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

Campus Name: HUGHEY EL Campus ID: 071902123 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);

			AII	African			American		Pacific		Econ	Special	EL (Current and
			Students	American I	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17 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 2032-33 Baseline 2016-17	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
EL Progress		Rates 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031-											44%
Graduation Rate:4-Year Longitudinal		32 Baseline 2016-17											46%
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;

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 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

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);

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.

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					African			American	1	Pacific	or More	Econ	Non Econ								Foste	
		State	District	Campus			cWhite	Indian						CWD	CWOD	EL	Male	Femalel	Migrant	Homeless		
STAAR Percent a	t Annro	aches	Grade	l evel o	r Ahove																	
Grade 3	САРРІО	uciica	, Grade	Levelo	Above																	
St	tudents	77%	82%	87%	71%	89%	85%	*	*	*	*	87%	85%	86%	87%	84%	90%	83%	*	*	-	87%
		51%	61%	86%	- 740/	86%	-	-	-	-	-	86%	-	86%	- 070/	*	*	*	-	*	-	*
	CWOD	79%	85% 80%	87% 84%	71%	90% 91%	85% *	_	*	*	_	87% 91%	85% *	*	87% 82%		89% 90%	85% 80%	*	-	-	87% 100%
		74%	80%	90%	*	89%	86%	-	*	*	_	93%	80%	*	89%		90%	-	*	*	_	87%
	Female		83%	83%	*	89%	83%	*	*	-	*	81%	90%	*	85%	80%	-	83%	-	-	-	88%
	All tudents	77%	80%	84%	*	86%	92%	*	*	*	*	84%	85%	71%	85%	88%	90%	79%	*	*	-	84%
		52%	59%	71%	-	71%	-	-	-	-	-	71%	-	71%	-	*	*	*	-	*	-	*
	CWOD		83%	85%	*	88%	92%	*	*	*	*	85%	85%	-	85%		92%	79%	*	-	-	83%
		74%	78%	88% 90%	- *	91%	* 86%	-	*	*	-	91%	* 80%	*	86%		90%	87% -	*	- *	-	100%
	Male Female	77% 78%	81% 79%	79%	*	89% 82%	100%	*	*	_	*	93% 75%	90%	*	92% 79%	87%	90%	- 79%	_	_	-	87% 81%
	Cinale	1070	1370	1370		0270	10070					1070	30 70		1370	01 70		1370				0170
		72%	74%	80%	100%	75%	91%	-	-	-	*	75%	95%	65%	84%	77%	77%	82%	-	*	-	86%
	tudents CWD	46%	44%	65%	*	63%	_	_	_	_	_	67%	*	65%	_	86%	*	64%	_	*	_	*
	CWOD		79%	84%	100%	79%	91%	-	_	_	*	78%	100%	-	84%		79%	88%	-	-	-	94%
	EL	60%	61%	77%	*	76%	-	-	-	-	-	74%	*	86%	74%		69%	82%	-	-	-	*
		70%	72%	77%	100%	70%	86%	-	-	-	-	69%	100%	*	79%		77%	-	-	*	-	91%
	Female	75%	77%	82%	*	78%	*	-	-	-	*	81%	89%	64%	88%	82%	-	82%	-	-	-	80%
Mathematics S	All tudents	77%	80%	87%	100%	84%	91%	-	-	-	*	86%	89%	76%	90%	90%	87%	87%	-	*	-	90%
		49%	50%	76%	*	75%	-	-	-	-	-	80%	*	76%	-		83%	73%	-	*	-	*
	CWOD		84%	90%	100%	88% 90%	91%	-	-	-	*	88%	94%	- 86%	90%		88%	91%	-	-	-	94%
	EL Male	72% 77%	73% 79%	90% 87%	100%	90% 85%	- 86%	-	-	-	-	89% 86%	90%	83%	91% 88%		85% 87%	94%	-	*	-	91%
	Female		80%	87%	*	84%	*	-	-	-	*	86%	89%	73%	91%	94%	-	87%	-	-	-	90%
	All tudents	83%	88%	92%	*	94%	91%	*	*	*	100%	90%	100%	86%	93%	87%	91%	94%	-	-	-	93%
	CWD	54%	62%	86%	*	*	*	-	-	-	-	83%	*	86%	-	-	*	*	-	-	-	*
	CWOD		91%	93%	*	94%	89%	*	*	*	100%	90%	100%	-	93%	87%		94%	-	-	-	96%
		73% 81%	80% 86%	87% 91%	*	86% 97%	*	•	*	*	*	87% 89%	100%	*	87% 92%		91% 91%	83%	-	-	-	85%
	Female		89%	94%	*	89%	100%	*	*	*	*	91%	100%	*	94%	83%	-	94%	-	-	-	100%
	tudents	90% 70%	92% 74%	99% 100%	*	100%	100%	*	*	*	100%	98% 100%	100%	100% 100%	99%	100%	98%	100%	-	-	-	96%
	CWOD		95%	99%	*	100%	100%	*	*	*	100%	98%	100%	-	99%	100%		100%	-	-	-	96%
		86%	89%	100%	-	100%	-	*	-	*	-	100%	-	-	100%				-	-	-	*
		89%	92%	98%	*	100%	*	-	*	*	*	97%		100%		100%		-	-	-	-	92%
	Female All		92% 79%	100% 87%	*	100% 86%	100%	*	*	*	100%	100%	100%	71%	100%			100%	-	-	-	100% 85%
St	tudents	48%	79% 55%	71%	*	*	91%	_	_	_	100%	84%	95%	71%	-	-	*	86%	-	-	-	*
	CWOD		82%	89%	*	87%	89%	*	*	*	100%	86%	95%	-	89%		92%	85%	-	-	-	88%
		62%	66%	86%	-	86%	- *	*	-	-	- *	86%	-	- *	86%		90%	83%	-	-	-	*
	Male Female	76% 75%	80% 77%	88% 86%	*	91% 79%	88%	*	*	*	*	85% 83%	100% 92%	*	92% 85%		88%	- 86%	-	-	-	75% 93%
	i ciliale	1370	1170	00 /8		1370	00 /0					0070	32 /0		0370	0370	-	00 /0	-	-	-	3370
STAAR Percent a	t Meets	Grad	e Level	or Abov	/e																	
Grade 3 Reading	All	43%	46%	50%	43%	46%	62%	*	*	*	*	44%	70%	57%	49%	44%	58%	43%	*	*	_	55%
	tudents	FO /0	70 /0	JJ /0	70/0	70 /0	OZ /0						1 0 70	J1 /0	7370	-, -† /0	JJ /0				-	JJ /0
	CWD	28%	32%	57%	-	57%	-	-	-	-	-	57%	-	57%	-	*	*	*	-	*	-	*
	CWOD		48%	49%	43%	45%	62%	*	*	*	*	42%	70%	-	49%		58%	41%	*	-	-	57%
	EL Male	32% 40%	42% 45%	44% 58%	*	50%		-	*	*	-	45% 50%	* 80%	*	41% 58%		40% 58%	47% -	*	*	-	40% 67%
	Male Female		45% 46%	58% 43%	*	50% 43%	71% 50%	*	*	_	*	50% 38%	80% 60%	*	58% 41%	40% 47%	58%	43%	_	_	-	67% 44%
Mathematics		46%	48%	59%	*	57%	85%	*	*	*	*	58%	60%	57%	59%		65%	52%	*	*	-	61%
	tudents CWD	30%	35%	57%	_	57%	-	_	-	-	-	57%	-	57%	-	*	*	*	_	*	-	*

