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

Campus Name: BROWN MIDDLE Campus ID: 071902056 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 American I	Jianania	White	American Indian	Asian	Pacific Islander	More	Econ	Special Educ	and Former)
Academic Performance (At Meets		Baseline 2016-17	Students	Americani	піѕрапіс	write	iliulali	ASIAII	isianuer	Races	Disauv	Euuc	ronner)
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-	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-		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%
		32											46%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		22 2022-23 through 2026-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		27 2027-28 through 2031-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including: (aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
•	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
ŭ	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SOSS: College Career and Military Readiness	30%

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

(DD) 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 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.

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Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted

support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two											
					African			America	1	Pacific	or More	Econ	Non Econ								Foste	•
		State	District	Campus	American	Hispani	cWhite							CWD	CWOD	EL	Male	Female	MigrantH	lomeless		
CTAAD Dawaana	4 . 4			Lavala																		
STAAR Percent Grade 6	at Appro	acnes	Grade	Level o	r Above																	
Reading	All	68%	65%	74%	75%	72%	84%	-	83%	*	*	71%	78%	44%	78%	34%	75%	72%	*	*	-	85%
	Students																					
	CWD	35%	32%	44%	*	43%	*	-	-	-	*	45%	42%	44%	-	*	59%	26%	-	*	-	*
	CWOD		69%	78%	73%	76%	95%	-	83%	*	*	76%	81%	-	78%		77%	78% *	*	-	-	88%
	EL	42%	32%	34%	000/	31%		-	-	*	*	30%	0.40/		39%		48%		•	•	-	
	Male Female	63%	63% 67%	75% 72%	80%	74% 71%	92% 77%	-	*	_	*	67% 75%	84% 67%	59% 26%		48%	75%	- 72%	*	*	-	92% 75%
	1 Omaio	. 270	01 70	. = /0		1 1 70	1170					1070	01 70	2070	1070			1270				1070
Mathematics	All .	76%	71%	71%	92%	70%	68%	-	83%	*	*	69%	74%	44%	75%	56%	76%	66%	*	*	-	75%
	Students																					
	CWD	50%	43%	44%	*	46%	*	-	-	- *	*	48%	*	44%	-		55%	32%	-	*	-	*
	CWOD		75% 49%	75% 56%	91%	73% 55%	76%	-	83%	•	*	72% 58%	78% *	- 47%	75% 62%		78% 73%	70% 37%	*	*	-	81% *
	EL Male	61% 76%	71%	76%	90%	74%	92%	-	*	*	*	71%	80%	55%			76%	3170	_	_		67%
	Female		71%	66%	*	66%	46%	-	*	_	*	66%	66%	32%		37%	-	66%	*	*	-	88%
Grade 7																						
Reading	All	73%	70%	78%	*	76%	88%	-	100%	-	-	71%	88%	31%	83%	45%	74%	82%	*	*	-	77%
	Students	270/	200/	240/		200/	*					050/	*	240/		*	200/	*		*		*
