%	60%	57%	*	77%	*	-	*	-	*	65%	*	*	67%	56%		-	*	-	-	44%
	Female	58%	60%	29%	*	18%	*	-	-	-	-	10%	57%	*	30%	*	-	29%	-	-	-	57%
. .		400/	400/			0.494	000/					400/	000/	000/	000/	470/	0.00/	400/				400/
Science	All Students	40%	42%	23%	Ŷ	24%	29%	-	^	-	•	19%	33%	23%	23%	17%	32%	12%	Ŷ	-	-	19%
	CWD	25%	27%	23%	*	25%	*	-	-	-	*	25%	*	23%	-	*	*	*	-	-	-	*
	CWOD		44%	23%	*	24%	*	-	*	-	-	13%	36%	-	23%	0%	31%	10%	*	-	-	17%
	EL	24%	26%	17%	-	18%	-	-	*	-	-	20%	*	*	0%	17%	11%	*	*	-	-	*
	Male Female	42%	45% 38%	32% 12%	*	29% 18%	*	-	*	-	*	24% 10%	60% 14%	*	31% 10%	11%	32%	- 12%	*	-	-	22% 14%
	remaie	5070	5070	12 /0		1070		-	-	-	-	1070	1470		1070		-	12 /0	-	-	-	14 /0
TAAR Percent Grade 3	at Maste	rs Gr	ade Le	vel																		
Reading	All	24%	26%	19%	58%	4%	18%	-	-	-	*	14%	31%	13%	22%	8%	22%	15%	*	-	-	26%
	Students																					
	CWD	9%	13%	13%	*	*	*	-	-	-	*	15%	*	13%	-	*	17%	*	*	-	-	*
	CWOD EL	26% 15%		22% 8%	56%	6% 8%	22%	-	-	-	*	13% 8%	36%	- *	22% 14%	14% 8%	25% 11%	18% *	- *	-	-	27%
	Male	22%		22%	- 71%	6%	- 17%	-	-	-	*	15%	33%	17%	25%	11%		-	*	-	-	- 22%
	Female			15%	*	0%	*	-	-	-	*	13%	*	*	18%	*	-	15%	*	-	-	30%
Mathematics			23%	9%	17%	7%	9%	-	-	-	*	5%	19%	13%	8%	0%	13%	5%	*	-	-	20%
	Students CWD	12%	17%	13%	*	*	*	_	_	_	*	15%	*	13%	-	*	17%	*	*	_	_	*
	CWOD			8%	11%	6%	11%	-	-	-	*	0%	21%	-	- 8%	0%	10%	6%	-	-	-	13%
	EL	17%	19%	0%	-	0%	-	-	-	-	*	0%	*	*	0%	0%	0%	*	*	-	-	-
	Male	23%		13%	29%	6%	17%	-	-	-	*	10%	17%	17% *	10%	0% *	13%	-	*	-	-	33%
	Female	21%	21%	5%	^	10%	Ŷ	-	-	-	î	0%	~	î	6%	^	-	5%	-	-	-	9%
Grade 4																						
Reading	All	23%	24%	24%	*	24%	13%	*	*	-	33%	15%	42%	*	29%	13%	29%	19%	*	-	-	16%
	Students							-														
	CWD	9%	8%	*	- *	*	*	*	-	-	*	*	*	*	-	*	*	*	-	-	-	*
	CWOD EL	25% 12%		29% 13%	_	27% 14%	-	-	*	-	40% -	20% 13%	55% -	- *	29% 17%	17% 13%	39%	22% 20%	*	-	-	23%
	Male	22%		29%	*	24%	*	-	*	-	*	20%	- 50%	*	39%	*	29%	-	*	-	-	*
	Female			19%	*	24%	*	*	-	-	*	10%	36%	*	22%	20%	-	19%	-	-	-	7%
Mathematics		26%	24%	12%	*	13%	*	*	*	-	17%	5%	26%	*	14%	6%	11%	13%	*	-	-	5%
	Students CWD	11%	9%	*	-	*	*	*	-	-	*	*	*	*	-	*	*	*	-	-	-	*
	CWOD			14%	*	15%	*	-	*	-	20%	6%	36%	-	- 14%	8%	17%	13%	*	-	-	8%
	EL	18%	15%	6%	-	7%	*	-	*	-	-	6%	-	*	8%	6%	0%	*	*	-	-	*
	Male	27%		11%	*	10%	*	-	*	-	*	5%	*	*	17%	0%	11%	-	*	-	-	*
	Female	25%	24%	13%	^	18%	^	^	-	-	Ŷ	5%	27%	*	13%	*	-	13%	-	-	-	0%
Grade 5																						
Reading	All	26%	24%	15%	*	16%	29%	-	*	-	*	11%	25%	15%	15%	17%	14%	18%	*	-	-	19%
	Students	001	4004	4 - 07	-	*	-				-	470/	-	4500		-	-					÷
	CWD CWOD	9% 27%	10% 27%	15% 15%	*		*	-	- *	-	*	17% 7%	* 27%	15%	-	* ∩0⁄-	* 120/	* 20%	- *	-	-	* 25%
	EL	12%		15% 17%	-	12% 18%	-	-	*	-	-	7% 20%	27% *	- *	15% 0%	0% 17%	13% 11%	20%	*	-	-	25% *
	Male	24%		14%	*	21%	*	-	*	-	*	12%	*	*	13%	11%		-	*	-	-	11%