Two

											or		Non									
					African			Americar	1	Pacific		Econ									Foster	
	OMOD				American			Indian	Asian	Islander	Races			CWD					/ligrantHo	omeless	Care	
	CWOD EL	48% 39%	50% 43%	59% 64%	_	57% 68%	85% *	_	*	*	_	58% 68%	60% *	*	59% 64%	64% 64%	70%	54% 60%	*	-	-	60% 80%
	Male	47%	50%	65%	*	61%	86%	-	*	*	-	67%	60%	*	64%	70%		-	*	*	-	80%
	Female		46%	52%	*	54%	83%	*	*	-	*	50%	60%	*	54%	60%	-	52%	-	-	-	44%
Grade 4	A.II	450/	470/	400/	000/	000/	0.40/					0.50/	000/	000/	400/	070/	000/	470/				400/
Reading	All Students	45%	47%	43%	29%	39%	64%	-	-	-		35%	68%	29%	46%	37%	38%	47%	-	-	-	43%
	CWD	28%	23%	29%	*	25%	-	_	_	_	_	27%	*	29%	_	57%	*	36%	-	*	_	*
	CWOD		50%	46%	17%	44%	64%	-	-	-	*	38%	71%	-	46%	30%	42%	50%	-	-	-	44%
	EL	29%	31%	37%	*	38%	-	-	-	-	-	33%	*	57%	30%	37%	54%	24%	-	-	-	*
	Male	43%	45%	38%	20%	41%	43%	-	-	-	-	28%	70%	*	42%		38%	-	-	*	-	36%
	Female	47%	48%	47%	*	38%	*	-	-	-	*	42%	67%	36%	50%	24%	-	47%	-	-	-	50%
Mathematics	All	48%	48%	51%	43%	50%	73%	_	_	_	*	46%	68%	35%	55%	60%	49%	53%	_	*	_	62%
	Students	4070	4070	3170	4070	30 70	1070					4070	0070	0070	00 /0	0070	7570	0070				02 /0
	CWD	29%	25%	35%	*	31%	-	-	-	-	-	33%	*	35%	-	57%	33%	36%	-	*	-	*
	CWOD		52%	55%	33%	56%	73%	-	-	-	*	50%	71%	-	55%	61%		59%	-	-	-	67%
	EL.	38%	35%	60%	*	62%	-	-	-	-	-	56%	*	57%	61%	60%		53%	-	-	-	*
	Male Female	48%	49% 47%	49% 53%	40% *	48% 51%	57% *	-	-	-	- *	45% 47%	60% 78%	33% 36%	52% 59%	69% 53%	49%	- 53%	-	•	-	55% 70%
	remale	4170	4/70	53%		31%		-	-	-		4170	1070	30%	3970	33%	-	33%	-	-	-	70%
Grade 5																						
Reading	All	53%	54%	58%	*	57%	55%	*	*	*	67%	50%	80%	43%	59%	57%	56%	60%	-	-	-	68%
_	Students																					
	CWD	30%	32%	43%	*	*	*	-	-	-	-	33%	*	43%	-	-	*	*	-	-	-	*
	CWOD		58%	59%	*	57%	56%	*	*	*	67%	52%	79%	-	59%		58%	61%	-	-	-	68%
	EL Male	35% 50%	38% 51%	57% 56%	*	57% 56%	- *		*	*	*	57% 46%	100%	*	57% 58%		55% 56%	58%	-	-	-	69%
	Female		58%	60%	*	58%	63%	*	*	*	*	57%	67%	*	61%	58%	-	60%	-	-	-	67%
	1 Omaio	0070	0070	00 /0		0070	0070					01 70	01 70		0170	0070		0070				01 70
Mathematics	All	57%	60%	83%	*	86%	82%	*	*	*	83%	81%	90%	57%	86%	83%	79%	89%	-	-	-	89%
	Students																					
	CWD	34%	39%	57%	*	*	*	-	-	-	-	50%	*	57%	-	-	60%	*	-	-	-	*
	CWOD		64%	86%	^	87%	89%	*	^	*	83%	85%	89%	-	86%		82%	91%	-	-	-	92%
	EL Male	46% 57%	48% 60%	83% 79%	*	81% 84%	*	_	*	*	*	83% 77%	88%	60%	83% 82%		73% 79%	92%	-	-	-	85%
	Female		60%	89%	*	89%	75%	*	*	*	*	87%	92%	*	91%	92%	-	89%	_	_	_	93%
		0070	0070	0070		0070						0.70	0270		0.70	0270		0070				0070
Science	All	40%	42%	55%	*	51%	55%	*	*	*	83%	47%	75%	43%	56%	50%	60%	49%	-	-	-	63%
	Students																					
	CWD	25%	27%	43%	*	*	*	-	-	-	-	*	* 740/	43%	-	-	*	*	-	-	-	*
	CWOD EL	24%	44% 26%	56% 50%		51% 52%	56%	*			83%	49% 50%	74%	-	56% 50%		62% 70%	48% 33%	-	-	-	63% *