	CWD CWOD	37%	36% 73%	31% 83%	*	29% 82%	95%	-	100%		-	25% 78%	90%	31%	83%	56%	39% 78%	89%	*	*	-	82%
	EL	44%	35%	45%	_	44%	-	-	*	, - -		50%	*	*	56%		47%	44%	_	_	-	-
	Male	69%	65%	74%	*	72%	86%	-	*	-	-	67%	82%	39%			74%	-	-	*	-	*
	Female	79%	75%	82%	*	81%	91%	-	*	-	-	76%	94%	*	89%	44%	-	82%	*	-	-	70%
Mathematics		71%	67%	75%	*	75%	76%	-	100%	-	-	72%	80%	33%	80%	67%	73%	78%	*	*	-	69%
	Students CWD	42%	35%	33%		28%	*					28%	*	33%		*	37%	*		*		*
	CWD		71%	80%	*	80%	76%		100%		-	79%	82%	33%	80%	77%		84%	*	*	-	73%
	EL	52%	44%	67%	_	66%	-	_	*	_	_	70%	56%	*	77%		68%	65%	_	_	_	-
	Male	69%	66%	73%	*	71%	86%	-	*	-	-	65%	83%	37%			73%	-	-	*	-	*
	Female	73%	68%	78%	*	79%	64%	-	*	-	-	79%	77%	*	84%	65%	-	78%	*	-	-	60%
0 1 0																						
Grade 8	AII	0.50/	040/	0.00/	4000/	070/	000/		*		*	040/	92%	200/	020/	E00/	000/	040/		*		000/
Reading	All Students	85%	81%	86%	100%	87%	80%	-		-		81%	92%	39%	93%	59%	82%	91%	-		-	82%
	CWD	49%	47%	39%	_	41%	*	_	_	_	_	32%	54%	39%	_	*	*	55%	_	*	_	*
	CWOD		85%	93%	100%	93%	95%	-	*	-	*	90%	96%	-	93%	78%	90%	96%	-	-	-	80%
	EL	58%	44%	59%	-	58%	-	-	*	-	-	55%	*	*	78%		52%	78%	-	-	-	-
	Male	82%	79%	82%	*	82%	81%	-	*	-	-	73%	95%	*	90%		82%	-	-	*	-	*
	Female	88%	84%	91%	*	91%	78%	-	*	-	*	92%	90%	55%	96%	78%	-	91%	-	-	-	80%
Mathematics	: All	85%	85%	88%	*	88%	89%		*		*	86%	91%	53%	96%	74%	85%	91%	_	*		100%
Matricinatios	Students	0070	0070	00 /6		0070	0370	-		_		0070	3170	JJ 70	3070	1 4 /0	0070	3170	-		-	100 /0
	CWD	53%	58%	53%	-	50%	*	-	-	-	-	48%	62%	53%	-	45%	44%	60%	-	*	-	*
	CWOD	89%	89%	96%	*	96%	100%	-	*	-	*	96%	96%	-	96%	90%	94%	98%	-	*	-	100%
	EL	73%	72%	74%	-	77%	.	-	*	-	-	70%	*	45%			62%	100%	-	*	-	-
	Male	82%	82%	85%	*	84%	100%	-	*	-	-	81%	94%	44%			85%	- 040/	-	*	-	4000/
	Female	87%	88%	91%	-	91%	75%	-		-		92%	89%	60%	98%	100%	-	91%	-	-	-	100%
Science	All	75%	72%	76%	*	75%	88%	_	*	_	*	70%	83%	26%	83%	53%	74%	77%	_	*	_	64%
00.000	Students		/ 0	, .		. 0 / 0	0070					. 0 / 0	0070		0070	0070						0.70
	CWD	39%	39%	26%	-	22%	*	-	-	-	-	*	54%	26%	-	*	*	40%	-	*	-	*
	CWOD			83%	*	82%	100%	-	*	-	*	80%	86%	-	83%		83%	83%	-	*	-	70%
	EL	46%	40%	53%	-	51%	-	-	*	-	-	47%	83%	*	69%		50%	57%	-	*	-	- *
	Male Female			74% 77%	*	73% 76%	88%	-	*	-	*	65% 75%	88% 78%	* 40%	83%			- 77%	-	*	-	
	remale	10%	15%	77%		76%	89%	-		-		75%	78%	40%	83%	5/%	-	77%	-		-	60%
End of Course																						
Algebra I	All	82%	84%	100%	*	100%	100%	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	*
	Students																					
	CWD			-	-	-	-	-	-	-	-	_	-	-	-	-	-	-	-	-	-	-
	CWOD			100%	*	100%	100%	-	*	-	-	100%	100%	-				100%	-	-	-	*
	EL Male	67% 78%	72% 81%	100% 100%	*		- 100%	-	*	-	-			-	100%		100%	-	-	-	-	- *
	Male Female			100% 100%	*	100% 100%	100%	-	_	-	-		100% 100%		100% 100%			100%	-	-	-	*
			,																			

