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

Campus Name: CHAPIN H S Campus ID: 071902012 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			EL
			AII	African			American		Pacific	or More	Econ	Cnasial	(Current and
				American	Hienanic	White		Asian	Islander			Special Educ	Former)
Academic Performance (At Meets		Baseline 2016-17	Otadonts	American	inspanic	winte	malan	Asian	isianiaci	Races	Disaav	Luuc	i oimei,
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
•	Ü	2017-18 through											
		2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through											
		2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32	72%	54% 66%	58% 69%	73% 80%	72%	82% 87%	73%	70% 78%	55% 67%	45% 60%	52% 65%
		Baseline 2016-17	1270	00%	0970	00%	1270	0170	1370	1070	07 70	00%	03%
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	maniomanoo	2017-18 through	.070	0.70	.070	0070	.070	0270	0070	0.70	0070	2070	1070
		2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through											
		2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through								/			
		2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates											41%
LET Togress		2017-18 through											7170
		2021-22											42%
		2022-23 through											
		2026-27											44%
		2027-28 through											
		2031-32											46%
Graduation Rate:4-Year Longitudin	al	Baseline 2016-17	000/	0.50/	070/	000/	000/	050/	000/	000/	000/	700/	700/
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through	30 /6	3U /0	3U /0	9U /0	3U /0	<i>30 7</i> 0	3U /0	<i>30 7</i> 0	30 /0	<i>30 7</i> 0	JU /0
		2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through											
		2031-32	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 performance data.

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

targeted support and improvement plans under subsection (d)(2);

