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

Campus Name: SILVA HEALTH MAGNET Campus ID: 071902011 District Name: EL PASO ISD

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

Part (i)(1) 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 American	Hienanic	White	American Indian	Asian	Pacific Islander	More	Econ	Special Educ	and Former)
Academic Performance (At Meets		Baseline 2016-17	Students	Ailleileall	ilispailic	vviiite	iliulali	Asiaii	isianuei	Naces	Disauv	Luuc	i oriner)
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026- 27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-		E 40/	E00/	700/	000/	000/	000/	700/	FF0/	450/	F00/
		32	62% 72%	54% 66%	58% 69%	73%	62%	82% 87%	63% 73%	70% 78%	55%	45% 60%	52% 65%
		2032-33 Baseline 2016-17				80%	72%				67%		
	Mathematics	Rates 2017-18 through 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27 2027-28 through 2031-	54%	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											41%
		2017-18 through 2021- 22											42%
		2022-23 through 2026- 27											44%
		2027-28 through 2031- 32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
Rate		Rates 2017-18 through 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%
ŭ	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

À weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades Å (90-00), B (80-89), Č (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

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

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools 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		A	America	n	Pacific	or More	Econ	Non Econ								Foste	r
		State	District	tCampus	American	Hispani	cWhite	Indian	Asianl	slander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
STAAR Percent	at Appro	aches	s Grade	Level or	Above																	
End of Course	All	64%	56%	99%	100%	99%	100%		100%		*	99%	99%	*	99%	*	98%	99%	*			88%
English I	Students			99% *		99%		-	100%	-		99%	99%	*	99%		98%	99%		-	-	88%
	CWD	25% 68%	20% 61%	99%	100%	99%	100%	-	100%	-	*	99%	99%	_	99%	*	98%	99%	*	-	-	88%
	EL	30%	23%	*	-	*	-	-	-	-	_	*	*	_	*	*	-	*	-	-	_	-
	Male	57%	51%	98%	*	98%	*	-	*	-	-	100%	96%	*	98%	-	98%	-	-	-	-	*
	Female	71%	63%	99%	*	99%	100%	-	*	-	*	99%	100%	*	99%	*	-	99%	*	-	-	86%
English II	All Students	66%	60%	98%	*	98%	*	-	100%	-	*	98%	99%	-	98%	*	98%	99%	*	-	-	*
	CWD	25%	18%	-	-	-	-	-	-	_	_	_	-	-	-	_	-	_	-	-	-	-
	CWOD		65%	98%	*	98%	*	-	100%	-	*	98%	99%	-	98%	*	98%	99%	*	-	-	*
	EL	27%	25%	*	-	*	- *	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	61%	55% 66%	98% 99%	- *	97% 99%	*	-	100%	-	*	96% 98%	100% 99%	-	98%	*	98%	99%	*	-	-	- *
	Female	: 1270	00%	3370		9970	-	-	100%	-		90%	9970	-	99%		-	99%		-	-	
Algebra I	All Students	82%	84%	100%	*	100%	*	-	*	-	*	100%	100%	*	100%	*	100%	100%	-	-	-	100%
	CWD	47%	53%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD		88%	100% *	*	100%	*	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	100%
	EL Male	67% 78%	72% 81%	100%	*	100%	-	-	-	-	-	100%	100%	-	100%	_	100%	_	-	-	-	*
	Female		87%	100%	*	100%	*	-	*	-	*	100%	100%	*	100%	*	-	100%	-	-	_	*
Biology	All	86%		100%	100%	100%	100%	-	100%	-	*	100%	100%	*	100%	*	100%	100%	*	-	-	100%
	Students		E40/	*		*																
	CWD	56% 80%	51% 82%	100%	100%	100%	100%	-	100%	-	*	100%	100%	_	100%	*	100%	100%	*	-	-	100%
	EL	64%	55%	*	-	*	-	-	-	-	_	*	*	-	*	*	-	*	_	-	-	-
	Male	83%	76%	100%	*	100%	*	-	*	-	-	100%	100%	*	100%	-	100%	-	-	-	-	*
	Female	88%	81%	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	*	-	100%	*	-	-	100%
STAAR Percent End of Course English I	at Meets	43%	e Level	or Above	<b>e</b> 100%	91%	100%	_	86%	_	*	91%	93%	*	92%	*	93%	91%	*	-	_	88%
	Students					*																
	CWD	14%	9% 39%	* 92%	100%	92%	100%	-	86%	-	*	92%	93%	•	92%	*	93%	92%	*	-	-	88%
	EL	10%	7%	*	-	32 /0 *	-	-	-	-	_	*	*	-	*	*	-	*	_	-	-	-
	Male	37%	30%	93%	*	92%	*	-	*	-	-	90%	96%	*	93%	-	93%	-	-	-	-	*
	Female	51%	41%	91%	*	91%	100%	-	*	-	*	91%	91%	*	92%	*	-	91%	*	-	-	86%
English II	All Students	47%	40%	93%	*	92%	*	-	100%	-	*	93%	94%	-	93%	*	95%	92%	*	-	-	*
	CWD	14%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		44%	93% *	*	92%	*	-	100%	-	*	93%	94%	-	93%	*	95%	92%	*	-	-	*
	EL Male	9% 41%	9% 34%	95%	-	95%	*	-	-	-	-	93%	100%	-	95%	*	95%	_	-	-	-	-
	Female		46%	92%	*	92%	_	-	100%	-	*	92%	92%	-	92%	*	9570	92%	*	-	-	*
Algebra I	All Students		59%	92%	*	91%	*	-	*	-	*	91%	93%	*	92%	*	85%	94%	-	-	-	100%
	CWD CWOD	19%	23% 64%	92%	*	91%	*	-	*	-	*	91%	93%	-	92%	*	85%	93%	-	-	-	100%
	EL	29%	34%	*	-	*	_	-	_	- [	_	*	*	-	*	*	-	*		-	-	-
	Male	49%	55%	85%	*	83%	-	-	-	-	-	79%	100%	-	85%	-	85%	-	-	-	-	*
	Female	58%	63%	94%	*	93%	*	-	*	-	*	95%	91%	*	93%	*	-	94%	-	-	-	*
Biology	All Students	57%	44%	88%	100%	88%	75%	-	100%	-	*	87%	89%	*	88%	*	98%	84%	*	-	-	88%
	CWD	22% 61%	15% 47%	* 88%	- 100%	* 88%	- 75%	-	- 100%	-	-	* 88%	- 89%	*	- 88%	- *	* 98%	* 85%	- *	-	-	- 88%
	EL	20%	12%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	_	-	-	-
	Male	55%	43%	98%	*	98%	*	-	*	-	-	97%	100%	*	98%	-	98%	-	-	-	-	*
	Female	59%	45%	84%	*	84%	71%	-	*	-	*	83%	85%	*	85%	*	-	84%	*	-	-	86%
		_																				
STAAR Percent End of Course	at Maste	rs Gr	ade Lev	/el																		
English I	All Students	7%	5%	16%	20%	15%	38%	-	29%	-	*	12%	21%	*	16%	*	17%	16%	*	-	-	13%

