Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: NEWMAN EL Campus ID: 071902133 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);

			All Students	African American	Hispanic		American Indian		Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
Academic Performance (At Meets		Baseline 2016-17											/
Grade Level or Above)	Reading/ELA	Rates 2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22 2022-23 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2026-27 2027-28 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17											
	Mathematics	Rates 2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		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 2017-18 through											41%
		2021-22 2022-23 through											42%
		2026-27 2027-28 through											44%
One duration Date (1)/and an eliterational		2031-32											46%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-22 2022-23 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-27 2027-28 through	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%
Ū.	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			Americar		Pacific	or More	Econ	Non							Foster	
		State	District	Campus		Hispani	cWhite							CWD	cwor	DEL Male	Female	Migrantl	Homeles		
STAAR Percent	at Annro	achos	Grado		r Abovo																
Grade 3		acries	5 Graue	Level O	ADOVE																
Reading	All Students	77%	82%	78%	*	77%	*	-	-	-	*	76%	86%	77%	79%	88% 78%	79%	-	*	-	*
	CWD	51%	61%	77%	*	82%	-	-	-		*	67%	*	77%	-	* 89%	*		-	-	-
	CWOD		85%	79%	*	76%	*	-	-	-	*	77%	82%	-	79%	95% 74%	82%	_	*	_	*
	EL	70%	80%	88%	-	88%	-	-	-	-	-	91%	*	*	95%		86%	-	-	-	-
	Male	74%	80%	78%	*	75%	-	-	-	-	*	74%	89%	89%		92%78%	-	-	-	-	*
	Female	79%	83%	79%	*	79%	*	-	-	-	*	77%	83%	*	82%	86% -	79%	-	*	-	-
Mathematics	All Students	77%	80%	73%	*	73%	*	-	-	-	*	71%	81%	46%	79%	81%73%	74%	-	*	-	*
	CWD	52%	59%	46%	*	45%	-	-	-	-	*	*	*	46%	-	* 56%	*	-	-	-	-
	CWOD		83%	79%	*	78%	*	-	-	-	*	75%	88%	-	79%		79%	-	*	-	*
	EL	74%	78%	81%	-	81%	-	-	-	-	-	78%	*	*		81% 83%	79%	-	-	-	-
	Male	77%	81%	73%	*	69%	-	-	-	-	*	71%	78%	56%		83%73%	-	-	-	-	*
	Female		79%	74%	*	76%	*	-	-	-	*	71%	83%	*		79% -	74%	-	*	-	-
Grade 4 Reading	All Students	72%	74%	79%	*	81%	*	-	*	-	*	80%	79%	42%	88%	72% 79%	81%	-	*	-	*
	CWD	46%	44%	42%	*	*	*	_	_	_	*	*	*	42%	_	* 56%	*	_	_	_	_
	CWOD		79%	88%	*	88%	*	-	*		_	87%	91%	42 /0	88%	86% 85%	91%	-	*	-	*
	EL	60%	61%	72%	-	72%	-	_	_	_	_	71%	*	*		72% 82%	*	_	_	_	_
	Male	70%	72%	79%	*	80%	*	_	*	_	*	79%	78%	56%		82% 79%	-	_	*	_	*
	Female		77%	81%	-	83%	*	_		-	-	81%	*	*	91%	* -	81%	-	-	_	*
					*								700/			7404 0004					
Mathematics	All Students	77%	80%	66%	*	67%	*	-	*	-	×	63%	79%	*	75%	74%69%	61%	-	*	-	*
	CWD	49%	50%	*	*	*	*	-	-	-	*	*	*	*	-	* *	*	-	-	-	-