<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	•	Dacific	or More	Econ	Non Econ							Foste	_
		State	District	tCampus		Hispani	cWhite								cwor	D EL Male	Female	Migrant	Homeles		
STAAR Percer		ache	s Grade	Level o	r Above																
End of Cours English I	e All	64%	56%	60%	46%	58%	75%	*	83%	83%	80%	48%	73%	22%	65%	15% 55%	66%	*	86%	_	68%
g	Students																				
	CWD	25%		22%	*	18%	*	-	-	-	*	11%	50%	22%	-	* 25%	*	*	-	-	35%
	CWOD			65%	51%	63%	82%	*	83%	83%	77%	55%	75%	-		18% 60%	71%	*	86%	-	72% *
	EL Male	30% 57%	23% 51%	15% 55%	- 44%	13% 52%	74%	*	88%	*	83%	9% 43%	38% 68%	25%	18% 60%	15% 16% 16% 55%	15%	*	*	-	62%
	Female		63%	66%	48%	65%	77%	*	*	*	78%	53%	80%	23/0	71%		66%	*	*	-	73%
English II	All	66%	60%	66%	48%	63%	81%	*	80%	88%	89%	53%	80%	16%	71%	27% 63%	69%	*	*	-	74%
	Students CWD	25%	18%	16%	*	17%	*		_	*	*	14%	*	16%		* 15%	*	*	_		*
	CWOD		65%	71%	55%	68%	90%	*	80%	100%	94%	59%	84%	-	71%	29% 69%	73%	*	*		81%
	EL	27%	25%	27%	-	28%	-	_	*	-	-	25%	43%	*	29%	27% 30%	24%	*	*	_	*
	Male	61%	55%	63%	41%	62%	84%	-	*	*	*	52%	76%	15%	69%		-	*	*	-	72%
	Female	72%	66%	69%	57%	65%	77%	*	100%	*	100%	55%	85%	*	73%	24% -	69%	*	*	-	77%
Algebra I	All Students	82%	84%	79%	82%	78%	84%	*	*	100%	83%	73%	87%	56%	84%	58% 77%	82%	*	*	-	90%
	CWD	47%	53%	56%	50%	59%	50%	_	_	*	*	52%	67%	56%	_	54% 60%	48%	*	_	_	63%
	CWOD		88%	84%	90%	81%	92%	*	*	100%	100%	79%	89%	-	84%	59% 82%	87%	*	*	-	97%
	EL	67%	72%	58%	-	57%	*	-	-	-	-	60%	50%	54%	59%	58% 59%	56%	*	*	-	*
	Male	78%		77%	79%	77%	82%	*	*	*	*	71%	84%	60%	82%	59% 77%	-	*	*	-	87%
	Female	87%	87%	82%	89%	79%	85%	*	*	100%	89%	75%	90%	48%	87%	56% -	82%	*	*	-	93%
Biology	All Students	86%	79%	79%	79%	75%	96%	*	100%	100%	95%	69%	90%	55%	83%	43% 78%	81%	*	*	-	92%
	CWD	56%	51%	55%	62%	47%	88%	-	-	*	*	45%	76%	55%	-	31% 63%	43%	-	-	-	74%
	CWOD		82%	83%	83%	79%	97%	*	100%	100%	100%	74%	91%	-	83%	45% 81%	86%	*	*	-	94%
	EL	64%	55%	43%	-	42%	*	-	*	-	-	39%	60%	31%			43%	*	*	-	83%
	Male	83%	76%	78%	76%	74%	97%	*	100%	*	100%	69%	87%	63%	81%	43% 78%		*	*	-	90%
	Female	88%	81%	81%	85%	77%	95%	Î	•	100%	92%	69%	93%	43%	86%	43% -	81%	•	•	-	93%
STAAR Percer End of Cours		Grad	le Level	l or Abov	e																
English I	All	43%	35%	39%	31%	35%	59%	*	75%	33%	67%	28%	51%	17%	42%	5% 34%	45%	*	29%	-	55%
	Students																				
	CWD	14%	9%	17%	*	13%	*	- *	-	-	*	7%	41%	17%	-	* 20%	*	*	-	-	24%
	CWOD		39% 7%	42%	35%	38%	63%	-	75% *	33%	62%	32%	51% 14%	*	42%	6% 37% 5% 8%	48%	*	29%	-	59% *
	EL Male	10% 37%	30%	5% 34%	- 28%	3% 30%	56%	*	75%	*	83%	3% 26%	44%	20%	6% 37%	5% 8% 8% 34%	3%	*	*	-	43%
	Female			45%	36%	42%	62%	*	*	*	56%	31%	58%	20 /0 *	48%		45%	*	*		66%
English II	All	47%		47%	32%	43%	69%	*	70%	50%	72%	35%	62%	8%	51%	14% 43%	52%	*	*	_	59%
_	Students																				
	CWD	14%	9%	8%	*	7%	*	-	-	*	*	5%	*	8%	-	* 8%	*	*	-	-	*
	CWOD			51%	38%	47%	77%	*	70%	57%	76%	39%	65%	*	51%	15% 47%	56%	*	*	-	66% *
	EL	9%	9%	14%	- 0.40/	14%	- 070/	-	*	*	-	14%	14%		15%	14% 11%	17%	*	*	-	
	Male Female	41% 54%	34% 46%	43% 52%	24% 43%	41% 46%	67% 71%	*	100%	*	83%	32% 38%	56% 68%	8% *	47% 56%	11% 43% 17% -	52%	*	*	-	53% 67%
Algebra I	All Students	53%	59%	47%	41%	46%	63%	*	*	33%	50%	42%	53%	22%	53%	19% 43%	52%	*	*	-	60%
	CWD	19%		22%	10%	22%	30%	-	-	*	*	17%	33%	22%	-	8% 27%	12%	*	-	-	37%
	CWOD			53%	49%	50%	72%	*	*	40%	56%	50%	56%	-		22% 48%	58%	*	*	-	67%
	EL	29%		19%	-	17%	*	-	-	-	-	15%	33%	8%		19% 22%	15%	*	*	-	*
	Male Female	49%		43% 52%	36% 50%	42% 51%	64% 63%	*	*	* 40%	* 44%	39% 46%	49% 59%	27% 12%		22% 43% 15% -	- 52%	*	*	-	57% 64%
	i Gilidic			<b>∪</b> ∠ /0	5570	0170	00/0			70 /0	<del></del>	70 /0	00/0	12/0	JJ 70	1070 -	UL /U			-	U-T /U
Biology	All Students		44%	51%	34%	47%	79%	*	91%	17%	68%	38%					52%	*	*	-	64%
	CWD		15%	21%	15%	19%	38%	- *	- 040/	*	*	17%	28%	21%	- EG0/	0% 29%	7%	-	-	-	26%
	CWOD	20%		56% 9%	40%	51% 7%	85% *	-	91%	20%	75% -	43% 5%	68% 25%	- 0%		10% 54%	57% 4%	*	*	-	70% 50%
	EL Male	55%		9% 50%	- 27%	7% 48%	83%	*	100%	*	- 71%	5% 42%	25% 59%		10% 54%	9% 14% 14% 50%	4%	*	*	-	62%
	Female			50% 52%	50%	47%	76%	*	*	20%	67%	34%					- 52%	*	*	-	67%