STAAR Percent at Meets Grade Level or Above

Grade 6

Two

											or		Non									
					African			America			More	Econ	Econ								Foste	
Deeding	A.II				American			Indian		Islande	rRaces								Migrantl	Homeless	Care	
Reading	All Students		34%	36%	58%	35%	40%	-	33%			33%	4170	17 70	39%	1070	30%	35%			-	35%
	CWD	22%	17%	17%	*	11%	*	-	-	-	*	14%	25%	17%	-	*	27%	5%	-	*	-	*
	CWOD			39%	55%	38%	43%	-	33%	*	*	36%	42%	-	39%	22%		39%	*	-	-	31%
	EL	14%		16%	*	11%	*	-	- *	-	*	9%	*	*	22%	16%		*	*	*	-	*
	Male Female	34%		38% 35%	60% *	35% 35%	50% 31%	-	*	_	*	32% 34%	44% 36%	27% 5%	39% 39%	29%	38%	35%	*	*	-	42% 25%
	Ciliaic	, 1 2 /0	01 70	3370		0070	0170	_		_		0470	3070	370	0070		_	0070			_	2070
Mathematics	All	43%	36%	32%	25%	31%	36%	-	33%	*	*	27%	38%	15%	34%	15%	38%	24%	*	*	-	35%
;	Students																					
	CWD	23%		15%	* 18%	11% 34%	* 38%	-	33%	- *	*	10% 30%	* 39%	15%	2.40/	0%	18%	11% 26%	- *	*	-	* 38%
	CWOD EL	24%		34% 15%	1070	13%	30%	-	33%	_	*	11%	3970	0%	34% 23%	23% 15%	40% 27%	0%	*	*	-	30%
	Male	44%		38%	20%	38%	50%	_	*	*	*	32%	44%	18%	40%	27%		-	_	_	-	42%
	Female			24%	*	22%	23%	-	*	-	*	21%	28%	11%	26%	0%	-	24%	*	*	-	25%
Grade 7 Reading	All	47%	42%	52%	*	51%	64%	_	50%			45%	63%	22%	55%	21%	160/	58%	*	*		54%
	Students	41 /0	42 /0	JZ /0		3170	04 /0	-	30 /6	-	-	4370	0370	ZZ /0	33 /6	21/0	40 /0	JO 70			-	J4 /0
	CWD	23%	22%	22%	-	18%	*	-	-	-	-	13%	*	22%	-	*	22%	*	-	*	-	*
	CWOD	50%	44%	55%	*	55%	67%	-	50%	-	-	50%	63%	-	55%	28%	49%	62%	*	*	-	55%
	EL	16%		21%	-	22%	-	-	*	-	-	27%	*	*	28%		20%	22%	-	-	-	-
	Male	42%		46%	*	45%	57%	-	*	-	-	39%	54%	22%	49%	20%		-	-	*	-	*
	Female	53%	48%	58%	-	57%	73%	-	-	-	-	50%	73%		62%	22%	-	58%	-	-	-	50%
Mathematics	All	39%	35%	36%	*	36%	28%	-	67%	-	-	27%	50%	15%	39%	26%	36%	36%	*	*	-	31%
	Students																					
	CWD	20%		15%	-	14%	*	-	-	-	-	4%	*	15%	-	*	16%	*	-	*	-	*
	CWOD			39%	*	39%	29%	-	67%	-	-	30%	50%	-	39%	32%		38%	*	*	-	27%
	EL	17%		26%	-	24%	- 040/	-	*	-	-	20%	44%	400/	32%	26%		25%	-	-	-	- *
	Male Female	38%		36% 36%	*	37% 35%	21% 36%	-	*	-	-	22% 32%	55% 43%	16%	39% 38%	25% 25%	36%	36%	*		-	30%
	i cilialt	, - U /0	JJ /0	JU /0		JJ /0	JU /0	-		-	-	JZ /0	70/0		JU /0	ZU /0	-	JJ /0		-	-	JU /0
Grade 8																						
Reading	All	48%	43%	49%	83%	47%	64%	-	*	-	*	36%	63%	11%	54%	18%	47%	51%	-	*	-	45%
:	Students	220/	200/	440/		00/	*					40/	220/	440/		*	*	200/		*		*
	CWD	23%		11% 54%	83%	9% 52%	79%	-	*	-	*	4% 43%	23% 67%	11%	- 54%	260/	53%	20% 56%	-		-	50%
	EL	13%		18%	03%	16%	1970		*	-	_	13%	*	*	26%		12%	33%	-	-		50%
	Male	44%		47%	*	42%	75%	_	*	_	_	34%	65%	*	53%		47%	-	_	*	_	*
	Female			51%	*	51%	44%	-	*	-	*	39%	62%	20%	56%	33%	-	51%	-	-	-	50%
Mathematics		50%	42%	45%	*	45%	44%	-	*	-	*	46%	43%	16%	51%	29%	42%	47%	-	*	-	43%