	CWOD		84%	75%	*	75%	*	-	*	-	-	71%	91%	-	75%	87% 76%	74%	-	*	-	*
	EL	72%	73%	74%	-	74%	-	-	-	-	-	69%	*	*	87%	74% 91%	*	-	-	-	-
	Male	77%	79%	69%	*	71%	*	-	*	-	*	67%	78%	*	76%	91% 69%	-	-	*	-	*
	Female	78%	80%	61%	-	62%	*	-	-	-	-	57%	*	*	74%	* -	61%	-	-	-	*
Grade 5																					
Reading	All Students	83%	88%	79%	*	79%	*	-	*	-	-	77%	87%	50%	85%	80%74%	84%	-	*	-	*
	CWD	54%	62%	50%	_	50%	*	_	*	_	_	50%	*	50%	_	* *	*	_	_	_	*
	CWOD		91%	85%	*	30 % 85%	*	-	*	-	-	83%	92%	50 /6	- 85%	88% 81%	88%	-	*	-	_
	EL	73%	80%	80%	_	80%	_	-	_	-	-	75%	32 /0	*		80% 83%	79%	-	_	-	-
	Male	81%	86%	74%	*	72%	*	_	*	_	_	74%	*	*		83%74%	-	_	_	_	*
	Female		89%	84%	_	84%	-	_	_	_	_	81%	91%	*		79% -	84%	_	*	_	_
	i cinaic	00 /0	0070	0470	-	0470	_	-	_	_	_	0170	0170		0070	1070 -	0470	-		_	_
Mathematics	All Students	90%	92%	89%	*	89%	83%	-	*	-	-	88%	93%	75%	92%	90% 89%	89%	-	*	-	*
	CWD	70%	74%	75%	-	80%	*	-	*	-	-	70%	*	75%	-	* 75%	*	-	-	-	*
	CWOD		95%	92%	*	90%	100%	-	*	-	-	91%	92%	-	92%		91%	-	*	-	-
	EL	86%	89%	90%	-	90%	-	-	-	-	-	88%	*	*	94%	90% 83%	93%	-	-	-	-
	Male	89%	92%	89%	*	88%	83%	-	*	-	-	87%	*	75%		83% 89%	-	-	-	-	*
	Female	91%	92%	89%	-	89%	-	-	-	-	-	88%	91%	*	91%	93% -	89%	-	*	-	-
Science	All	75%	79%	40%	*	37%	*	-	*	-	-	35%	60%	42%	40%	* 42%	38%	-	*	-	*
	Students CWD		55%	42%		*	*		*			*	*	42%	-	* *	*				*
	CWOD		82%	42 % 40%	*	36%	*	-	*	-	-	33%	62%	42 /0	- 40%	* 44%	36%	-	*	-	
	EL	62%	66%	40 /o *		\$ 30 %		-		-	-	*	02 /0 *	*	40 /0	* *	*	-		-	-
	Male	76%	80%	42%	*	35%	*	-	*	-	-	41%	*	*	44%	* 42%	-	-	-	-	*
	Female			38%	_	38%	_	-	_	-	-	27%	64%	*	36%	* -	38%	-	*	-	_
	i ciliaic	1370	1170	50 /8	-	5070	-	-	-	-	-	21/0	0470		00 /0	-	50 /0	-		-	-
STAAR Percent	at Meets	Grad	e Level	or Abov	e																
Grade 3																					
Reading	All Students		46%	37%	*	35%	*	-	-	-	*	35%	43%	38%	37%	35% 38%	37%	-	*	-	*
	CWD		32%	38%	*	36%	-	-	-	-	*	33%	*	38%	-	* 44%	*	-	-	-	-
	CWOD		48%	37%	*	35%	*	-	-	-	*	36%	41%	-		38% 35%	38%	-	*	-	*
	EL	32%	42%	35%	-	35%	-	-	-	-	-	35%	*	*		35% 33%	36%	-	-	-	-
	Male	40%	45%	38%	*	33%	-	-	-	-	*	32%	56%	44%		33% 38%	-	-	-	-	*
	Female			37%	*	37%	*	-	-	-	*	39%	33%	*		36% -	37%	-	*	-	-

											Two										
					African			America	n	Pacific	or More	Econ	Non Econ							Foster	
					American							Disadv	Disad					ligrantl			
Mathematics	All Students	46%	48%	37%	*	36%	*	-	-	-	*	37%	38%	31%	39%	50% 45%	30%	-	*	-	*
	CWD	30%	35%	31%	*	27%	-	-	-	-	*	*	*	31%	-	* 33%	*	-	-	-	-
	CWOD		50%	39%	*	38%	*	-	-	-	*	38%	41%	-		57% 48%	31%	-	*	-	*
	EL Male	39% 47%	43% 50%	50% 45%	- *	50% 39%	-	-	-	-	- *	48% 45%	* 44%	* 33%	57% 48%	50% 67% 67% 45%	36%	-	-	-	- *
	Female		30 % 46%	45 % 30%	*	34%	*	-	-	-	*	43 <i>%</i> 29%	33%	*		36% -	- 30%	-	*	-	-
Grade 4	A II	45%	47%	EC0/	*	56%	*		*		*	50%	79%	220/	61%	56% 52%	62%		*		*