#### STAAR Percent at Masters Grade Level

End of Course

Two

											or		Non									
					African	1		America			More		Econ								Foste	
					sAmerica			Indian											Migrantl	Homeless	Care	
English I	All Students	7%	5%	6%	2%	5%	10%	•	25%	0%	20%	4%	9%	3%	7%	0%	5%	7%	•	0%	-	9%
	CWD	3%	1%	3%	*	4%	*	_	_	_	*	4%	0%	3%	_	*	4%	*	*	_	_	0%
	CWOD		5%	7%	2%	6%	11%	*	25%	0%	23%	4%	9%	-	7%		5%	8%	*	0%	-	10%
	EL	0%	0%	0%	-	0%	*	-	*	-	-	0%	0%	*	0%		0%	0%	*	*	-	*
	Male	5%	3%	5%	0%	4%	6%	*	13%	*	50%	3%	8%	4% *	5%		5%	-	*	*	-	4%
	Female	9%	7%	7%	4%	6%	13%	•	•	•	0%	5%	9%	•	8%	0%	-	7%	•	•	-	13%
English II	All	8%	5%	6%	0%	5%	12%	*	20%	13%	17%	2%	10%	5%	6%	0%	4%	8%	*	*	_	9%
	Students																					
	CWD	4%	2%	5%	*	5%	*	-	-	*	*	2%	*	5%	-		5%	*	*	-	-	*
	CWOD EL	8% 0%	6% 0%	6% 0%	0%	5% 0%	12%	•	20%	14%	18%	2% 0%	10% 0%	*	6% 0%		4% 0%	8% 0%	*	*	-	10%
	Male	5%	3%	4%	0%	5%	2%	-	*	*	*	3%	6%	5%	4%		1%	-	*	*	-	1%
	Female		7%	8%	0%	4%	23%	*	40%	*	25%	2%	14%	*	8%	0%	-	8%	*	*	_	17%
Algebra I	All	31%	38%	23%	16%	22%	41%	*	*	0%	25%	17%	30%	8%	26%	5% 2	2%	24%	*	*	-	34%
	Students CWD	7%	9%	8%	0%	8%	20%	_	_	*	*	8%	10%	8%		0% 1	3%	0%	*	_	_	21%
	CWOD		42%	26%	20%	24%	46%	*	*	0%	33%	19%	32%	-	26%		4%	27%	*	*	_	38%
	EL	12%	16%	5%	-	3%	*	-	-	-	-	4%	8%	0%	7%	5%	6%	4%	*	*	-	*
	Male	28%	36%	22%	9%	22%	41%	*	*	*	*	17%	27%	13%	24%	6% 2	2%		*	*	-	24%
	Female	34%	40%	24%	28%	21%	41%	*	*	0%	22%	16%	33%	0%	27%	4%	-	24%	*	*	-	44%
Biology	All	23%	12%	19%	8%	17%	33%	*	73%	0%	42%	12%	26%	4%	21%	3% 2	nº/ <sub>6</sub>	19%	*	*		24%
	Students	2070	12 /0	13 /0	0 70	17 70	0070		7070	0 70	<b>42</b> /0	12 /0	2070	770	2170	070 2	.0 /0	1370			_	2470
	CWD	5%	2%	4%	0%	6%	0%	-	-	*	*	4%	4%	4%	-	0%	6%	0%	-	-	-	0%
	CWOD		13%	21%	10%	18%	37%	*	73%	0%	50%	14%	28%	-	21%		2%	21%	*	*	-	28%
	EL Mala	3%	1%	3%	- 70/	1%	*	-	*	*	-	1%	10%	0%	3%		3%	0%	*	*	-	33%
	Male Female	22%	12% 12%	20% 19%	7% 10%	17% 17%	36% 30%	*	71% *	0%	57% 33%	12% 13%	27% 25%	6% 0%	22% 21%	6% 2 0%	.U%	- 19%	*	*	-	22% 27%
	, ciliale	20/0	12 /0	13/0	10 /0	11/0	JU /0			J /0	JJ /0	10/0	20 /0	J /0	∠ 1 /0	J /0	-	13/0			-	∠ı /0
STAAR Percent	at Appro	aches	Grade	Level c	r Above																	
All Grades	ΛII	770/	750/	700/	640/	670/	0.40/	750/	900/	020/	000/	500/	020/	200/	750/	2/10/ 0	70/	7/10/	47%	500/		900/
All Subjects	All Students	77%	75%	70%	64%	67%	84%	75%	89%	92%	88%	59%	82%	38%	75%	34% 6	1 70	74%	4170	58%	-	80%
	CWD	45%	45%	38%	40%	36%	43%	_	_	*	56%	31%	55%	38%	_	26% 4	2%	32%	*	_	_	48%
	CWOD		79%	75%	70%	72%	90%	75%	89%	96%	93%	65%	85%	-	75%	35% 7		78%	57%	58%	-	85%
	EL	60%	57%	34%	-	33%	*	-	*	-	-	31%	48%	26%	35%	34%3	5%	33%	*	*	-	67%
	Male	74%	72%	67%	61%	65%	84%	*	86%	88%	82%	57%	78%	42%	71%	35%6	7%	-	50%	88%	-	76%
	Female	79%	77%	74%	68%	71%	83%	100%	93%	94%	90%	62%	87%	32%	78%	33%	-	74%	•	44%	-	83%
Reading	All	73%	70%	63%	47%	61%	78%	*	82%	86%	85%	50%	77%	19%	68%	22% 5	9%	67%	*	57%	_	71%
	Students																					
	CWD	39%	37%	19%	23%	18%	*	-	-	*	*	12%	37%	19%	-		1%	16%	*	-	-	24%