Two or Non African American Pacific More Econ Foster Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male Female Migrant Homeless Care Military CWD 3% CWOD 7% 5% 20% 38% 29% 21% 16% 13% 18% EL 0% 0% Male 5% 3% 17% 10% 26% 18% Female 9% 7% 16% 15% 29% 13% 19% 16% 16% 14% English II 8% 5% 17% 75% 13% 29% 21% 18% ΑII 21% 22% Students 4% 2% CWD 21% 17% 75% 13% 29% 21% 18% 22% CWOD 8% 6% EL 0% 0% Male 5% 3% 18% 18% 25% 18% 18% Female 7% 100% 22% 10% 12% 29% 22% Algebra I ΑII 31% 38% 62% 60% 65% 58% 61% 75% 58% 60% Students **CWD** 7% 9% **CWOD** 34% 42% 61% 60% 64% 58% 61% 75% 58% 60% 12% FΙ 16% 28% 36% 75% 72% 71% 83% 75% 75% Male Female 34% 40% 58% 63% 53% 58% 58% 57% 60% 50% Biology ΑII 23% 34% 31% 63% 31% 39% 35% 29% Students CWD 5% **CWOD 25%** 13% 35% 60% 31% 63% 71% 31% 39% 35% 47% 30% 50% FΙ 3% 1% 44% 48% Male 22% 12% 47% 45% 47% 47% Female 23% 12% 29% 25% 57% 25% 35% 30% 29% 43% STAAR Percent at Approaches Grade Level or Above All Grades 100% 96% All Subjects 75% 99% 100% 99% 99% 100% 99% 94% 99% Students CWD 45% 45% 100% 100% 100% **CWOD 80%** 79% 99% 94% 99% 100% 100% 99% aa% 99% 94% 99% aa% 96% EL 60% 57% 94% 94% 89% 100% 94% 94% 100% Male 74% 72% 99% 100% 99% 100% 99% 99% 99% 99% 100% 100% Female 79% 77% 99% 90% 99% 100% 99% 100% 99% 99% 95% Reading ΑII 73% 70% 99% 90% 99% 100% 100% 99% 99% 99% 89% 98% 99% 90% Students CWD 39% 37% 77% 74% 99% 90% 99% 100% 100% 99% 99% 89% 98% 99% 90% CWOD 99% 52% 89% 47% 89% 89% 89% 100% Male 69% 66% 98% 98% 100% 98% 98% 98% 98% Female 77% 74% 86% 99% 100% 100% 99% 99% 100% 99% 89% 99% 99% Mathematics ΑII 80% 80% 100% 100% 100% 100% 100% 100% 100% 100% Students CWD 52% 53% CWOD 83% 100% 100% 100% 100% 100% 100% 100% 100% 84% EL 70% 70% Male 78% 79% 100% 100% 100% 100% 100% 100% 100% 100% 100% Female 82% 81% 100% 100% Science ΑII 79% 77% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100% Students CWD 48% 49% 100% 100% 100% 100% 100% **CWOD 82%** 81% 100% 100% 100% 100% 100% 100% 58% 55% FΙ 78% 76% 100% 100% 100% 100% Male 100% 100% 100% 100% 100% Female 80% 100% 100% 78% 100% 100% 100% STAAR Percent at Meets Grade Level or Above All Grades 91% All Subjects ΑII 94% 91% 96% 90% 92% 60% 91% 69% 94% 90% 91% 91% Students CWD 23% 60% 60% 60% CWOD 50% 69% 94% 94% 91% 92% 91% 90% 91% 47% 91% 91% 96% 91% 26% 69% 56% 24% 69% 86% 69% 69% 71% EL 100% 100% 91% 99% 94% Male 45% 43% 94% 94% 94% 89% 71% 90% 90% Female 50% 90% 89% 90% 90% 46% 90% 92% 90% 56% 94% Reading ΑII 46% 92% 90% 92% 100% 93% 92% 93% 93% 90% Students CWD 22% 19% CWOD 48% 45% 93% 90% 92% 100% 93% 92% 93% 93% 56% 94% 92% 90% EL 21% 20% 56% 56% 56% 56% 57% Male 41% 38% 94% 93% 100% 92% 98% 94% 94% 86% 100% 57% 92% 89% Female 50% 46% 92% 91% 88% 92% 92% 92% 48% 48% 92% 91% 91% 93% 92% 85% 94% 100% Mathematics All Students CWD 26% 26% 100% CWOD 51% 51% 92% 91% 91% 93% 92% 85% 93% 33% 32% EL 47% 85% 83% 100% 85% 48% 79% 85% Female 49% 93% 95% 91% 93% 94% 48% 94%