	Male	42%	45%	60%	*	59%	*	_	*	-	*	53%	88%	*	62%		60%	-	-	-	-	58%
	Female		38%	49%	*	37%	63%	*	*	*	*	39%	67%	*	48%	33%	-	49%	-	_	_	67%
		_																				
STAAR Percent Grade 3	at waste	rs Gra	ade Lev	/ei																		
Reading	All	24%	26%	26%	29%	23%	38%	*	*	*	*	21%	40%	29%	25%	12%	35%	17%	*	*	_	23%
	Students	2170	2070	2070	2070	2070	0070					2170	1070	2070	2070	1270	0070	11 70				2070
	CWD	9%	13%	29%	-	29%	-	-	-	-	-	29%	-	29%	-	*	*	*	-	*	-	*
	CWOD		27%	25%	29%	22%	38%	*	*	*	*	20%	40%	-	25%		33%	18%	*	-	-	23%
	EL	15%	20%	12%	-	14%	*	-	*	*	-	14%	*	*	14%		10%	13%	*	-	-	0%
	Male	22%	24% 27%	35% 17%	*	32% 14%	29% 50%	*	*	-	*	30% 13%	50% 30%	*	33% 18%	10% 13%	35%	- 17%	-	-	-	27% 19%
	Female	20 /0	21 /0	17 /0		14 /0	30 /6			-		1370	30 /6		10 /0	13/0	-	17 70	-	-	-	1970
Mathematics	All	22%	23%	22%	*	20%	31%	*	*	*	*	23%	20%	43%	20%	20%	28%	17%	*	*	_	23%
	Students																					
		12%	17%	43%	-	43%	-	-	-	-	-	43%	-	43%	-	*	*	*	-	*	-	*
	CWOD		24%	20%	*	16%	31%	*	*	*	*	20%	20%	-	20%	18%		15%	*	-	-	23%
	EL Male	17% 23%	19% 25%	20% 28%	*	18% 18%	43%	-	*	*	-	23% 27%	30%	*	18% 25%	10%	10%	27%	*	*	-	20% 33%
	Female		21%	17%	*	21%	17%	*	*	_	*	19%	10%	*	15%	27%	-	- 17%	_	_	-	13%
	· ciriale	_ 1 /0	∠ 1 /0	/0		21/0	11 /0			-		10/0	10 /0		. 0 /0	_1 /0	-	. 7 70		-	-	1070
Grade 4																						
Reading	All	23%	24%	23%	14%	23%	27%	-	-	-	*	22%	26%	18%	24%	13%	10%	33%	-	*	-	19%
	Students	00/	00/	400/		100/						000/	*	400/		000/	_	070/		_		*
	CWD	9%	8%	18%	*	13%	- 070/	-	-	-	*	20%		18%	- 040/	29%	400/	27%	-	*	-	
	CWOD EL	12%	27% 12%	24% 13%	0% *	27% 14%	27%	-	-	-	_	22% 15%	29%	- 29%	24% 9%		12% 8%	35% 18%	-	-	-	17% *
	Male	22%	23%	10%	0%	11%	14%	-	-	-	-	10%	10%	*	12%		10%	-	-	*	-	9%
	Female		26%	33%	*	32%	*	-	-	-	*	31%	44%	27%	35%	18%	-	33%	-	-	-	30%
Mathematics		26%	24%	23%	14%	22%	36%	-	-	-	*	22%	26%	24%	22%	27%	18%	27%	-	*	-	24%
	Students	110/	00/	240/	*	250/						200/	*	240/		420/	220/	100/		*		*
	CWD CWOD	11% 28%	9% 27%	24% 22%	17%	25% 21%	36%	-	-	-	*	20% 22%	24%	24%	- 22%		33% 15%	18% 29%	-	_	-	28%
	EL	18%	15%	27%	*	28%	-	-	-	-	_	26%	*	43%	22%	27%		24%	-	-	-	*
	Male	27%	25%	18%	20%	19%	14%	-	-	-	-	17%	20%	33%	15%	31%		-	-	*	-	18%
	Female		24%	27%	*	24%	*	-	-	-	*	25%	33%	18%		24%	-	27%	-	-	-	30%
o · -																						
Grade 5	ΛII	260/	240/	200/	*	200/	260/	*	*	*	220/	240/	EEO/	420/	200/	170/	220/	260/				500/
Reading	All Students	26%	24%	29%		29%	36%	-	-		33%	21%	55%	43%	28%	1/%	J3%	26%	-	-	-	50%
	CWD	9%	10%	43%	*	*	*	_	_	_	_	33%	*	43%	_	_	*	*	_	_	_	*
	CWOD		27%	28%	*	28%	33%	*	*	*	33%	19%	53%	-	28%	17%	32%	24%	-	-	-	48%
	EL	12%	13%	17%	-	14%	-	*	-	*	-	17%	-	-	17%	17%	9%	25%	-	-	-	*
	Male	24%	22%	33%	*	31%	*	-	*	*	*	20%	88%	*	32%		33%	-	-	-	-	62%
	Female	28%	27%	26%	•	26%	38%	•	•	^	•	22%	33%	*	24%	25%	-	26%	-	-	-	40%