	CWOD		74%	68%	53%	65%	86%	*	82%	92%	87%	57%	80%	-	68%	24%6		72%	*	57%	-	77%
	EL Male	52% 69%	47% 66%	22% 59%	- 43%	21% 57%	79%	*	77%	83%	- 75%	18% 48%	40% 72%	21%		22% 2 23% 5		20%	*	83%	-	55% 67%
	Female		74%	67%	52%	65%	77%	*	89%	88%	90%	54%	82%	16%		20%	-	- 67%	*	0370 *	-	75%
															. =							
Mathematics		80%	80%	79%	82%	78%	84%	*	*	100%	83%	73%	87%	56%	84%	58% 7	7%	82%	*	*	-	90%
	Students	E00/	E20/	EC0/	F00/	F00/	F00/			*	*	F20/	670/	EC0/		E 40/ C	00/	400/	*			600/
	CWD CWOD	52% 83%	53% 84%	56% 84%	50% 90%	59% 81%	50% 92%	*	*	100%	100%	52% 70%	67% 89%	56%	- 84%	54% 6	00/	48% 87%	*	*	-	63% 97%
	EL	70%	70%	58%	90%	57%	92%	_	_	100%		79% 60%	50%	- 54%		59% 8		87% 56%	*	*	-	9170 *
	Male	78%	79%	77%	79%	77%	82%	*	*	*	*	71%	84%	60%		59% 7		-	*	*	-	87%
	Female		81%	82%	89%	79%	85%	*	*	100%	89%	75%	90%		87%	56%	-	82%	*	*	-	93%
Coloma -	Δ.!!	700/	770/	700/	700/	750/	060/	*	1000/	1000/	050/	600/	000/	EE0/	000/	420/ =	00/	040/	*	*		000/
Science	All Students		77%	79%	79%	75%	96%	*	100%	100%	95%	69%	90%	55%	83%	43% /	ძ%	81%	-	•	-	92%
	CWD	48%	49%	55%	62%	47%	88%	_	_	*	*	45%	76%	55%	_	31%6	3%	43%	_	_	_	74%
	CWOD		81%	83%	83%	79%	97%	*	100%	100%	100%	74%	91%	-	83%	45% 8		86%	*	*	-	94%
	EL	58%	55%	43%	-	42%	*	-	*	-	-	39%	60%	31%	45%	43%4	3%	43%	*	*	-	83%
	Male	78%	76%	78%	76%	74%	97%	*	100%		100%	69%	87%	63%		43% 7	8%	-	*	*	-	90%
	Female	80%	78%	81%	85%	77%	95%	•	*	100%	92%	69%	93%	43%	86%	43%	-	81%	•	•	-	93%
STAAR Percent	at Meets	Grad	e Level	or Abo	ve																	
All Grades												_	_		_		_		_	_		_
All Subjects	All	47%	44%	46%	35%	42%	68%	50%	78%	35%	66%	35%	58%	17%	50%	11% 4	2%	50%	24%	27%	-	60%
	Students CWD	23%	22%	17%	13%	16%	26%	_	_	*	44%	12%	30%	17%	_	2% 2	20/-	10%	*	_	_	24%
	CWD		47%	50%	40%	46%	74%	50%	- 78%	39%	69%	40%	60%	-	50%	13% 4		54%	29%	- 27%	-	65%
	EL	26%	24%	11%	-	10%	*	-	*	-	-	9%	21%	2%		11% 1		9%	*	*	-	44%
	Male	45%	43%	42%	29%	40%	68%	*	77%	0%	68%	34%	52%	22%		13%4		-	30%	50%	-	53%
	Female	50%	46%	50%	44%	46%	68%	80%	79%	50%	64%	37%	64%	10%	54%	9%	-	50%	*	17%	-	66%
Pooding	All	46%	42%	43%	32%	39%	64%	*	73%	43%	70%	31%	56%	120/	47%	100/ 3	Q0/	100/	*	14%	_	57%
Reading	Students	40%	<b>4∠</b> 70	43%	3 <b>2</b> %	39%	04%		13%	<b>4</b> 3%	10%	01%	JU%	13%	41 70	10703	70	+070		1470	-	J1 70
	CWD	22%	19%	13%	14%	10%	*	-	-	*	*	6%	29%	13%	-	* 1	4%	10%	*	-	-	15%
	CWOD		45%	47%	36%	42%	70%	*	73%	46%	70%	36%	58%	-	47%	11% 4		52%	*	14%	-	63%
	EL	21%	20%	10%	-	9%	*	-	*	-	-	9%	14%	*	11%	10%	9%	10%	*	*	-	36%
	Male	41%	38%	38%	26%	36%	62%	*	62%	0%	67%	29%	50%	14%	42%	9% 3		400/	*	33%	-	48%
	Female	50%	46%	48%	39%	44%	66%	•	89%	75%	71%	35%	63%	10%	52%	10%	-	48%	•	•	-	66%
Mathematics	All	48%	48%	47%	41%	46%	63%	*	*	33%	50%	42%	53%	22%	53%	19%4	3%	52%	*	*	_	60%
	Students	. 0 70	. 5 / 0	/0		.570	30,0			2070	30 /0	/0	20 /0			. 5 / 0 7	_ ,0					20.0
	CWD	26%	26%	22%	10%	22%	30%	-	-	*	*	17%	33%	22%	-	8% 2		12%	*	-	-	37%
	CWOD	51%	51%	53%	49%	50%	72%	*	*	40%	56%	50%	56%	-	53%	22%4	8%	58%	*	*	-	67%