,	Students		220/	160/		16%	*					8%	31%	16%		9%	11%	20%		*		*
	CWD	25% 53%		16% 51%	*	52%	58%	-	*	-	*	56%	45%	1070	- 51%	40%		53%	-	*	-	33%
	EL	30%		29%	_	30%	-		*	-	_	26%	*	9%	40%		33%	20%	-	*	-	-
	Male	48%		42%	*	44%	40%	_	*	_	-	40%	47%	11%	49%		42%	-	_	*	-	_
	Female			47%	*	47%	50%	-	*	-	*	54%	41%	20%	53%	20%	-	47%	-	*	-	43%
Science	All	50%	46%	49%	*	47%	64%	-	*	-	*	37%	63%	11%	55%	23%	52%	46%	-	*	-	45%
	Students CWD	23%	22%	11%		9%	*					*	23%	11%		*	*	10%		*		*
	CWOD			55%	*	52%	79%		*	-	*	43%	67%	-	- 55%	31%	58%	52%	-	*	-	50%
	EL		15%	23%	_	19%	-	_	*	_	_	15%	67%	*	31%		23%	21%	_	*	_	-
	Male		47%	52%	*	48%	75%	-	*	-	-	38%	73%	*	58%	23%		-	-	*	_	*
	Female	50%	45%	46%	*	46%	44%	-	*	-	*	36%	56%	10%	52%	21%	-	46%	-	*	-	40%
End of Course																						
End of Course Algebra I	All	53%	59%	94%	*	93%	100%	_	*	_	_	92%	95%	_	94%	100%	94%	93%	_	_	_	*
	Students		30 /0	3-70		3070	. 55 70	*				J_ /U	5070		J 1 /0	. 55 /	5 1 /0	5570			-	
	CWD		23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD			94%	*	93%	100%	-	*	-	-	92%	95%	-		100%		93%	-	-	-	*
	EL	29%		100%	-	*	4000	-	*	-	-	*	*	-	100%	100%		*	-	-	-	-
	Male Female	49%		94% 93%	*	92% 93%	100%	-	*	-	-	95% 89%	93% 96%	-	94% 93%	*	94%	93%	-	-	-	*
	remale	00%	ს პ%	33 %		ჟა%		-	-	-	-	υ 9 70	30%	-	33%		-	33 70	-	-	-	
STAAR Percent	at Maste	rs Gr	ade Lev	vel																		
Grade 6	ΔII	100/	150/	460/	220/	4.40/	200/		220/	*	*	110/	220/	70/	170/	00/	160/	160/	*	*		100/
Reading	All Students		15%	16%	33%	14%	20%	-	33%	-		11%	22%	7%	17%	8%	16%	16%		-	-	10%
,	CWD	8%	6%	7%	*	3%	*	_	_	_	*	7%	8%	7%	_	*	9%	5%	_	*	_	*
	CWOD			17%	27%	16%	19%	-	33%	*	*	12%	24%	-	17%	13%		18%	*	-	-	13%
	EL	4%	3%	8%	*	6%	*	-	-	-	*	3%	*	*	13%	8%	14%	*	*	*	-	*
	Male	15%		16%	40%	12%	33%	-	*	*	*	10%	22%	9%	16%	14%	16%	-	-	-	-	8%
	Female	22%	18%	16%	*	17%	8%	-	*	-	*	12%	23%	5%	18%	*	-	16%	*	*	-	13%
Mathematics	All	18%	14%	8%	8%	8%	12%	_	0%	*	*	5%	13%	2%	9%	2%	11%	5%	*	*	_	0%
	Students			-,0	0.3	0.70	,0		J / U			2.0	. 5 70		2.0	_ /0		2.3				J.0
	CWD	9%	8%	2%	*	0%	*	-	-	-	*	3%	*	2%	-	0%	5%	0%	-	*	-	*
	CWOD			9%	0%	9%	14%	-	0%	*	*	5%	14%	-	9%	4%	12%	6%	*	-	-	0%
	EL	6%	4%	2%	*	3%	*	-	-	-	*	0%	*	0%	4%	2%	5%	0%	*	*	-	*
	Male	18%		11% 5%	10%	10% 5%	17% 8%	-	*	*	*	6% 4%	17% 7%	5% 0%	12% 6%	5% 0%	11%	- 5%	*	*	-	0% 0%
	Female	1170	13%	5 %		370	0%	-		-		4 70	1 70	U 7/0	U 7/0	U 7/0	-	J 70			-	U-70
Grade 7																						
Reading	All		23%	25%	*	24%	32%	-	17%	-	-	23%	28%	6%	27%	9%	21%	29%	*	*	-	15%
:	Students		00/	60/		70/	*					00/	*	60/		*	00/	*		*		*
	CWOD	10%		6% 27%	*	7% 26%	38%	-	- 17%	-	-	0% 26%	29%	6%	- 27%	120/	0% 23%	* 31%	*	*	-	9%
	CWOD	JU%	25%	21%		∠0%	30%	-	17%	-	-	∠0%	∠9%	-	Z1%	1∠%	23%	31%		-	-	9%