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	Female			Campus 18%	American F	lispani 9%	cWhite	Indian -	Asia -	nislander -	Races -	Disadv *	Disadv 29%	CWD(20%	EL *	Male	Female 18%	MigrantHo -	omeless -	Care	Milita 29%
Mathematics	All	30%	29%	13%	*	13%	29%	-	*	-	*	11%	18%	15%	12%	8%	19%	6%	*	-	-	13%
S	Students CWD	13%	14%	15%	*	*	*				*	17%	*	15%		*	*	*				*
	CWOD		31%	12%	*	13%	*	-	*	-	-	7%	20%	-	- 12%	0%	13%	10%	*	-	-	8%
	EL	19%	20%	8%	-	9%	-	-	*	-	-	10%	*	*	0%	8%	11%	*	*	-	-	*
	Male Female	29% 30%	29% 29%	19% 6%	*	23% 0%	*	-	-	-	-	18% 0%	^ 14%	*	13% 10%	11% *	19% -	- 6%	-	-	-	11% 14%
Science	All Students	16%	16%	10%	*	12%	14%	-	*	-	*	11%	8%	15%	8%	17%	14%	6%	*	-	-	6%
	CWD	9%	9%	15%	*	25%	*	-	-	-	*	17%	*	15%	-	*	*	*	-	-	-	*
	CWOD EL	17% 7%	17% 8%	8% 17%	-	6% 18%	-	-	*	-	-	7% 20%	9% *	- *	8% 0%	0% 17%	13% 11%	0% *	*	-	-	8% *
	Male	18%	17%	14%	*	14%	*	-	*	-	*	12%	20%	*	13%			-	*	-	-	11%
	Female	15%	14%	6%	*	9%	*	-	-	-	-	10%	0%	*	0%	*	-	6%	-	-	-	0%
TAAR Percent a	at Appro	aches	Grade	Level o	r Above																	
All Subjects	All	77%	75%	68%	76%	67%	68%	*	*	-	67%	64%	76%	37%	81%	68%	72%	62%	50%	-	-	70%
5	Students CWD	45%	45%	37%	67%	36%	33%	*	-	-	*	38%	35%	37%	-	47%	39%	35%	*	-	-	41%
	CWOD	80%	79%	81%	78%	82%	87%	-	*	-	86%	78%	88%	-	81%	78%	89%	72%	75%	-	-	81%
	EL Male	60% 74%	57% 72%	68% 72%	- 92%	71% 68%	* 76%	-	*	-	* 77%	68% 71%	63% 76%	47% 39%	78% 89%	68% 65%	65% 72%	75%	50% 60%	-	-	67% 80%
	Female		72% 77%	72% 62%	92% 58%	65%	76% 63%	*	-	-	*	71% 55%	76% 76%		89% 72%	65% 75%	72%	- 62%	*	-	-	80% 63%
Reading	All	73%	70%	67%	68%	66%	73%	*	*	-	70%	62%	77%	37%	80%	65%	70%	63%	*	-	-	69%
5	Students CWD	39%	37%	37%	*	34%	*	*	-	-	*	37%	*	37%	_	38%	43%	28%	*	-	-	43%
	CWOD		74%	80%	67%	82%	94%	-	*	-	86%	75%	89%	-	80%		83%	76%	*	-	-	78%
	EL	52%	47%	65%	-	70%	-	-	*	-	*	65%	*		78%	65%		83%	*	-	-	*
	Male Female	69% 77%	66% 74%	70% 63%	82% 55%	65% 68%	82% 67%	- *	-	-	83% *	67% 57%	76% 77%	43% 28%	83% 76%	57% 83%	70% -	- 63%	*	-	-	74% 65%
Mathematics		80%	80%	67%	82%	64%	63%	*	*	-	70%	65%	72%		82%	68%	73%	60%	*	-	-	71%
5	Students																					