											Two											
											or	_	Non									
		C4-4-	District		African	llamami.		Americar		Pacific				·CWD	CWOF				M:		Foster	
	EL	33%	32%	Campus 19%	American I	17%	*	indian	Asian	isiandei	Races	15%	33%	8%		19% 22			wigrantr *	nomeiess *	Care	willitary *
	Male	47%	48%	43%	36%	42%	64%	*	*	*	*	39%	49%	27%		22% 43		J /0 -	*	*	-	57%
	Female		48%	52%	50%	51%	63%	*	*	40%	44%	46%	59%	12%				- 2%	*	*	-	64%
	1 Omaio	10 70	1070	<b>02</b> / 0	0070	0170	0070			1070	1170	1070	0070	1270	0070	1070	02	_ /0				0170
Science	All	49%	44%	51%	34%	47%	79%	*	91%	17%	68%	38%	64%	21%	56%	9% 50	% 52	2%	*	*	-	64%
	Students																					
	CWD	23%	21%	21%	15%	19%	38%	-	-	*	*	17%	28%	21%	-	0% 29		%	-	-	-	26%
	CWOD		47%	56%	40%	51%	85%	*	91%	20%	75%	43%	68%	-	56%	10% 54	% 57	7%	*	*	-	70%
	EL	21%	17%	9%	-	7%	*	-	*	-	-	5%	25%	0%	10%	9% 14	% 4	%	*	*	-	50%
	Male	50%	44%	50%	27%	48%	83%	*	100%	*	71%	42%	59%	29%	54%	14% 50	%	-	*	*	-	62%
	Female	49%	43%	52%	50%	47%	76%	*	*	20%	67%	34%	70%	7%	57%	4%	52	2%	*	*	-	67%
STAAR Percent	at Maste	rs Gra	ade Lev	rel .																		
All Grades All Subjects	All	21%	18%	13%	6%	11%	22%	0%	39%	4%	27%	8%	18%	5%	14%	2% 12	% 14	1%	0%	8%	_	17%
, oubjects	Students		.070		070	,		0,0	0070	.,,	,,	0,0	.070	070	, ,				0,0	0,0		
	CWD	8%	7%	5%	0%	6%	9%	_	_	*	0%	4%	6%	5%	_	0% 7	% 1	%	*	_	-	6%
	CWOD		20%	14%	8%	12%	24%	0%	39%	4%	31%	9%	19%	-	14%	2% 12		5%	0%	8%	_	19%
	EL	9%	8%	2%	-	1%	*	-	*	-	-	1%	4%	0%	2%	2% 3		%	*	*	-	17%
	Male	20%	18%	12%	4%	11%	19%	*	32%	0%	36%	8%	16%	7%	12%	3% 12		-	0%	25%	-	11%
	Female		19%	14%	10%	11%	25%	0%	50%	6%	21%	8%	19%	1%	15%	1%		1%	*	0%	-	23%
5 "		400/	400/	201	40/	<b>5</b> 0/	440/	*	000/	70/	400/	00/	00/	407	00/	00/ 5		0.7	*	00/		00/
Reading	All	19%	16%	6%	1%	5%	11%	•	23%	7%	18%	3%	9%	4%	6%	0% 5	% /	%	•	0%	-	9%
	Students	70/	00/	40/	00/	40/	*			*	*	00/	<b>-</b> 0/	40/		* 4	, ,	0/	*			00/
	CWD	7%	6%	4%	0%	4%		*	-			3%	5%	4%	-	4	_	%	*	-	-	0%
	CWOD		17%	6%	1%	5%	11%	•	23%	8%	20%	3%	10%	*	6%	0% 5		%	_	0%	-	10%
	EL	7%	7%	0%	-	0%		*	201	-	-	0%	0%		0%	0% 0		%	*		-	0%
	Male	16%	14%	5%	0%	5%	4%	*	8%	0%	25%	3%	7%	4%	5%	0% 5		-	*	0%	-	3%
	Female	22%	19%	7%	2%	5%	18%	*	44%	13%	14%	4%	12%	2%	8%	0%	. /	%	*	*	-	15%
Mathematics	s All	23%	23%	23%	16%	22%	41%	*	*	0%	25%	17%	30%	8%	26%	5% 22	% 24	1%	*	*	-	34%
	Students																					
	CWD	10%	10%	8%	0%	8%	20%	-	-	*	*	8%	10%	8%	-	0% 13		%	*	-	-	21%
	CWOD	25%	25%	26%	20%	24%	46%	*	*	0%	33%	19%	32%	-	26%	7% 24	% 27	7%	*	*	-	38%
	EL	13%	13%	5%	-	3%	*	-	-	-	-	4%	8%	0%	7%	5% 6	% 4	%	*	*	-	*
	Male	23%	23%	22%	9%	22%	41%	*	*	*	*	17%	27%	13%	24%	6% 22	%	-	*	*	-	24%
	Female	24%	23%	24%	28%	21%	41%	*	*	0%	22%	16%	33%	0%	27%	4%	24	1%	*	*	-	44%
Science	All	22%	16%	19%	8%	17%	33%	*	73%	0%	42%	12%	26%	4%	21%	3% 20	% 19	9%	*	*	_	24%
	Students	_													_							
	CWD	7%	5%	4%	0%	6%	0%	-	-	*	*	4%	4%	4%	-	0% 6		%	-	-	-	0%
	CWOD		17%	21%	10%	18%	37%	*	73%	0%	50%	14%	28%	-	21%	3% 22		1%	*	*	-	28%
	EL	5%	4%	3%	-	1%	*	-	*	-	-	1%	10%	0%	3%	3% 6		%	*	*	-	33%
	Male	23%	17%	20%	7%	17%	36%	*	71%	*	57%	12%	27%	6%	22%	6% 20		-	*	*	-	22%
	Female	21%	15%	19%	10%	17%	30%	*	*	0%	33%	13%	25%	0%	21%	0%	19	9%	*	*	-	27%