Two

											or		Non									
		.	5		African			America		Pacific			Econ	014/5							Foste	
	EL	State 6%	District 4%	tCampus 9%	American	ıHispani 9%	icWhite	Indian	Asian *	Islander -	rRaces	Disadv 12%	Disadv	CWD	12%	EL 9%	Male 7%	Female 11%	Migranti	Homeless	Care	Military
	Male	24%	20%	21%	*	22%	14%	-	*	-	-	20%	22%	0%	23%	7%	21%	-	-	*	-	*
	Female	33%	27%	29%	*	27%	55%	-	*	-	-	26%	37%	*	31%	11%	-	29%	*	-	-	20%
Mathematics	All	18%	15%	16%	*	16%	8%	_	50%	_	_	10%	25%	6%	17%	8%	17%	14%	*	*	_	15%
	Students	1070	1070	1070		1070	070		0070			1070	2070	0,0	11 70	070	11 70	1170				1070
	CWD	7%	6%	6%	-	7%	*	-	-	-	-	0%	*	6%	-	*	0%	*	-	*	-	*
	CWOD EL	19% 5%	16% 3%	17% 8%	_	17% 5%	10%	-	50% *	-	-	11% 3%	25% 22%	*	17% 10%	10% 8%	19% 11%	14% 5%	_	_	-	9%
	Male	17%	15%	17%	*	17%	0%	-	*	-	-	7%	30%	0%	19%	11%	17%	-	-	*	-	*
	Female	18%	15%	14%	*	14%	18%	-	*	-	-	13%	17%	*	14%	5%	-	14%	*	-	-	20%
Grade 8																						
Reading	All	26%	21%	24%	33%	22%	36%	-	*	-	*	14%	35%	0%	27%	9%	21%	26%	-	*	-	27%
	Students																					
	CWD	8%	4% 23%	0% 27%	33%	0% 25%	* 47%	-	- *	-	*	0% 16%	0% 38%	0% -	- 27%	13%	24%	0% 30%	-	*	-	30%
	EL	4%	2%	9%	-	10%	47 70	-	*	-	_	3%	*	*	13%	9%	4%	22%	-	-	-	-
	Male	22%	18%	21%	*	17%	50%	-	*	-	-	11%	35%	*	24%	4%	21%	-	-	*	-	*
	Female	30%	25%	26%	*	27%	11%	-	*	-	*	17%	35%	0%	30%	22%	-	26%	-	-	-	30%
Mathematics	All	15%	7%	5%	*	5%	11%	_	*	_	*	5%	6%	5%	5%	6%	5%	6%	_	*	_	14%
	Students			- , ,									*	•			•					
	CWD	9%	5%	5%	-	6%	*	-	-	-	-	0%	15%	5%	-	0%	6%	5%	-	*	-	*
	CWOD EL	16% 6%	7% 3%	5% 6%	_	5% 7%	17%	-	*	-	_	6% 4%	4% *	- 0%	5% 10%	10% 6%	5% 5%	6% 10%	-	*	-	17%
	Male	14%	7%	5%	*	5%	10%	-	*	-	-	3%	9%	6%	5%	5%	5%	-	-	*	-	-
	Female	16%	7%	6%	*	5%	13%	-	*	-	*	8%	4%	5%	6%	10%	-	6%	-	*	-	14%
Science	All	27%	22%	23%	*	20%	40%	_	*	_	*	12%	35%	5%	25%	5%	30%	16%	_	*	_	27%
	Students	21 /0	22 /0	2070		2070	4070					12 /0	0070	370	2070	370	5070	1070				21 /0
	CWD	8%	7%	5%	-	6%	*	-	-	-	-	*	15%	5%	-	*	*	5%	-	*	-	*
	CWOD	29% 6%	24% 4%	25% 5%	*	22% 0%	53%	-	*	-	*	15% 3%	37% 17%	- *	25% 7%	7% 5%	33% 8%	17% 0%	-	*	-	30%
	EL Male	29%	24%	30%	*	25%	- 56%	-	*	-	-	3% 17%	48%	*	33%	8%	30%	-	-	*	-	*
	Female		20%	16%	*	15%	11%	-	*	-	*	7%	24%	5%	17%	0%	-	16%	-	*	-	30%
Find of Course																						
End of Course Algebra I	All	31%	38%	69%	*	67%	71%	_	*	_	_	67%	71%	_	69%	80%	69%	70%	_	_	_	*
	Students					*****						• • • • •										
	CWD	7%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD EL	34% 12%	42% 16%	69% 80%	_	67% *	71%	-	*	-	-	67% *	71% *	-	69% 80%	80% 80%	69% *	70% *	-	-	-	_
	Male	28%	36%	69%	*	66%	67%	-	*	-	-	70%	68%	-	69%	*	69%	-	-	-	-	*
	Female	34%	40%	70%	*	67%	*	-	-	-	-	63%	74%	-	70%	*	-	70%	-	-	-	*