Two or Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Science 100% 100% 75% Students CWD 23% 21% **CWOD** 52% 47% 88% 100% 88% 75% 100% 88% 89% 88% 98% 85% 88% FΙ 21% 17% 98% 98% 97% 100% 98% Male 50% 44% 98% 86% 84% 71% 85% 84% Female 49% 43% 84% 83% 85% STAAR Percent at Masters Grade Level All Grades All Subjects 50% 26% 50% 57% 26% 33% 20% 29% 38% 33% 39% Students CWD 8% 20% 20% 20% **CWOD 23%** 20% 29% 50% 27% 50% 57% 26% 33% 29% 38% 34% 28% 39% EL 9% 8% 38% 38% 33% 43% 38% 38% 43% 38% 20% 18% 33% 31% 55% 30% 38% 34% 33% Male Female 22% 60% 50% 58% 24% 31% 28% 43% 28% 35% 19% 28% 25% ΑII 18% 30% 16% 30% 53% 12% 25% 11% 18% 20% Reading 19% 16% 19% 19% Students CWD 6% **CWOD 20%** 17% 19% 30% 16% 30% 53% 13% 25% 19% 11% 18% 19% 20% 7% 7% 11% 11% 11% 11% 14% EL Male 16% 14% 18% 16% 43% 12% 26% 18% 18% Female 22% 19% 19% 43% 16% 29% 63% 13% 25% 19% 14% 19% 22% 58% 75% Mathematics All 23% 23% 62% 60% 65% 61% 58% 60% Students 10% 10% CWD CWOD 25% 61% 60% 64% 58% 61% 75% 58% 60% 25% 13% 13% 23% Male 23% 75% 83% 75% Female 24% 58% 57% 63% 53% 58% 58% Science ΑII 22% 16% 34% 60% 31% 63% 71% 31% 39% 35% 47% 29% 50% Students CWD 7% 5% **CWOD 24%** 35% 60% 31% 71% 31% 39% 35% 30% 50% 17% 63% 47% 5% EL 4%