											Two											
					African			America	1	Pacific	or More	Econ	Non Econ								Foste	r
		State	DistrictC	Campus	American	Hispani	cWhite	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	MigrantH	omeless	Care	Militar
Mathematics		30%	29%	58%	*	55%	55%	*	*	*	67%	52%	75%	43%	59%	70%	53%	63%	-	-	-	68%
	Students CWD	13%	14%	43%	*	*	*	_	_	_	_	33%	*	43%	_	_	40%	*	_	_	_	*
	CWOD		31%	59%	*	55%	56%	*	*	*	67%	54%	74%	-570	59%	70%	55%	64%	-	-	-	68%
	EL	19%	20%	70%	_	67%	-	*	_	*	-	70%	-	_	70%	70%	64%	75%	_	_	_	*
	Male	29%	29%	53%	*	53%	*	-	*	*	*	49%	75%	40%	55%	64%	53%	-	-	-	-	69%
	Female	30%	29%	63%	*	58%	50%	*	*	*	*	57%	75%	*	64%	75%	-	63%	-	-	-	67%
Caianaa	A II	100/	400/	270/	*	200/	450/	*	*	*	C70/	400/	E00/	400/	200/	00/	200/	200/				4.40/
Science	All Students	16%	16%	27%		20%	45%				67%	19%	50%	43%	26%	9%	29%	26%	-	-	-	44%
	CWD	9%	9%	43%	*	*	*	_	_	_	_	*	*	43%	_	_	*	*	_	_	_	*
	CWOD		17%	26%	*	17%	44%	*	*	*	67%	18%	47%	-	26%	9%	27%	24%	-	-	-	42%
	EL	7%	8%	9%	-	10%	-	*	-	-	-	9%	-	-	9%	9%	20%	0%	-	-	-	*
	Male	18%	17%	29%	*	28%	*	-	*	-	*	26%	38%	*	27%	20%	29%	<u>-</u>	-	-	-	42%
	Female	15%	14%	26%	*	5%	50%	*	*	*	*	9%	58%	*	24%	0%	-	26%	-	-	-	47%
'A A B. Boroont	at Annua	aabaa	Crada	ا میرما میر	. A bovo																	
AAR Percent All Grades	at Appro	acnes	Grade	Level of	Above																	
All Subjects	All Students	77%	75%	88%	77%	87%	91%	100%	83%	100%	100%	86%	93%	77%	89%	87%	89%	87%	*	*	-	89%
	CWD	45%	45%	77%	*	76%	100%	-	-	-	-	77%	71%	77%	-	90%	80%	74%	-	*	-	71%
	CWOD	80%	79%	89%	79%	89%	91%	100%	83%	100%	100%	88%	94%	-	89%	87%	90%	89%	*	-	-	91%
	EL	60%	57%	87%	*	88%	*	*	*	*	-	88%	75%	90%	87%		87%	87%	*	-	-	89%
	Male	74%	72%	89%	81%	89%	86%	-	100%	*	100%	88%	92%	80%	90%	87%	89%	-	*	*	-	87%
	Female	79%	77%	87%	71%	85%	95%	100%	*	*	100%	84%	93%	74%	89%	87%	-	87%	-	-	-	91%
Reading	All Students	73%	70%	86%	79%	85%	89%	*	*	*	100%	84%	93%	74%	88%	82%	86%	86%	*	*	-	89%
	CWD	39%	37%	74%	*	74%	*	-	-	-	_	75%	*	74%	-	90%	80%	69%	-	*	-	*
	CWOD		74%	88%	82%	88%	88%	*	*	*	100%	85%	95%	-	88%	81%		89%	*	-	-	92%
	EL	52%	47%	82%	*	83%	*	*	*	*	-	83%	*	90%	81%	82%	82%	82%	*	-	-	89%
	Male	69%	66%	86%	82%	86%	82%	-	*	*	*	84%	93%	80%	87%	82%	86%	-	*	*	-	87%
	Female	77%	74%	86%	75%	85%	94%	*	*	*	100%	84%	94%	69%	89%	82%	-	86%	-	-	-	90%
Mathematics	All Students	80%	80%	90%	79%	89%	94%	*	*	*	100%	89%	92%	81%	91%	92%	92%	88%	*	*	-	90%
	CWD	52%	53%	81%	*	78%	*	_	_	_	_	82%	*	81%	_	90%	87%	75%	_	*	_	86%
	CWOD		84%	91%	76%	92%	94%	*	*	*	100%	90%	93%	-	91%	93%		90%	*	-	-	90%
	EL	70%	70%	92%	*	93%	*	*	*	*	-	93%	83%	90%	93%	92%		93%	*	-	-	89%
	Male	78%	79%	92%	91%	92%	88%	-	*	*	*	93%	89%	87%	93%	91%	92%	-	*	*	-	90%
	Female	82%	81%	88%	63%	87%	100%	*	*	*	100%	86%	94%	75%	90%	93%	-	88%	-	-	-	90%
Science	All Students	79%	77%	87%	*	86%	91%	*	*	*	100%	84%	95%	71%	89%	86%	88%	86%	-	-	-	85%
	CWD	48%	49%	71%	*	*	*	-	_	-	_	*	*	71%	_	_	*	*	_	-	_	*
	CWOD		81%	89%	*	87%	89%	*	*	*	100%	86%	95%	-	89%	86%	92%	85%	_	-	_	88%
	EL	58%	55%	86%	-	86%	-	*	-	-	-	86%	-	-	86%	86%		83%	-	-	-	*
	Male	78%	76%	88%	*	91%	*	-	*	-	*	85%	100%	*	92%	90%		-	-	-	-	75%
	Female	80%	78%	86%	*	79%	88%	*	*	*	*	83%	92%	*	85%	83%	-	86%	-	-	-	93%
AAR Percent	at Meets	Grade	e I evel (or Ahov	' Α																	
All Grades			44%	57%	37%	54%	68%	60%	67%	86%	750/-	51%	720/	120/	59%	E60/-	58%	55%	*	*		64%
All Subjects	All Students	→ 1 /0	-1-1 /0	J1 /0		J 4 70	0070	JU 70	67%	OU /0	75%	J 1 70	73%	42%	J 3 70	JU 70	JU 70	JU /0			-	0470