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

### Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	• • • • • • • • • • • • • • • • • • • •					, 101011	101411401		2.000		
Reading											
All Students	68	48	68	72	*	78	*	67	64	53	61
CWD	53	*	58	*	-	-	-	-	52	53	*
CWOD	69	50	69	74	*	78	*	67	65	-	60
EL	61	-	61	-	-	-	-	-	60	*	61
Male	68	46	68	81	-	*	-	*	64	47	75
Female	68	50	69	60	*	*	*	83	64	60	48
Mathematics											
All Students	73	72	72	85	*	*	*	61	69	49	42
CWD	49	*	48	*	-	-	*	*	48	49	*
CWOD	77	78	75	87	*	*	*	79	74	-	43
EL	42	-	42	-	-	-	-	-	40	*	42
Male	71	66	70	85	-	*	*	*	69	54	47
Female	75	85	73	86	*	-	*	*	70	*	*

# 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 G	raduation Rate	(Gr 9-12):	Class of 20	17									
All Students	92.1%	95.5%	92.2%	87.9%	*	100.0%	80.0%	100.0%	89.6%	86.7%	72.4%	61.9%	*
CWD	86.7%	*	81.3%	88.9%	-	-	-	*	76.5%	86.7%	*	*	-

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
CWOD	92.5%	95.0%	92.8%	87.7%	*	100.0%	80.0%	100.0%	90.4%	-	71.4%	65.0%	*
EL	72.4%	-	70.4%	*	-	-	-	*	70.8%	*	72.4%	*	-
Male	92.0%	92.9%	91.6%	90.9%	-	*	*	*	89.6%	82.4%	73.3%	50.0%	*
Female	92.2%	100.0%	92.9%	84.8%	*	*	*	100.0%	89.5%	92.3%	71.4%	72.7%	-

<sup>\*&#</sup>x27; 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
161	14	9%

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

Student Success (Student Achie			Hispanic :: STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	43	35	40	58	*	69	*	60	34	20	16
School Quality (College, Career,	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	55%	46%	54%	61%	*	100%	*	67%	47%	19%	33%