47%

29%

44%

25%

57%

23%

17%

15%

Male

Female 21%

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.

45%

25%

48%

35%

47%

30%

29%

	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	78	*	78	*	-	100	-	*	79	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	78	*	78	*	-	100	-	*	79	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	77	-	78	*	-	*	-	-	77	-	*
Female	78	*	77	-	-	100	-	*	80	-	*
Mathematics											
All Students	91	*	91	*	-	*	-	-	94	*	*
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	91	*	91	*	-	*	_	-	94	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	89	*	88	-	-	-	_	-	89	-	-
Female	91	*	91	*	_	*	_	-	95	*	*

### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Coho		(Gr 9-12):	Class of 20	)17									
All Students	100.0%	* *	100.0%	100.0%	*	*	-	-	100.0%	*	*	_	-
CWD	*	-	*	-	-	-	-	-	-	*	-	-	-
CWOD	100.0%	*	100.0%	100.0%	*	*	-	-	100.0%	-	*	-	-
EL	*	-	*	-	-	-	-	-	*	-	*	-	-
Male	100.0%	-	100.0%	*	*	*	-	-	100.0%	-	-	-	-
Female	100.0%	*	100.0%	100.0%	_	*	-	-	100.0%	*	*	_	-

43%

<sup>&</sup>quot; Indicates results are masked due to small numbers to protect student confidentiality.

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

Pacific ΑII African American Two or More **Econ** Foster Students American Hispanic White CWD Homeless Indian Asian Islander Races Disadv Care

- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' 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
11	5	-

- '\*' 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	All Students evement Dom		•	White omponen	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	73	84	72	80	-	84	-	*	72	*	67
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	97%	*	97%	100%	*	*	-	-	96%	*	-

- '\*' 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 Disady	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022) Target Met	44% Y	32%	37% Y	60%	43%	74%	45%	56%	33% Y	19%	29% Y
Interim Goals (2023-2027) Target Met	52% Y	42%	46% Y	66%	51%	78%	53%	62%	43% Y	31%	39% Y
Interim Goals (2028-2032) Target Met	62% Y	54%	58% Y	73%	62%	82%	63%	70%	55% Y	45%	52% Y
Long-Term Goals Target Met	72% Y	66%	69% Y	80%	72%	87%	73%	78%	67% Y	60%	65% Y
Mathematics											
Interim Goals (2018-2022) Target Met	46% Y	31%	40% Y	59%	45%	82%	50%	54%	36% Y	23%	40%
Interim Goals (2023-2027) Target Met	54% Y	41%	49% Y	65%	53%	85%	57%	61%	45% Y	34%	49%
Interim Goals (2028-2032) Target Met	63% Y	54%	59% Y	73%	63%	88%	66%	69%	57% Y	48%	59%
Long-Term Goals Target Met	73% Y	66%	70% Y	80%	73%	91%	75%	77%	68% Y	62%	70%
English Learner Language Profi	ciency Statu	ıs									
Interim Goals (2018-2022) Target Met											42%
Interim Goals (2023-2027) Target Met											44%
Interim Goals (2028-2032) Target Met											46%
Long-Term Goals Target Met											46%
Federal Graduation Status											
Interim Goals (2018-2022)	90% Y	90%	90% Y	90%	90%	90%	90%	90%	90% Y	90%	90%
Target Met Interim Goals (2023-2027)	92% Y	92%	92% Y	92%	92%	92%	92%	92%	92% Y	92%	92%
Target Met Interim Goals (2028-2032) Target Met	94% Y	94%	94% Y	94%	94%	94%	94%	94%	94% Y	94%	94%
Long-Term Goals Target Met	94% Y	94%	94% Y	94%	94%	94%	94%	94%	94% Y	94%	94%