	CWD	23%	22%	42%	*	41%	50%	-	-	-	-	39%	71%	42%	-		43%	41%	-	*	-	53%
	CWOD		47%	59%	37%	57%	69%	60%	67%	86%	75%	53%	73%	-	59%		60%	57%	*	-	-	65%
	EL	26%	24%	56%	*	58%	*	*	*	*	-	55%	58%	60%	55%	56%		51%	*	-	-	63%
	Male	45%	43%	58% 55%	46%	58%	62%	- 60%	71% *	*	67% 70%	53%	77% 70%	43%	60%	62%		- 55%	*	*	-	66%
	Female	ე∪%	46%	55%	24%	51%	73%	60%	-	-	78%	50%	70%	41%	57%	51%	-	55%	-	-	-	62%
		46%	42%	50%	37%	47%	60%	*	*	*	78%	43%	73%	39%	52%	45%	51%	49%	*	*	-	56%
Reading	All Students					37%	*	_	-	-	_	36%	*	39%	-	60%	33%	44%	-	*	-	*
	Students		19%	39%	*	31 /n					700/	44%	73%	-	52%	43%		50%	*		_	58%
	Students	22%	19% 45%	39% 52%	35%	49%	61%	*	*	*	78%									-		
	Students CWD	22%					61% *	*	*	*	78%	44%	*	60%	43%	45%	50%	41%	*	-	-	
	Students CWD CWOD EL Male	22% 48% 21% 41%	45% 20% 38%	52% 45% 51%	35% * 45%	49% 47% 49%	* 53%	* *	* *	* *	*	41%	* 82%	33%	53%	50%		41% -	*	- - *	-	44% 59%
	Students CWD CWOD EL	22% 48% 21% 41%	45% 20%	52% 45%	35%	49% 47%	*	* * - *	* * *	* * *	-		* 82% 65%					41%	* *	- * -	- - -	44% 59%
Mathematics	Students CWD CWOD EL Male Female	22% 48% 21% 41%	45% 20% 38%	52% 45% 51%	35% * 45%	49% 47% 49%	* 53%	* - *	* * * *	* * * *	*	41%		33%	53%	50% 41%	51%	41% -	* - *	- - * -	- - -	44% 59% 54%
Mathematics	Students CWD CWOD EL Male Female All Students	22% 48% 21% 41% 50%	45% 20% 38% 46% 48%	52% 45% 51% 49%	35% * 45% 25%	49% 47% 49% 44% 63%	* 53% 67%	* * * *	* * * *	* * * *	- * 86%	41% 44% 61%	65%	33% 44% 45%	53% 50%	50% 41% 68%	51% - 65%	41% - 49% 63%	* - *	- * - *	-	44% 59% 54% 71%
Mathematics	Students CWD CWOD EL Male Female All Students CWD	22% 48% 21% 41% 50% 48%	45% 20% 38% 46% 48% 26%	52% 45% 51% 49% 64%	35% * 45% 25% 37%	49% 47% 49% 44%	* 53% 67% 80%	* * * * * *	* * * * *	* * * * * *	- * 86% 67%	41% 44%	65% 73% *	33% 44%	53% 50% 67%	50% 41% 68% 60%	51% - 65% 53%	41% - 49%	* - * - *	- * - *	-	44% 59% 54% 71% 57%
Mathematics	Students CWD CWOD EL Male Female All Students	22% 48% 21% 41% 50% 48%	45% 20% 38% 46% 48%	52% 45% 51% 49%	35% 45% 25% 37%	49% 47% 49% 44% 63%	* 53% 67%	* * * * * * *	* * * * * * *	* * * * * * * *	* 86% 67%	41% 44% 61% 43%	65%	33% 44% 45% 45%	53% 50% 67%	50% 41% 68% 60% 69%	51% - 65%	41% - 49% 63% 38%	* * * * * *	- * - *	-	44% 59% 54% 71% 57% 73%
Mathematics	Students CWD CWOD EL Male Female All Students CWD CWOD EL	22% 48% 21% 41% 50% 48% 26% 51%	45% 20% 38% 46% 48% 26% 51%	52% 45% 51% 49% 64% 45% 67%	35%	49% 47% 49% 44% 63% 44% 67%	* 53% 67% 80% * 82%	* * * * * * * *	* * * * * * * *	* * * * * * * * * *	* 86% 67%	41% 44% 61% 43% 64%	65% 73% * 73%	33% 44% 45% 45%	53% 50% 67% - 67%	50% 41% 68% 60% 69%	51% - 65% 53% 66% 71%	41% - 49% 63% 38% 67%	* * * * * * * *	- * - * *	-	44% 59% 54% 71% 57% 73% 78%
Mathematics	Students CWD CWOD EL Male Female All Students CWD CWOD EL	22% 48% 21% 41% 50% 48% 26% 51% 33% 47%	45% 20% 38% 46% 48% 26% 51% 32%	52% 45% 51% 49% 64% 45% 67% 68%	35% * 45% 25% 37% * 35% *	49% 47% 49% 44% 63% 44% 67% 69%	* 53% 67% 80% * 82% *	* * - * * - *	* * * * * * * * *	* * * * * * * * * * * *	- * 86% 67% - 67%	41% 44% 61% 43% 64% 68%	65% 73% * 73% 67%	33% 44% 45% 45% - 60%	53% 50% 67% - 67% 69%	50% 41% 68% 60% 69% 68%	51% - 65% 53% 66% 71%	41% - 49% 63% 38% 67%	* - * - *	- * - * *	-	44% 59% 54% 71% 57% 73% 78% 74%