STAAR Percent	at Appro	aches	Grade	e Level o	r Above																	
All Grades	A.II	770/	750/	700/	050/	700/	000/		070/		040/	740/	0.40/	000/	0.40/	F00/	770/	000/				000/
All Subjects	All Students	77%	75%	78%	85%	78%	82%	-	87%	-	91%	74%	84%	39%	84%	56%	77%	80%	-	-	-	80%
	CWD	45%	45%	39%	*	37%	47%	-	-	-	*	35%	49%	39%	-	28%	39%	39%	-	*	-	60%
	CWOD		79%	84%	85%	83%	91%	-	87%	*	100%	81%	87%	-	84%		82%		*	*	-	84%
	EL Male	60% 74%	57% 72%	56% 77%	82%	55% 76%	89%	-	73% 77%	*	*	55% 70%	63% 86%		68% 82%		58% 77%		_	*	-	85%
	Female			80%	90%	79%	73%	_	100%	-	100%	79%	81%		85%	53%	-	80%	*	*	_	78%
5 "		700/	700/	=00/	000/	700/	0.40/		000/	_	1000/	7.40/	0.50/	000/	0.40/	400/	770/	0.40/	_	_		0.40/
Reading	All Students	73%	70%	79%	86%	78%	84%	-	88%	•	100%	74%	85%	39%	84%	46%	77%	81%	•	•	-	84%
	CWD	39%	37%	39%	*	38%	36%	-	-	-	*	35%	48%	39%	-	21%	41%	36%	-	*	-	71%
	CWOD		74%	84%	85%	83%	95%	-	88%	*	*	81%	88%	<u>-</u>	84%		81%		*	*	-	86%
	EL Male	52% 69%	47% 66%	46% 77%	* 85%	44% 75%	* 86%	-	* 78%	- *	*	44% 69%	53% 87%	21%	58% 81%		49% 77%	41%	*	*	-	* 94%
	Female		74%	81%	88%	81%	82%	-	100%	_	*	80%	84%		88%	41%	-	81%	*	*	-	78%
Mathematics	All Students	80%	80%	79%	90%	78%	79%	-	88%	*	*	76%	83%	44%	83%	66%	79%	79%	*	*	-	81%
	CWD	52%	53%	44%	*	42%	57%	-	-	-	*	42%	48%	44%	_	41%	46%	42%	-	*	_	*
	CWOD	83%	84%	83%	90%	83%	84%	-	88%	*	*	81%	86%	-		77%			*	*	-	86%
	EL	70%	70%	66%	* 050/	66%	*	-	*	- *	*	67%	65%		77%		70%		*	*	-	*
	Male Female	78% 82%	79% 81%	79% 79%	85% 100%	77% 79%	93% 61%	-	78% 100%	_	*	73% 78%	85% 80%	46% 42%	83% 84%	70% 62%	79%	- 79%	*	*	-	75% 85%
Science	All	79%	77%	76%	*	75%	88%	-	*	-	*	70%	83%	26%	83%	53%	74%	77%	-	*	-	64%
	Students CWD	48%	49%	26%	_	22%	*	_	_	_	_	*	54%	26%	_	*	*	40%	_	*	_	*
	CWOD		81%	83%	*	82%	100%	-	*	-	*	80%	86%	-	83%	69%	83%		-	*	-	70%
	EL	58%	55%	53%	-	51%	-	-	*	-	-	47%	83%	*	69%		50%		-	*	-	- *
	Male Female	78%	76% 78%	74% 77%	*	73% 76%	88% 89%	-	*	-	*	65% 75%	88% 78%	* 40%	83% 83%	50% 57%	74% -	- 77%	-	*	-	60%
		-070	. 0 /0	/0		. 575	2370					. 5 /0	. 0 /0	. 5 75	_ 5 / 0	,0		, ,				-0.0
STAAD Domes	at Masts	G-c-1	0 l a	lor Aber	10																	
STAAR Percent All Grades	at weets	Grad	e Leve	OF ADO	ve																	
All Subjects	All	47%	44%	44%	52%	43%	51%	-	51%	*	55%	37%	54%	15%	48%	22%	44%	44%	*	*	-	43%
	Students	220/	220/	4.50/	*	100/	240/				*	00/	200/	150/		20/	160/	1.40/		*		400/
	CWD	23% 50%	22% 47%	15% 48%	50%	13% 47%	24% 57%	-	- 51%	*	56%	8% 42%	30% 56%	15% -	- 48%		16% 48%		*	*	-	40% 44%
	EL	26%	24%	22%	*	20%	*	-	55%	-	*	18%	46%	3%	31%	22%	26%	17%	*	*	-	*
	Male	45%	43%	44%	43%	43%	57%	-	59%	*	* 420/	35%	56% 52%	16%			44%	- 44%	-	*	-	45% 42%
	Female	JU%	46%	44%	65%	44%	43%	-	41%	-	43%	38%	J2%	1470	48%	17%	-	44 70			-	4 ∠70