	CWD CWOD	52% 83%	53% 84%	33% 82%	* 83%	31% 80%	* 83%	-	-	-	* 86%	34% 80%	* 86%	33%	- 82%		32% 94%	33% 69%	*	-	-	36% 83%
	EL	70%	70%	68%	-	68%	*	-	*	-	*	68%	*	46%	79%		68%	69%	*	-	-	83%
	Male	78%	79%	73%	100%	65%	73%	-	*	-	83%	74%	71%	32%	94%	68%	73%	-	*	-	-	87%
	Female	82%	81%	60%	64%	63%	56%		-	-		54%	73%	33%	69%	69%	-	60%		-	-	59%
Science	All Students	79%	77%	74%	*	80%	71%	-	*	-	*	67%	92%	54%	85%	75%	82%	65%	*	-	-	75%
	CWD	48%	49%	54%	*	63%	*	-	-	-	*	50%	*	54%	-	*	*	*	-	-	-	*
	CWOD EL	82% 58%	81% 55%	85% 75%	-	88% 82%	-	-	*	-	-	80% 80%	91% *	- *	85% 75%	75% 75%		70% *	*	-	-	83%
	Male	78%	76%	82%	*	93%	*	-	*	-	*	76%	100%	*	94%	78%		-	*	-	-	78%
	Female	80%	78%	65%	*	64%	*	-	-	-	-	50%	86%	*	70%	*	-	65%	-	-	-	71%
TAAR Percent	at Meets	Grade	Level	or Abov	/e																	
All Grades All Subjects	All	47%	44%	34%	43%	30%	43%	*	*	-	33%	28%	48%	22%	39%	23%	38%	29%	17%	-	-	39%
ę	Students CWD	23%	22%	22%	44%	23%	19%	*	_	_	*	23%	17%	22%	_	33%	27%	14%	*	_	_	25%
	CWOD		47%	22 % 39%	44 %	23 <i>%</i> 34%	56%	-	*	-	50%	30%	56%	-	- 39%	17%		35%	25%	-	-	44%
	EL	26%	24%	23%	-	25%	*	-	*	-	*	25%	0%		17%	23%	22%	25%	17%	-	-	20%
	Male	45%	43%	38%	56%	31%	52%	-	*	-	54%	31%	54%	27%	43% 35%	22% 25%	38%	- 29%	20%	-	-	40% 39%
		50%		29%	20%	.70%	37%	*	-	-	*	23%	41%			20/0		2570				00 /
Pooding	Female		46%	29% 29%	29%	29%	37%	*	-	-	*	23%	41%			250/	400/	270/	*			100/
Reading	Female All Students	46%	46% 42%	39%	55%	35%	42%	*	- *	-	* 40%	31%	55%	22%		25%		37%	*	-	-	
	Female All Students CWD	46% 22%	46% 42% 19%	39% 22%	55% *	35% 24%	42% *	*	- * -	-	*	31% 23%	55% *	22% 22%	46%	31%	29%	11%	*	- -	-	21%
	Female All Students CWD CWOD	46% 22% 48%	46% 42% 19% 45%	39% 22% 46%	55% * 56%	35% 24% 40%	42%	* *	- * - *	-		31% 23% 35%	55%	22% 22% -	46% - 46%	31% 22%	29% 46%	11% 46%	* * *	-	-	46% 21% 55%
	Female All Students CWD CWOD EL Male	46% 22% 48% 21% 41%	46% 42% 19% 45% 20% 38%	39% 22% 46% 25% 40%	55% * 56% - 73%	35% 24% 40% 27% 31%	42% * 59% - 45%	* - -	- * * *		* 57% * 67%	31% 23% 35% 27% 32%	55% * 67% * 60%	22% 22% - 31% 29%	46% - 46% 22% 46%	31% 22% 25% 21%	29% 46% 21%	11% 46% 33% -	* * * *		-	21% 55% * 43%