Mathematics Science	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All	22% 48% 21% 41% 50% 48% 26% 51% 33% 47%	45% 20% 38% 46% 48% 26% 51% 32% 48%	52% 45% 51% 49% 64% 45% 67% 68% 65%	35%	49% 47% 49% 44% 63% 44% 67% 69% 66%	* 53% 67% 80% * 82% * 76%	* * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	- * 86% 67% - 67% - *	41% 44% 61% 43% 64% 68% 64%	65% 73% * 73% 67% 68%	33% 44% 45% 45% - 60% 53%	53% 50% 67% - 67% 69% 66%	50% 41% 68% 60% 69% 68% 71%	51% - 65% 53% 66% 71% 65% -	41% - 49% 63% 38% 67% 66%	* * - * * *	* * * - *	- - - - - - - - -	44% 59% 54% 71% 57% 73% 78% 74% 68%
Mathematics Science	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students	22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49%	45% 20% 38% 46% 48% 26% 51% 32% 48% 48% 44%	52% 45% 51% 49% 64% 45% 67% 68% 65% 63%	35% 45% 25% 37% * 35% * 45% 25%	49% 47% 49% 44% 63% 44% 67% 69% 66% 61%	* 53% 67% 80% * 82% * 76% 83%	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	- * 86% 67% - 67% - * 71%	41% 44% 61% 43% 64% 68% 64% 58%	65% 73% * 73% 67% 68% 77%	33% 44% 45% 45% - 60% 53% 38% 43%	53% 50% 67% - 67% 69% 66% 67%	50% 41% 68% 60% 69% 68% 71% 66%	51% - 65% 53% 66% 71% 65% -	41% - 49% 63% 38% 67% 66% - 63%	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *		44% 59% 54% 71% 57% 73% 78% 74% 68% 63%
Mathematics Science	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD Students CWD CWOD EL Male Female All Students CWD	22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49% 49%	45% 20% 38% 46% 48% 26% 51% 32% 48% 48%	52% 45% 51% 49% 64% 45% 67% 68% 65% 63% 55%	35%	49% 47% 49% 44% 63% 44% 69% 66% 61%	* 53% 67% 80% * 82% * 76% 83%	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	- * 86% 67% - 67% - * 71%	41% 44% 61% 43% 64% 68% 64% 58%	65% 73% * 73% 67% 68% 77% 75% *	33% 44% 45% 45% - 60% 53% 38%	53% 50% 67% - 67% 69% 66% 67%	50% 41% 68% 60% 69% 68% 71% 66%	51% - 65% 53% 66% 71% 65% - 60%	41% - 49% 63% 38% 67% 66% - 63% 49%	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	-	44% 59% 54% 71% 57% 73% 78% 74% 68%
Mathematics Science	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students	22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49% 49%	45% 20% 38% 46% 48% 26% 51% 32% 48% 48% 44%	52% 45% 51% 49% 64% 45% 67% 68% 65% 63%	35%	49% 47% 49% 44% 63% 44% 67% 69% 66% 61%	* 53% 67% 80% * 82% * 76% 83% 55%	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	- * 86% 67% - 67% - * 71% 83%	41% 44% 61% 43% 64% 68% 64% 58% 47%	65% 73% * 73% 67% 68% 77% 75%	33% 44% 45% 45% - 60% 53% 38% 43%	53% 50% 67% 67% 69% 66% 67% 56%	50% 41% 68% 60% 69% 68% 71% 66% 50%	51% - 65% 53% 66% 71% 65% - 60%	41% - 49% 63% 38% 67% 66% - 63% 49%	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	-	44% 59% 54% 71% 57% 73% 78% 74% 68%
Mathematics Science	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL CWD CWD CWD CWD EL CWD CWD EL CWD CWD EL	22% 48% 21% 41% 50% 48% 26% 51% 47% 49% 49% 23% 52%	45% 20% 38% 46% 48% 26% 51% 32% 48% 48% 44% 21% 47%	52% 45% 51% 49% 64% 45% 67% 68% 65% 63% 55%	35%	49% 47% 49% 44% 63% 44% 67% 69% 66% 61% 51%	* 53% 67% 80% * 82% 76% 83% 55% *	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	- * 86% 67% - 67% - * 71% 83%	41% 44% 61% 43% 64% 68% 64% 58% 47% *	65% 73% * 73% 67% 68% 77% * 75% * 74%	33% 44% 45% 45% - 60% 53% 38% 43%	53% 50% 67% 67% 66% 66% 67% 56%	50% 41% 68% 60% 69% 68% 71% 66% 50%	51% - 65% 53% 66% 71% 65% - 60% * 62% 70%	41% - 49% 63% 38% 67% 66% - 63% 49% *	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *		44% 59% 54% 71% 57% 73% 74% 68% 63%