Two Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military 56% 60% 38% 16% 49% 44% Reading ΑII 46% 42% 62% 55% Students CWD 22% 19% 16% 13% 29% 10% 30% 3% 15% 43% 16% CWOD 48% 45% 49% 60% 48% 62% 41% 43% 57% 49% 25% 46% 52% 44% 18% 20% FΙ 21% 20% 18% 16% 16% 33% 3% 25% 16% Male 41% 38% 43% 62% 40% 62% 44% 35% 53% 17% 46% 20% 43% 44% 48% Female 50% 46% 48% 63% 48% 48% 38% 41% 57% 15% 52% 16% 44% Mathematics All 48% 48% 42% 38% 42% 41% 36% 50% 15% 45% 26% 44% 40% 42% 59% Students 26% 26% 15% 14% 21% 8% 33% 15% 3% 15% 15% **CWD** 45% **CWOD 51%** 51% 45% 35% 45% 46% 59% 41% 51% 35% 47% 43% 42% 33% 32% 24% 21% 50% 3% 35% 26% 33% 16% 26% 47% 48% 44% 23% 44% 45% 67% 35% 54% 15% 47% 33% 44% Female 49% 48% 40% 63% 39% 36% 50% 36% 45% 15% 43% 16% 40% 41% Science All 49% 44% 49% 47% 64% 37% 63% 11% 55% 23% 52% 46% 45% Students 23% 9% CWD 21% 11% 23% 10% 43% 31% 58% 50% 52% 79% 55% CWOD 52% 47% 55% 67% 52% 21% 19% 15% 67% 31% 23% 23% 17% 23% 21% 48% 75% 38% Male 50% 44% 52% 73% 58% 23% 52% Female 49% 46% 36% 10% 46% 40% STAAR Percent at Masters Grade Level All Grades All Subjects ΑII 21% 18% 19% 27% 18% 25% 33% 27% 13% 27% 5% 21% 8% 19% 19% 18% Students CWD 8% 5% 4% 3% 2% 11% 5% 0% 4% 6% 13% CWOD 23% 24% 33% 21% 20% 21% 33% 15% 28% 22% 20% 20% 30% 12% 18% 5% 24% 0% EL 9% 8% 8% 6% 45% 12% 8% 10% 6% Male 20% 18% 19% 21% 18% 30% 45% 12% 29% 4% 22% 10% 19% 6% Female 22% 19% 19% 35% 18% 19% 18% 14% 14% 25% 6% 20% 6% 19% 23% Reading 19% 16% 33% 20% 29% 24% 40% 16% 28% 5% 23% 9% 19% 24% 16% Students CWD 7% 6% 5% 3% 3% 9% 5% 0% 3% 6% 14% **CWOD 20%** 17% 23% 30% 22% 34% 24% 18% 30% 23% 13% 21% 26% 17% 0% FΙ 7% 7% 9% 8% 6% 27% 13% 9% 8% 9% 31% Male 16% 14% 19% 17% 33% 22% 13% 26% 3% 21% 8% 19% 6% 24% 6% Female 22% 19% 24% 38% 23% 24% 25% 18% 31% 26% 9% 22% 16% 19% 16% 35% 22% 4% 9% 16% Mathematics All 23% 23% 15% 11% 17% 15%

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18% 6% 16% 4%

35% 5% 25% 5% 30%

15%

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48%

0% 3%

12% 19% 16%

12%

17%

19%

25% 7% 33%

7% 5% 8% 0%

33% 8% 6%

4%

15%

16%

5%

17%

16%

30%

4%

17%

9%

17%

15%

23%

5%

25%

5%

30%

16%

15%

15%

25%

4%

17%

6%

16%

14%

20%

6%

22%

0%

25%

15%

0%

20%

17%

15%

40%

53%

56%

11%

Part (iii): Academic Growth and Graduation Rate

Students CWD

ΑII

Students CWD

Male

10% 10%

13% 13%

23%

22% 16%

7%

5% 4%

23%

25%

23%

5%

17%

17%

CWOD 25%

Female 24%

CWOD 24%

Female 21%

Part (iii)(I): Academic Growth

Science

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.