	Female All Students CWD CWOD EL	46% 22% 48% 21% 41%	46% 42% 19% 45% 20%	39% 22% 46% 25%	55% * 56%	35% 24% 40% 27%	42% * 59% -	* * - - *	- * * *	-	* 57% *	31% 23% 35% 27%	55% * 67% * 60%	22% 22% - 31%	46% - 46% 22% 46%	31% 22% 25%	29% 46% 21%	11% 46% 33%	* * * *	- - - -		21% 55% *
Mathematics	Female All Students CWD CWOD EL Male Female	46% 22% 48% 21% 41%	46% 42% 19% 45% 20% 38%	39% 22% 46% 25% 40%	55% * 56% 73% 36% 36%	35% 24% 40% 27% 31%	42% * 59% - 45%	* - -	- * * *	-	* 57% * 67% * 30%	31% 23% 35% 27% 32%	55% * 67% * 60% 50%	22% 22% - 31% 29%	46% - 46% 22% 46% 46%	31% 22% 25% 21% 33% 22%	29% 46% 21% 40% - 37%	11% 46% 33% -	* * * * *	- - - -		21% 55% * 43% 48%
Mathematics	Female All Students CWD CWOD EL Male Female All Students CWD	46% 22% 48% 21% 41% 50% 48% 26%	46% 42% 19% 45% 20% 38% 46% 48% 26%	39% 22% 46% 25% 40% 37% 32% 22%	55% * 56% 73% 36% 36% *	35% 24% 40% 27% 31% 41% 27% 21%	42% * 59% - 45% 40% 48% *	* - -	- * -* * - *		* 57% 67% * 30%	31% 23% 35% 27% 32% 30% 27% 23%	55% * 67% * 60% 50% 43% *	22% 22% 31% 29% 11% 22%	46% - 46% 22% 46% 46% 36% -	31% 22% 25% 21% 33% 22% 31%	29% 46% 21% 40% - 37% 25%	11% 46% 33% - 37% 26% 17%	* * * * * *		-	21% 55% 43% 48% 38% 29%
Mathematics	Female All Students CWD CWOD EL Male Female All Students	46% 22% 48% 21% 41% 50% 48% 26%	46% 42% 19% 45% 20% 38% 46% 48%	39% 22% 46% 25% 40% 37% 32%	55% * 56% 73% 36% 36%	35% 24% 40% 27% 31% 41% 27%	42% * 59% - 45% 40%	* - -	- * -* * -* *	-	* 57% * 67% * 30%	31% 23% 35% 27% 32% 30% 27%	55% * 67% * 60% 50% 43%	22% 22% 31% 29% 11% 22%	46% - 46% 22% 46% 46%	31% 22% 25% 21% 33% 22% 31% 18%	29% 46% 21% 40% - 37%	11% 46% 33% - 37% 26%	* * * * * * *	- - - - -	-	21% 55% 43% 48% 38%
Mathematics	Female All Students CWD EL Male Female All Students CWD EL Male	46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47%	46% 42% 19% 45% 20% 38% 46% 48% 26% 51% 32% 48%	39% 22% 46% 25% 40% 37% 32% 22% 36% 22% 37%	55% * 56% - 73% 36% 36% * 33% - 45%	35% 24% 40% 27% 31% 41% 27% 21% 30% 24% 31%	42% * 59% 45% 40% 48% * 61% * 55%	* * * *	- * -* * - * -* *		* 57% 67% * 30%	 31% 23% 35% 27% 30% 27% 23% 29% 24% 33% 	55% * 67% 60% 50% 43% * 51% *	22% 22% 31% 29% 11% 22% 22% 31% 25%	46% - 46% 22% 46% 46% 36% 36% 18% 43%	31% 22% 25% 21% 33% 22% 31% 18% 22% 25%	29% 46% 21% 40% - 37% 25% 43% 25% 37%	11% 46% 33% - 37% 26% 17% 29% 15%	* * * * * * * *	-	- - - - - - - -	21% 55% 43% 48% 38% 29% 41% 17% 43%