STAAR Percent at Masters Grade Level

Two Non African American Pacific More Econ Foster Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military All Subjects 24% 30% 18% 42% 25% 42% 30% 29% Students CWD 8% 7% 30% 29% 50% 27% 57% 30% 30% 26% 41% CWOD 23% 20% 29% 24% 27% 37% 20% 33% 57% 42% 25% 41% 29% 23% 29% 29% 36% EL 9% 8% 24% 23% 25% 8% 30% 23% 24% 22% 25% 32% 31% Male 20% 18% 30% 28% 30% 29% 50% 26% 42% 34% 29% 22% 30% 38% 20% 29% Female 22% 19% 29% 12% 26% 45% 39% 24% 42% 26% 29% 25% 35% Reading ΑII 19% 16% 26% 21% 25% 34% 22% 21% 41% 26% 26% 14% 26% 25% 31% Students CWD 6% 26% 22% 26% 20% 27% 22% 26% 13% 26% 30% CWOD 20% 17% 26% 18% 26% 33% 20% 41% 25% 18% 7% 14% 14% 15% 20% 13% 14% 9% 22% Male 16% 14% 26% 27% 25% 24% 20% 46% 27% 26% 9% 26% 33% Female 22% 19% 25% 13% 25% 44% 14% 22% 35% 25% 25% 18% 25% 29% Mathematics ΑII 23% 23% 34% 26% 31% 40% 44% 31% 41% 32% 34% 37% 34% 34% 39% Students CWD 10% 10% 32% 33% 29% 40% 40% 25% 29% 32% CWOD 25% 25% 34% 29% 31% 39% 44% 32% 39% 34% 37% 33% 35% 40% 13% 39% 17% 40% 37% 44% 13% 37% 36% 37% 35% 39% EL Male 23% 23% 34% 36% 31% 35% 32% 39% 40% 33% 35% 34% 34% Female 24% 13% 31% 43% 31% 35% 37% Science ΑII 22% 16% 20% 45% 67% 19% 50% 43% 26% 9% 29% 26% 44% Students 43% CWD 7% 43% 17% 18% 26% 9% 27% 24% 42% **CWOD 24%** 17% 26% 44% 67% 47% 9% EL 5% 4% 9% 10% 9% 9% 20% 0% 38% 42%

27%

24% 0%

26%

9%

58%

20% 29%

26%

47%

29%

26%

28%

5%

50%

23%

Male

Female 21%

17%

15%

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All	African		14/1-14-	American	A - !	Pacific	Two or More	Econ	OWD	
Acadamia Crawth Cases	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	76	85	76	65	*	*	*	*	74	88	69
CWD	88	*	86	-	-	-	-	-	87	88	*
CWOD	74	81	75	65	*	*	*	*	72	-	67
EL	69	*	67	-	*	-	*	-	68	*	69
Male	77	86	75	83	-	-	*	*	75	89	62
Female	74	*	79	*	*	*	-	*	74	86	76
Mathematics											
All Students	82	80	81	85	*	*	*	83	83	84	79
CWD	84	*	89	-	-	-	-	-	83	84	*
CWOD	82	88	80	85	*	*	*	83	82	-	80
EL	79	*	78	-	*	-	*	-	80	*	79
Male	82	86	81	83	-	-	*	*	84	94	82
Female	83	*	83	86	*	*	-	*	81	71	77

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates 4-year Longitudinal Cohort G			Hispanic Class of 20	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
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

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

Indicates zero observations reported for this group.

Indicates there are no students in the group.

Total EL in Class 155

Proficiency of EL

Rate of Proficiency

- 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

Student Success (Student Achiev		African American nain Score		White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	58	46	56	66	*	*	*	72	54	50	56
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.
- Indicates the student group is not applicable to this report. 'n/a'

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	African			American		Pacific	Two or More	Econ		
STAAR Performance Status	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CMD	EL+
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Υ					Υ	Υ	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		Υ	N					Υ	Υ	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	Υ		Υ	Υ					Υ	Υ	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Υ	Υ					Υ	Υ	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Υ		Υ	Y					Y	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	Y					N	N	Y
English Learner Language Pro	ficiency Statu	ıs									
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											Y
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
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.