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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ	Υ	Υ	Υ	<b>540</b> /	700/	500/	Υ	N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N				Y	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	700/	070/	700/	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	N	N
Mathematics	100/	0.40/	400/	500/	450/	000/	500/	E 40/	000/	000/	400/
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ	Υ	Υ	Υ	500/	050/	<b>570</b> /	0.40/	Υ	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	Υ	N	N 700/	000/	000/	000/	000/	N 570/	N 400/	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	700/	0.40/	750/	770/	N	N	N
Long-Term Goals Target Met	73% N	66% N	70% N	80% N	73%	91%	75%	77%	68% N	62% N	70% N
		ıs									
English Learner Language Pro		ıs									400/
English Learner Language Pro Interim Goals (2018-2022)		ıs									42%
English Learner Language Pro Interim Goals (2018-2022) Target Met		ıs									Υ
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027)		is									Y 44%
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met		ıs									Y 44% N
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032)		ıs									Y 44% N 46%
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met		ıs									Y 44% N 46% N
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals		ıs									Y 44% N 46% N 46%
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met		ıs									Y 44% N 46% N
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals		ıs									Y 44% N 46% N 46%
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met		90%	90%	90%	90%	90%	90%	90%	90%	90%	Y 44% N 46% N 46%
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022) Target Met	90%	90% Y	Υ	N					N	N	Y 44% N 46% N 46% N
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022)	go% Y 92%	90% Y 92%	Y 92%	N 92%	90% 92%	90% 92%	90% 92%	90% 92%		N 92%	Y 44% N 46% N 46% N
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022) Target Met	90% Y 92% Y	90% Y 92% Y	Y 92% Y	N 92% N	92%	92%	92%		N 92% N	N 92% N	Y 44% N 46% N 46% N
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022) Target Met Interim Goals (2023-2027)	go% Y 92%	90% Y 92%	Y 92%	N 92%					N 92%	N 92%	Y 44% N 46% N 46% N

<sup>&#</sup>x27;-' Indicates there are no students in the group.

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

<sup>&#</sup>x27;-' Indicates there are no students in the group.

<sup>&#</sup>x27;n/a' Indicates the student group is not applicable to this report.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	Υ	N	N					N	N	

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	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Fomalo	Migrant
Participation Ra	te	Campus	American	пізрапіс	wille	iliulali	Asiaii	isialiuei	Naces	Disauv	Disauv	CVVD	CWOD	EL	Wate	remale	wiigrant
All Subjects	All Students	100%	100%	100%	99%	100%	100%	100%	100%	99%	100%	99%	100%	100%	100%	100%	100%
	CWD	99%	100%	99%	97%	-	-	*	100%	99%	99%	99%	-	100%	99%	98%	*
	CWOD	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL Male	100%	- 100%	100% 100%	99%	*	100%	- 100%	100%	100% 100%	100% 100%	100% 99%	100% 100%	100% 100%	100% 100%	100%	100% 100%
	Female	100% 100%	100%	99%	99%	100%	100%	100%	100%	99%	100%	98%	100%	100%	-	100%	100%
Reading	All	100%	100%	100%	99%	*	100%	100%	100%	99%	100%	99%	100%	100%	100%	99%	100%
	Students CWD	99%	100%	99%	94%	_	_	*	*	99%	98%	99%	_	100%	99%	98%	*
	CWOD	100%	100%	100%	99%	*	100%	100%	100%	99%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	99%	*	100%	100%	100%	100%	100%	99%	100%	100%	100%	-	100%
	Female	99%	100%	100%	99%	*	100%	100%	100%	99%	100%	98%	100%	100%	-	99%	*
Mathematics	All Students	100%	100%	99%	100%	*	*	100%	100%	99%	100%	97%	100%	100%	100%	99%	*
	CWD	97%	100%	96%	100%	-	-	*	*	96%	100%	97%	-	100%	98%	96%	*
	CWOD	100%	100%	100%	100%	*	*	100%	100%	100%	100%	-	100%	100%	100%	100%	*
	EL Male	100% 100%	100%	100% 99%	100%	*	*	*	*	100% 99%	100% 100%	100% 98%	100% 100%	100% 100%	100% 100%	100%	*
	Female	99%	100%	99%	100%	*	*	100%	100%	99%	100%	96%	100%	100%	-	99%	*
Science	All	100%	100%	100%	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	*
	Students																
	CWD	100%	100%	100%	100%	- *	-	*	*	100%	100%	100%	-	100%	100%	100%	- *
	CWOD	100%	100%	99%	100%	*	100%	100%	100%	99%	100%	4000/	100%	100%	100%	100%	*
	EL Male	100% 100%	- 100%	100% 100%	100%	*	100%	*	100%	100% 99%	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%	100%	*
	Female	100%	100%	100%	100%	*	*	100%	100%	99%	100%	100%	100%	100%	-	100%	*
Non-Participation		10070	10070	10070	10070			10070	10070	0070	10070	10070	10070	10070		10070	
All Subjects	All Students	0%	0%	0%	1%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%	0%
	CWD	1%	0%	1%	3%	-	-	*	0%	1%	1%	1%	-	0%	1%	2%	*
	CWOD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL Mala	0% 0%	- 0%	0% 0%	10/	*	0%	0%	- 0%	0%	0%	0%	0%	0%	0%	0% -	0%
	Male Female	0% 0%	0%	1%	1% 1%	0%	0%	0%	0%	0% 1%	0% 0%	1% 2%	0% 0%	0% 0%	0% -	0%	0% 0%
Reading	All	0%	0%	0%	1%	*	0%	0%	0%	1%	0%	1%	0%	0%	0%	1%	0%
	Students CWD	1%	0%	1%	6%	_	_	*	*	1%	2%	1%	_	0%	1%	2%	*
	CWOD	0%	0%	0%	1%	*	0%	0%	0%	1%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	1%	*	0%	0%	0%	0%	0%	1%	0%	0%	0%	-	0%
	Female	1%	0%	0%	1%	*	0%	0%	0%	1%	0%	2%	0%	0%	-	1%	*
Mathematics	All Students	0%	0%	1%	0%	*	*	0%	0%	1%	0%	3%	0%	0%	0%	1%	*
	CWD	3%	0%	4%	0%	-	-	*	*	4%	0%	3%	-	0%	2%	4%	*
	CWOD	0%	0%	0%	0%	*	*	0%	0%	0%	0%	-	0%	0%	0%	0%	*
	EL .	0%	-	0%	*	-	-	- *	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	1%	0%	*	*		*	1%	0%	2%	0%	0%	0%	- 40/	*
	Female	1%	0%	1%	0%	-	-	0%	0%	1%	0%	4%	0%	0%	-	1%	-
Science	All Students	0%	0%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0% 0%	0%	1%	0% *	*	0%	0%	0%	1%	0%	- 0%	0%	0%	0%	0%	*
	EL Male	0% 0%	- 0%	0% 0%	0%	*	0%	*	- 0%	0% 1%	0% 0%	0% 0%	0% 0%	0% 0%	0% 0%	0%	*
	Female	0% 0%	0%	0%	0%	*	∪70 *	0%	0%	1%	0%	0%	0%	0%	-	0%	*