Mathematics	Female All Students CWD EL Male Female All Students CWD CWOD EL	46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47%	46% 42% 19% 45% 20% 38% 46% 48% 26% 51% 32%	39% 22% 46% 25% 40% 37% 32% 22% 36% 22%	55% * 56% - 36% 36% * 33%	35% 24% 40% 27% 31% 41% 27% 21% 30% 24%	42% * 59% 45% 40% 48% * 61% *	* - - * *	- * -*** - * -*** -		* 57% 67% * 30% * 43%	 31% 23% 35% 27% 30% 27% 23% 29% 24% 	55% * 67% 60% 50% 43% * 51% *	22% 22% 31% 29% 11% 22% 22% 31%	46% - 46% 22% 46% 46% 36% - 36% 18%	31% 22% 25% 21% 33% 22% 31% 18% 22%	29% 46% 21% 40% - 37% 25% 43% 25%	11% 46% 33% - 37% 26% 17% 29% 15%	* * * * * * * *	-	-	21% 55% 43% 48% 38% 29% 41% 17% 43%
Mathematics Science	Female All Students CWD EL Male Female All Students CWD EL Male	46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49%	46% 42% 19% 45% 20% 38% 46% 48% 26% 51% 32% 48%	39% 22% 46% 25% 40% 37% 32% 22% 36% 22% 37%	55% * 56% - 73% 36% 36% * 33% - 45%	35% 24% 40% 27% 31% 41% 27% 21% 30% 24% 31%	42% * 59% 45% 40% 48% * 61% * 55%	* * * *	- * -* * - * -* * - *		* 57% 67% * 30% * 43%	 31% 23% 35% 27% 30% 27% 23% 29% 24% 33% 	55% * 67% 60% 50% 43% * 51% * 46% 41%	22% 22% 31% 29% 11% 22% 22% 31% 25%	46% - 46% 22% 46% 46% 36% - 36% 18% 43% 29%	31% 22% 25% 33% 22% 31% 18% 22% 25% 15%	29% 46% 21% 40% - 37% 25% 43% 25% 37% -	11% 46% 33% - 37% 26% 17% 29% 15%	* * * * * *	-	-	21% 55% 43% 48% 38% 29% 41% 17% 43% 34%
Mathematics Science	Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD	46% 22% 48% 21% 50% 48% 26% 51% 33% 47% 49% 49% 23%	46% 42% 19% 45% 20% 38% 46% 48% 26% 51% 32% 48% 48% 48% 44% 21%	 39% 22% 46% 25% 40% 37% 32% 22% 36% 23% 23% 	55% * 56% - 73% 36% 36% * 33% 45% 27% *	35% 24% 40% 27% 31% 41% 27% 21% 30% 24% 31% 21% 24% 22%	42% * 59% - 45% 40% 48% * 61% \$55% 44%	* * * *	- * -*** - * -*** - * -*		* 57% 67% * 