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

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 Disady	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	е		,				7101011				2.000						
All Subjects	All Students	100%	94%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	- 0.40/	100%	4000/	-	4000/	-	- *	100%	-	100%	4000/	4000/	4000/	4000/	-
	CWOD	100%	94%	100%	100%	-	100%	-		100%	100%	-	100%	100%	100%	100%	•
	EL	100%	-	100%	*	-	-	-	-	100%	100%	- *	100%	100%		100%	-
	Male	100%	100%	100%		-	100%	-	*	100%	100%	*	100%		100%	-	-
	Female	100%	90%	100%	100%	-	100%	-	•	100%	100%		100%	100%	-	100%	•
Reading	All Students	100%	90%	100%	100%	-	100%	-	*	100%	99%	*	100%	100%	100%	100%	*
	CWD		-	4000/	4000/	-	4000/	-	*	4000/	-		4000/	4000/	4000/		-
	CWOD	100%	90%	100%	100%	-	100%	-	-	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	_	-	-	-	-	100%	100%	- *	100%	100%		100%	-
	Male .	100%		100%		-	100%	-	- *	100%	100%	*	100%	*	100%	-	-
	Female	100%	86%	100%	100%	-	100%	-	*	100%	99%	*	100%	100%	-	100%	*
Mathematics	All Students CWD	100%	*	100%	*	-	*	-	*	100%	100%	*	100%	*	100%	100%	-
	CWD	4000/	-	4000/	*	-	*	-	*	100%	4000/		4000/	*	4000/	4000/	-
	EL	100% *	_	100%	_	-	_	-	_	100%	100%	-	100%	*	100%	100%	-
	Male	100%	*	100%	_	_	_	_	_	100%	100%	_	100%	_	100%		_
	Female	100%	*	100%	*	_	*	_	*	100%	100%	*	100%	*	-	100%	_
																	_
Science	All Students CWD	100%	100% -	100%	100%	-	100%	-	*	100% *	100%	*	100% -	*	100%	100% *	-
	CWOD	100%	100%	100%	100%	_	100%	_	*	100%	100%	_	100%	*	100%	100%	*
	EL	*	-	*	-	_	-	_	_	*	*	_	*	*	-	*	_
	Male	100%	*	100%	*	_	*	_	_	100%	100%	*	100%	_	100%	_	_
	Female	100%	*	100%	100%	_	*	_	*	100%	100%	*	100%	*	-	100%	*
Non-Participation				10070	10070					10070	10070		.0070			10070	
All Subjects	All Students	0%	6%	0%	0%	_	0%	_	*	0%	0%	0%	0%	0%	0%	0%	*
· ··· - ···- <b>,</b>	CWD	0%	-	0%	-	_	-	_	_	0%	-	0%	-	-	*	*	_
	CWOD	0%	6%	0%	0%	_	0%	_	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	_	-	_	_	0%	0%	_	0%	0%	*	0%	_
	Male	0%	0%	0%	*	_	0%	_	_	0%	0%	*	0%	*	0%	-	_
	Female	0%	10%	0%	0%	_	0%	_	*	0%	0%	*	0%	0%	-	0%	*
Reading	All Students	0%	10%	0%	0%	-	0%	-	*	0%	1%	*	0%	0%	0%	0%	*
	CWD	*	-		-	-	-	-	- *		-	•	-	-			-
	CWOD	0%	10%	0%	0%	-	0%	-	*	0%	1%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	*	0%	-
	Male	0%	*	0%	*	-	0%	-	-	0%	0%	*	0%	*	0%	-	-
	Female	0%	14%	0%	0%	-	0%	-	*	0%	1%	*	0%	0%	-	0%	*
Mathematics	All Students	0%	*	0%	*	-	*	-	*	0%	0%	*	0%	*	0%	0%	-
	CWD	*	-	*	-	-	-	-	-	*		*	-	-		*	-
	CWOD	0%	*	0%	*	-	*	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-
	Male	0%	*	0%	-	-	-	-	-	0%	0%	-	0%	-	0%	-	-
	Female	0%	*	0%	*	-	*	-	*	0%	0%	*	0%	*	-	0%	-
Science	All Students	0%	0%	0%	0%	-	0%	-	*	0%	0%	*	0%	*	0%	0%	*
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	*	0%	0%	*
	EL	*	-	201	- *	-	-	-	-	00/	00/	-	201	•	-	•	-
	Male	0%	*	0%		-	*	-	-	0%	0%	*	0%	-	0%	-	-
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	*	0%	*	-	0%	*