35%

56%

13%

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score			-								
Reading											
All Students	63	61	62	71	-	75	*	*	63	60	65
CWD	60	*	60	58	-	-	-	*	61	60	55
CWOD	63	59	62	75	-	75	*	*	63	-	70
EL	65	*	63	*	-	*	-	*	64	55	65
Male	60	59	58	77	-	69	*	*	61	58	66
Female	66	*	66	64	-	81	-	*	64	63	63
Mathematics											
All Students	63	69	62	70	-	66	*	*	61	61	64
CWD	61	*	60	69	-	-	-	*	56	61	56
CWOD	63	68	62	71	-	66	*	*	62	-	67
EL	64	*	64	*	-	*	-	*	62	56	64
Male	62	50	61	84	-	75	*	*	60	57	67
Female	63	100	63	53	-	*	-	*	63	65	58

17%

6%

22%

27%

30%

30%

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

Indicates zero observations reported for this group.

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

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
124	28	23%

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

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

Student Success (Student Achi			Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL				
STAAR Component Score	47	55	46	53	-	57	*	*	41	20	29				
School Quality (College, Caree	School Quality (College, Career, and Military Readiness Performance)														
%Students meeting CCMR	-	-	_	_	-	_	_	-	_	-	_				

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status			-								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ		Υ	N					Υ	N	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					N	N	Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		Υ	N					Υ	N	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		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	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N	N	N

English Learner Language Proficiency Status

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

Indicates there are no students in the group.

Indicates zero observations reported for this group.

Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
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	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	е																
All Subjects	All Students	100%	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%	100%	100%
	EL	100%	*	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%	100%	-	100%	100%
Reading	All Students		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%	4000/	100%	100%	100%	100%	*
	EL	100%	4000/	100%	4000/	-	4000/	*	*	100%	100%	100%	100%	100%	100%	100%	
	Male	100%	100%	100%	100%	-	100%		*	100%	100%	100%	100%	100%	100%	100%	*
	Female	100%	100%	100%	100%	-	100%	-		100%	100%	100%	100%	100%	-	100%	
Mathematics	All Students CWD	100% 100%	100%	100% 100%	100% 100%	-	100%	*	100%	100% 100%	100% 100%	100% 100%	100%	100% 100%	100% 100%	100% 100%	*
	CWOD	100%	100%	100%	100%		100%	*	*	100%	100%	10070	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%	-	100%	*
Science	All Students	100%	100%	100%	100%	-	100%	-	*	99%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
Non-Participation	Female n Rate	99%	*	99%	100%	-	*	-	*	99%	100%	100%	99%	100%	-	99%	-
·																	
All Subjects	All Students		0%	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%	0%	0%
	EL	0%	*	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%	0%	-	0%	0%
Reading	All Students CWD		0%	0% 0%	0% 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%	0%	0% 0%	0% 0%	*
	EL	0%	V 76 *	0%	*	-	*		*	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0 70	
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	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%	-	0%	*
Science	All Students		0%	0%	0%	-	0%	-	*	1%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	- *	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	40/	-
	Female	1%	-	1%	0%	-	-	-	-	1%	0%	0%	1%	0%	-	1%	-

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

Part (viii): Civil Rights Data

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.

		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)
Students Without Disabilities In-School Suspensions		31223113	7				710.0		11000			,000
	Male	41	*	35	*	*	*	*	*	5		
	Female	16	*	14	*	*	*	*	*	*		
	Total	57	*	49	*	*	*	*	*	7		
Out-of-School Suspensions												
·	Male	19	*	13	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	21	*	13	6	*	*	*	*	*		
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	12	*	8	*	*	*	*	*	*		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	14	*	10	*	*	*	*	*	*		7
Out-of-School Suspensions												
•	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	10	*	8	*	*	*	*	*	*		*
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 .	28	*	26	*	*	*	*	*	*	8	*
	Female	27		23	*	*	*	*	*	*		*
	Total	55	*	49	*	*	*	*	*	*	10	*

	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
. rescinsor regrams	Male	_	_	-	_	-	_	_	_	_	_
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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 7.9	Percent 14.1%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the	4.0	7.6%

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%	8	0%
Reading	43,730	1%	468	1%	*	*
Mathematics	39,178	1%	441	2%	*	*
Science	16,112	1%	175	1%	-	-

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

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

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

Indicates zero observations reported for this group.

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

Indicates reporting standards not met.

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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^{&#}x27;n/a' Indicates data reporting is not applicable for this group.