30% * 43% 50% *	 31% 23% 35% 27% 30% 27% 23% 29% 24% 33% 19% 19% 25% 	55% * 67% * 50% 43% * 51% * 46% 41% 33% *	22% 22% 31% 29% 11% 22% 22% 31% 25% 17% 23% 23%	46% 22% 46% 46% 36% - 36% 18% 43% 29% 23% -	31% 22% 25% 21% 33% 22% 31% 18% 22% 25% 15% 17% *	29% 46% 21% 40% - 37% 25% 43% 25% 37% - 32% *	11% 46% 33% - 37% 26% 17% 29% 15% - 26% 12% *	* * * * * * * *	-	-	21% 55% 43% 48% 38% 29% 41% 17% 43% 34% 19%
Mathematics Science	Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD	46% 22% 48% 21% 50% 48% 26% 51% 33% 47% 49% 49% 23% 52%	46% 42% 19% 45% 20% 38% 46% 48% 26% 51% 32% 48% 48% 48% 48% 21% 47%	39% 22% 46% 25% 40% 37% 22% 36% 22% 26% 23% 23% 23%	55% * 56% - 73% 36% 36% * 33% - 45% 27% *	35% 24% 40% 27% 31% 41% 27% 21% 30% 24% 24% 24%	42% * 59% 45% 40% 48% * 61% * 55% 44% 29%	* * * *	- * -* * * - * -* * - * -* *		* 57% 67% * 30% * 43% 50% *	 31% 23% 27% 30% 27% 23% 29% 24% 33% 19% 19% 25% 13% 	55% * 60% 50% 43% * 51% 46% 41% 33%	22% 22% 31% 29% 11% 22% 22% 31% 25% 17% 23%	46% - 46% 22% 46% 46% 36% 36% 36% 23% 23%	31% 22% 25% 21% 33% 22% 31% 18% 25% 15% 17% * 0%	29% 46% 21% 40% - 37% 25% 43% 25% 37% - 32% * 31%	11% 46% 33% - 37% 26% 17% 29% 15% - 26% 12%	* * * * * * * * *	-	-	21% 55% 43% 48% 38% 29% 41% 17% 43% 34%
Mathematics Science	Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD	46% 22% 48% 21% 50% 48% 26% 51% 33% 47% 49% 49% 23%	46% 42% 19% 45% 20% 38% 46% 48% 26% 51% 32% 48% 48% 48% 44% 21%	 39% 22% 46% 25% 40% 37% 32% 22% 36% 23% 23% 	55% * 56% - 73% 36% * 33% * 45% 27% * *	35% 24% 40% 27% 31% 41% 27% 21% 30% 24% 31% 21% 24% 22%	42% * 59% 45% 40% 48% * 61% 55% 44% 29% * *	* * * *	- * -* * - * -* * - * -* *		* 57% 67% * 30% * 43% 50% * *	 31% 23% 35% 27% 30% 27% 23% 29% 24% 33% 19% 19% 25% 	55% * 67% 60% 50% 43% * 51% * 46% 41% 33% * 36%	22% 22% 31% 29% 11% 22% 31% 25% 17% 23% 23%	46% 22% 46% 46% 36% - 36% 18% 43% 29% 23% -	31% 22% 25% 21% 33% 22% 31% 18% 22% 25% 15% 17% *	29% 46% 21% 40% - 37% 25% 43% 25% 37% - 32% * 31% 11%	11% 46% 33% - 37% 26% 17% 29% 15% - 26% 12% * 10%	* * * * * * * * * *	-	· · · · ·	21% 55% 43% 48% 38% 29% 41% 17% 34% 19% *