						Two or		Non							
	African		American		Pacific	More	Econ	Econ							
	Campus American Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Double In all on Date															

		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
All Subjects	All Students	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	*
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	100%	100%	100%	100%	99%	100%	-	100%	100%	99%	100%	*
	EL	100%	*	100%	*	*	*	100%	.	100%	100%	100%	100%	100%	100%	100%	*
	Male	99%	100%	99%	100%	-	100%	*	100%	99%	100%	100%	99%	100%	99%	-	*
	Female	100%	100%	100%	100%	100%	100%	•	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	99%	100%	*	100%	*	100%	99%	100%	100%	100%	100%	99%	100%	*
	CWD	100%	*	100%	*	-	-	- *	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	*	100%	*	100%	99%	100%	100%	100%	100%	99%	100%	*
	EL Male	100% 99%	100%	100% 99%	100%		*	*	*	100% 99%	100% 100%	100%	100% 99%	100% 100%	100% 99%	100%	*
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	9970	100%	
																	-
Mathematics	All Students		100%	99%	100%	*	100%	*	100%	99%	100%	100%	100%	100%	99%	100%	*
	CWD	100%		100%		-	4000/	- *	4000/	100%		100%	4000/	100%	100%	100%	-
	CWOD EL	100% 100%	100%	99% 100%	100%	*	100%	*	100%	99% 100%	100%	100%	100% 100%	100%	99% 100%	100% 100%	*
	Male	99%	100%	99%	100%		*	*	*	99%	100% 100%	100%	99%	100% 100%	99%	100%	*
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	-	100%	_
Octobro							*	*									
Science	All Students	100% 100%	100%	100%	100%	-			100%	100% 100%	100%	100% 100%	100%	100%	100%	100%	-
	CWD CWOD	100%	*	100%	100%	- *	*	*	100%	100%	100%	100%	100%	100%	100% 100%	100%	-
	EL	100%	_	100%	-	*	_	_	10070	100%	10070	-	100%	100%	100%	100%	_
	Male	100%	*	100%	*	_	*	_	*	100%	100%	100%	100%	100%	100%	-	_
	Female	100%	*	100%	100%	*	*	*	*	100%	100%	*	100%	100%	-	100%	-
Non-Participation	n Rate																
All Subjects	All Students	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	*
•	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	-	0%	0%	1%	0%	*
	EL	0%	*	0%	*	*	*	0%	-	0%	0%	0%	0%	0%	0%	0%	*
	Male .	1%	0%	1%	0%	-	0%	*	0%	1%	0%	0%	1%	0%	1%	-	*
	Female	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	1%	0%	*
	CWD	0% 0%	0%	0% 1%	0%	*	0%	*	0%	0% 1%	0%	0%	- 0%	0% 0%	0% 1%	0% 0%	*
	EL	0%	*	0%	*	*	*	*	0 70	0%	0%	0%	0%	0%	0%	0%	*
	Male	1%	0%	1%	0%	_	*	*	*	1%	0%	0%	1%	0%	1%	-	*
	Female	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	1%	0%	*
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	*	0%	1%	0%	-	0%	0%	1%	0%	*
	EL	0%	*	0%	*	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	1%	0%	1%	0%	-	*	*	*	1%	0%	0%	1%	0%	1%	-	*
	Female	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	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%	-
	EL	0% 0%	_	0%	0%	*	_	_	U 70 -	0% 0%	0%	-	0% 0%	0%	0%	0% 0%	-
	Male	0%	*	0%	*	_	*	-	*	0%	0%	0%	0%	0%	0%	-	_
	Female	0%	*	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.

Students Without Disabilities		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)
In-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions											
	Male	16	*	*	8	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	18	6	*	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	*	*	*	*	*	*	*	*	*	

						Indian or					Students	Students with
		Total	African			Alaska		Pacific	Two or More			with isabilities
			American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities (Se	
	Female	*	*	*	*	*	*	*	*	*		,
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions												
•	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
·	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	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	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	44	5	26	8	*	*	*	5	11	5	*
	Female	21	*	17	*	*	*	*	*	11	*	*
	Total	65	5	43	10	*	*	*	7	22	7	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
· ·	Male	37	5	20	8	*	*	*	*	11	*
	Female	47	*	29	8	*	*	*	*	11	*
	Total	84	7	49	16	*	*	*	*	22	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	_	_	-	-	_	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	_	_	-	-	_	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	_	_	_	_	_	_	_	_	_	_

Indian or Students Pacific Two or More Total Alaska with African students American Hispanic White Native Asian Islander Races 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 S	chool
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	1.0	2.7%

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.

One de O	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	88	2%	*	*
Mathematics	6,020	1%	88	2%	*	*
Grade 4 Reading	6,061	1%	66	2%	*	*
Mathematics	6,056	1%	66	2%	*	*
Grade 5 Reading	6,162	2%	82	2%	*	*
Mathematics	6,160	1%	82	2%	*	*
Science	6,164	1%	82	2%	*	*
Grade 6 Reading	5,678	1%	60	2%	-	-
Mathematics	5,677	1%	60	1%	-	-
Grade 7 Reading	5,298	1%	55	1%	-	-
Mathematics	5,294	1%	55	1%	-	-
Grade 8 Reading	5,088	1%	49	1%	-	-
Mathematics	5,087	2%	49	2%	-	-
Science	5,087	1%	49	1%	-	-
End of Course English I	4,868	1%	40	1%	-	-
English II	4,556	1%	28	0%	-	-
Algebra I	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%	23	4%
Reading	43,730	1%	468	1%	10	4%
Mathematics	39,178	1%	441	2%	10	4%
Science	16,112	1%	175	1%	*	*

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

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
Glade 4	rtcading	Black	44	49	34	31	19	17	3	3
			49	46	31	32	16	19	3	4
		Hispanic								•
		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
	Mathomatico	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
			9 *		32 *		40 *		13 *	
		American Indian		31		44		21		3 25
		Asian	8	8	18 *	25	40 *	42	34	
		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 Disady	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	29 27	5	9 5	n/a	n/a
		English Language Learners	02	00	33	21	3	3	II/a	II/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	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
		English Languago Loanlois	0.1		U_	20	•	Ü	•	•

State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

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

Indicates zero observations reported for this group.

Subject Student Group % Grade

Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

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