<sup>&#</sup>x27;\*' 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.

Students Without Disabilities In-School Suspensions		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)
•	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	

<sup>&#</sup>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.

<sup>&#</sup>x27;-' 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 with Disabilities (	Students with Disabilities Section 504)
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	*	*	*	*	*	*	*	*	*		
Cabaal Dalatad Amaata	Total											
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
		*	*	*	*	*	*	*	*	*		
	Female Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	iolai											
Reletials to Law Efficient	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions	1014											
concor cuopencione	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				· .		·					
Defermals to Law Enforcement	Total											
Referrals to Law Enforcement	Mala	*	*	*	*	*	*	*	*	*		*
	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students	เบเสเ											
Chronic Absenteeism												
OUROTHO ADSCRIEGISH	Male	7	*	5	*	*	*	*	*	*	*	*
	Female	, 17	*	11	*	*	*	*	*	*	*	*
	Total	24	*	16	*	*	*	*	*	*	*	*
	iotai	47		10								

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.

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

Total

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs				•							
•	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	124	*	107	8	*	5	*	*	*	*
	Female	364	8	314	26	*	14	*	*	*	*
	Total	488	10	421	34	*	19	*	*	*	*
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.8	9.1%
Teachers Teaching with Emergency or Provisional Credentials	2.8	7.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.8	7.1%

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%	-	-

When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

<sup>...</sup> Indicates there are no students in the group.

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,087	1%	49	1%	-	-
End of Course English I	4,868	1%	40	1%	-	-
English II	4,556	1%	28	0%	-	-
Algebra I	4,884	1%	41	1%	-	-
Biology	4,861	1%	44	1%	-	-
All Grades All Subjects	99,020	1%	1,084	1%	-	-
Reading	43,730	1%	468	1%	-	-
Mathematics	39,178	1%	441	2%	-	-
Science	16,112	1%	175	1%	-	-

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

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

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

# State Level: 2017 Percentages at NAEP Achievement Levels

			% Pala	w Basic	% At or Al	bove Basic	% At or Abo	vo Proficient	% At or Abo	vo Advanced
Cuada	Cubiaat	Student Group		US	78 At OF A	US	78 At OI ABO	US	78 At OI ADO	US
Grade	Subject		TX							
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35 *	34	10 *	13
		American Indian		52		28		17		3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
		3 3 3								
	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 Disady	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
			38	35	42 45	43		20	1	1
		Econ Disadv					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 *		31 *		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

<b>Grade</b> Grade 4	<b>Subject</b> Reading	Student Group Students with Disabilities Limited English Proficient	<b>%</b> 81 94
	Mathematics	Students with Disabilities	70

Indicates zero observations reported for this group.

Grade	Subject	Student Group Limited English Proficient	<b>%</b> 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

#### 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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<sup>&#</sup>x27;\*' Indicates reporting standards not met.'n/a' Indicates data reporting is not applicable for this group.