STAAR Percent at Masters Grade Level All Grades

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											Two		Non									
					African			Americar	,	Pacific	or More	Econ									Foste	r
		State	District	tCamnu	sAmerican	Hisnani								CWD	cwon	FI	Male	Femalel	Migrant			
All Subjects			18%	15%	22%	13%	17%	*	*	-	14%	10%	26%		16%		17%	12%	0%	-	-	15%
	Students				/								20/0	/*				/ 0	0,0			
	CWD	8%	7%	12%	33%	14%	5%	*	-	-	*	12%	13%	12%	-	17%	15%	9%	*	-	-	13%
	CWOD	23%	20%	16%	20%	13%	23%	-	*	-	21%	9%	29%	-	16%	6%	19%	13%	0%	-	-	16%
	EL	9%	8%	10%	-	11%	*	-	*	-	*	11%	0%	17%	6%	10%	8%	14%	0%	-	-	0%
	Male	20%	18%	17%	32%	15%	16%	-	*	-	23%	13%	28%	15%	19%	8%	17%	-	0%	-	-	20%
	Female	22%	19%	12%	13%	12%	17%	*	-	-	*	7%	24%	9%	13%	14%	-	12%	*	-	-	11%
Reading	All	19%	16%	20%	41%	16%	19%	*	*	_	20%	14%	34%	13%	23%	13%	22%	18%	*	_	_	20%
	Students	1070	1070	20/0	4170	1070	1070				2070	1470	0470	10 /0	2070	10 /0	2270	1070				2070
	CWD	7%	6%	13%	*	14%	*	*	-	-	*	11%	*	13%	-	15%	14%	11%	*	-	-	7%
		20%	17%	23%	39%	17%	29%	-	*	-	29%	15%	39%	-	23%		26%	20%	*	-	-	25%
	EL	7%	7%	13%	-	14%	-	-	*	-	*	14%	*	15%	11%	13%	11%	17%	*	-	-	*
	Male	16%	14%	22%	55%	17%	9%	-	*	-	33%	16%	36%	14%	26%	11%	22%	-	*	-	-	22%
	Female	22%	19%	18%	27%	14%	27%	*	-	-	*	11%	32%	11%	20%	17%	-	18%	*	-	-	19%
Mathematics	All	23%	23%	11%	9%	11%	15%	*	*	-	10%	7%	22%	11%	11%	5%	14%	9%	*	-	-	13%
	Students				• • •											• • •		• • •				
	CWD	10%	10%	11%	*	10%	*	*	-	-	*	11%	*	11%	-	8%	14%	6%	*	-	-	21%
	CWOD	25%	25%	11%	6%	12%	17%	-	*	-	14%	4%	26%	-	11%	4%	13%	10%	*	-	-	10%
	EL	13%	13%	5%	-	5%	*	-	*	-	*	5%	*	8%	4%	5%	4%	8%	*	-	-	0%
	Male	23%	23%	14%	18%	12%	18%	-	*	-	17%	11%	21%	14%	13%	4%	14%	-	*	-	-	22%
	Female	24%	23%	9%	0%	11%	13%	*	-	-	*	2%	23%	6%	10%	8%	-	9%	*	-	-	6%
Science	All	22%	16%	10%	*	12%	14%	-	*	-	*	11%	8%	15%	8%	17%	14%	6%	*	-	-	6%
	Students																					
	CWD	7%	5%	15%	*	25%	*	-	-	-	*	17%	*	15%	-	*	*	*	-	-	-	*
	CWOD	24%	17%	8%	*	6%	*	-	*	-	-	7%	9%	-	8%	0%	13%	0%	*	-	-	8%
	EL	5%	4%	17%	-	18%	-	-	*	-	-	20%	*	*	0%			*	*	-	-	*
	Male	23%	17%	14%	*	14%	*	-	*	-	*	12%	20%	*	13%	11%	14%	-	*	-	-	11%
	Female	21%	15%	6%	*	9%	*	-	-	-	-	10%	0%	*	0%	*	-	6%	-	-	-	0%

1*1 Indicates results are masked due to small numbers to protect student confidentiality. \mathbf{v}