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	African	Hiononio	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	with	Students with Disabilities (Section 504)
Students Without Disabilities		Students	American	пізрапіс	White	Native	ASIAII	isiailuei	Naces		Disabilities	304)
In-School Suspensions												
	Male	85	14	59	8	*	*	*	*	11		
	Female	53	5	41	5	*	*	*	*	5		
	Total	138	19	100	13	*	*	*	*	16		
Out-of-School Suspensions												
•	Male	46	5	34	7	*	*	*	*	7		
	Female	24	*	16	*	*	*	*	*	*		
	Total	70	9	50	11	*	*	*	*	11		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	6	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	8	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Total	Ü										
resortate to Eaw Emercement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities	Total											
In-School Suspensions												
III-ocitooi odapettalotta	Male	17	*	8	5	*	*	*	*	*		*
	Female	7	*	5	*	*	*	*	*	*		5
	Total	24	*	13	5	*	*	*	*	*		7
Out-of-School Suspensions	iotai	24		13	3							,
Out-of-ochool Guspensions	Male	16	*	10	*	*	*	*	*	*		*
	Female	6	*	*	*	*	*	*	*	*		*
	Total	22	*	14	6	*	*	*	*	*		6
Expulsions	iotai	22		1-7	O							O
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
With Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Officer Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	iotai											
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
		*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Total											
Relends to Law Enforcement	Mala	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
All Studente	Total	**						-	-			-
All Students												
Chronic Absenteeism	Mala	70	*	F0	4.4			*	<b>*</b>	•	0	
	Male	73	*	53	14	*	*	*	*	8	8	•
	Female	81	*	53	20	*			 *	5	8	8
	Total	154	•	106	34	•	•	•	•	13	16	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	6
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
1 1000110011 10grainio	Male	_	_	_	_	_	_	_	_	_	_
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	308	17	224	47	*	5	*	11	8	*
	Female	248	26	152	50	**	5	*	8	5	*
	Total	556	43	376	97	**	10	*	19	13	*
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). ...
- 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 8.5	Percent 6.8%
Teachers Teaching with Emergency or Provisional Credentials	4.3	3.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the	23.4	19.5%

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%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
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%	6	1%
English II	4,556	1%	28	0%	*	*
Algebra I	4,884	1%	41	1%	6	1%
Biology	4,861	1%	44	1%	7	1%
All Grades All Subjects	99,020	1%	1,084	1%	23	1%
Reading	43,730	1%	468	1%	10	1%
Mathematics	39,178	1%	441	2%	6	1%
Science	16,112	1%	175	1%	7	1%

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

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

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

## State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Al	oove 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
	Ü	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	i	1
		English Earliguage Edumore	00	00	20	20		Ü	· ·	·
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Crada 0	Deading	Overell	20	24	4.4	40	26	32	2	4
Grade 8	Reading	Overall	29	24 40	44	40	26			4 1
		Black	42		43	42	14	17	n/a	•
		Hispanic	34	33	45	44	20	22	1	1
		White	17 *	16	43	39	37 *	39	3	6
		American Indian		37		41		20		1
		Asian	8	13	29	30	53 *	45	10 *	12
		Pacific Islander		35		42		22		2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		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 Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

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

### 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.

Texas Education Agency | Academics | Performance Reporting

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