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	80	*	83	86	-	-	-	83	78	64	78
CWD	64	*	64	*	-	-	-	*	65	64	*
CWOD	86	*	89	92	-	-	-	*	83	-	89
EL	78	-	78	-	-	-	-	-	79	*	78
Male	85	*	85	*	-	-	-	*	84	69	78
Female	73	*	79	86	-	-	-	*	69	56	79
Mathematics											
All Students	70	71	65	96	-	-	-	*	68	68	60
CWD	68	*	57	100	-	-	-	*	74	68	*
CWOD	71	*	68	93	-	-	-	*	66	-	58
EL	60	-	59	*	-	-	-	-	59	*	60
Male	65	*	58	*	-	-	-	*	63	58	56
Female	76	*	74	100	-	-	-	*	76	83	69

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 Gra	duation Rate	e (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. 1*1

 \mathbf{v} 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
85	15	18%

'*' 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 nain Score		White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	39	47	37	43	*	*	-	*	34	24	34
School Quality (College, Career,	and Military	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	otadenta	American	mopunic	Winte	maran	Asian	Isianaci	Races	Disauv	0110	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Y						Y	Ν	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	Ν	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	Ν	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	Ν	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		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	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Profi	iciency Statu	IS									
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
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	0.49/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	040/
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

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	

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2017-18+Federal+Report+Card&_... 6/11

0/4/2010							201	10100		pont our	u						
		Campus	African	n Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Fomalo	Migrant
Participation	n Rate	oumpus	America	rinspanie	Winte	maian	Asian	Islander	Ruces	DISUUV	DISUUV	0110	CHOD		maic	remaie	Migrant
All Subject	cts All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
All Oubjet	CWD	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	-	100%	-	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%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	*	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	*	-	*	100%	*	100%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathema			100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%		100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	100%	100%	100%	-		-	100%	100%	100%	-	100%	100%	100%	100%	
	EL	100%	-	100%	4000/	-	÷	-	4000/	100%		100%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	-	^	-	100%	100%	100%	100%	100%	100%	100%	-	÷
	Female	100%	100%	100%	100%	Ŷ	-	-	Ŷ	100%	100%	100%	100%	100%	-	100%	Ŷ
Science	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	*	-	-	-	*	100%	*	100%	-	*	100%	100%	-
	CWOD	100%	*	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	*	-	-	100%	*	*	100%	100%	100%	*	*
	Male	100%	*	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	*	-	100%	-
Non-Particip	ation Rate																
All Subject	cts All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	-	0%	-	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%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	*	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathema			0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	*	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Science	All Students		0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-
	CWOD	0%	*	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	*
	Male	0%	*	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.

'-' 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 Students with with Disabilities Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions											
	Male	12	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	14	*	*	6	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	

Studente

		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)
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	Total											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	8	*	6	*	*	*	*	*	*		*
Expulsions	Total	0		0								
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	23	*	14	5	*	*	*	*	5	11	*
	Female	25		14	5	*	*	*	*	5	8	*
	Total	48	*	28	10	*	*	*	*	10	19	*

	Total
Incidents of Violence	Total
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.

		Total	African			Indian or Alaska		Pacific	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs											
	Male	31	*	17	8	*	*	*	*	5	11
	Female	36	*	17	11	*	*	*	*	8	5
	Total	67	*	34	19	*	*	*	*	13	16
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

- ** 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 School		
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 Teacher is Certified or Licensed	2.9	8.9%	

'-' 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%	5	10%
Mathematics	6,020	1%	88	2%	5	9%
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%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Grades All Subjects	99,020	1%	1,084	1%	21	6%
Reading	43,730	1%	468	1%	9	6%
Mathematics	39,178	1%	441	2%	9	6%
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 Al	bove 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
		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	20	23	11	8	1	1
		English Language Learners	00	00	25	20		0		
	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
		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	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
	Mathematics	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	39	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	22	7	5	2	2
		Engine Language Learners	01	7.1	52	20	'	5		'

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

Grade Subject Student Group

%

- '*' 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

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