Reading	All Students	43%	4/70	56%		56%		-		-		50%	1970	33%	0170	56% 52%	0270	-		-	
	CWD	28%	23%	33%	*	*	*	-	-	-	*	*	*	33%	-	* 44%	*	-	-	-	-
	CWOD		50%	61%	*	61%	*	-	*	-	-	53%	91% *	-			70%	-	*	-	*
	EL Male	29% 43%	31% 45%	56% 52%	-	56% 51%	- *	-	- *	-	*	50% 45%	78%	44%		56% 64% 64% 52%	_	-	- *	-	- *
	Female		48%	62%	-	63%	*	-	-	-	-	57%	*	*	70%	* -	62%	-	-	-	*
		400/	100/			000/						000/	0.404		400/	170/ 100/	000/				
Mathematics	All Students	48%	48%	39%	^	38%	î	-	^	-	î	32%	64%	^	43%	47% 40%	36%	-	^	-	^
	CWD	29%	25%	*	*	*	*	-	-	-	*	*	*	*	-	* *	*	-	-	-	-
	CWOD		52%	43%	*	41%	*	-	*	-	-	36%	73%	-		53% 42%	43%	-	*	-	*
	EL	38%	35%	47%	- *	47%	-	-	-	-	-	44%	*	*		47% 64%	*	-	-	-	-
	Male Female	48% 47%	49% 47%	40% 36%	-	37% 38%	*	-	-	-	-	36% 26%	56% *	*	42% 43%	64% 40% * -	- 36%	2	-	-	*
Grade 5	A.II	5 20/	540/	200/	*	2=0/	*		*			200/	60%	170/	400/	250/ 240/	110/		*		*
Reading	All Students	53%	54%	38%	-	35%	-+	-	â	-	-	32%	60%	17%	42%	25% 34%	41%	-	-	-	-
	CWD	30%	32%	17%	-	10%	*	-	*	-	-	20%	*	17%	-	* *	*	-	-	-	*
	CWOD		58%	42%	*	40%	*	-	*	-	-	34%	69%	-		29% 37%	45%	-	*	-	-
	EL	35% 50%	38%	25%	- *	25%	-	-	- *	-	-	19%	*	*		25% 33% 33% 34%	21%	-	-	-	- *
	Male Female		51% 58%	34% 41%	-	28% 41%	-	-	-	-	-	29% 35%	55%	*		21% -	- 41%	2	*	-	-
	. onidio			,												2170					
Mathematics		57%	60%	35%	*	31%	33%	-	*	-	-	33%	40%	17%	38%	15% 34%	35%	-	*	-	*
	Students CWD	34%	39%	17%	_	10%	*	-	*	-	-	20%	*	17%	-	* 25%	*	-	-	-	*
	CWOD		64%	38%	*	35%	40%	-	*	-	-	36%	46%	-	38%	18% 37%	39%	-	*	-	-
	EL	46%	48%	15%	-	15%	-	-	-	-	-	13%	*	*	18%	15% 0%	21%	-	-	-	-
	Male Female	57% 58%	60% 60%	34% 35%	*	24% 35%	33%	-	*	-	-	32% 35%	* 36%	25% *	37%	0% 34% 21% -	- 35%	-	- *	-	*
	remale	50 /0	00 /0	3376	-	33%	-	-	-	-	-	3370	30 /0		3970	21/0 -	3370	-		-	-
Science	All	40%	42%	16%	*	10%	*	-	*	-	-	13%	27%	17%	16%	* 24%	8%	-	*	-	*
	Students	250/	270/	470/		*	*		*			*	*	170/		* *	*				*
	CWD CWOD	25% 42%	27% 44%	17% 16%	-	10%	*	-	*	-	-	11%	31%	17% -	- 16%	* 24%	9%	-	- *	-	_
	EL	24%	26%	*	-	*	-	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	42%	45%	24%	*	13%	*	-	*	-	-	21%	*	*	24%	* 24%	-	-	-	-	*
	Female	38%	38%	8%	-	8%	-	-	-	-	-	4%	18%		9%	-	8%	-		-	-
STAAR Percent Grade 3	at Maste	rs Gra	de Leve	əl																	
Reading	All	24%	26%	19%	*	18%	*	-	-	-	*	18%	24%	8%	21%	15% 25%	14%	-	*	-	*
	Students																				
	CWD	9%	13%	8%	*	0%	-	-	-	-	*	0%	*	8%	-	* 11%	*	-	-	-	-
	CWOD EL	26% 15%	27% 20%	21% 15%	_	21% 15%	-	-	-	-	_	21% 17%	24% *	- *		19% 29% 15% 17%		-	-	-	-
	Male	22%	24%	25%	*	22%	-	-	-	-	*	19%	44%	11%		17% 25%	-	-	-	-	*
	Female	26%	27%	14%	*	13%	*	-	-	-	*	16%	8%	*	15%	14% -	14%	-	*	-	-
Mathematics	All	22%	23%	17%	*	18%	*	-	-	-	*	13%	29%	0%	20%	31% 20%	14%	-	*	-	*
	Students		_3/3	/0		.070			-					3,0	_0 /0	2.702070	. 175				
	CWD		17%	0%	*	0%	-	-	-	-	*	*	*	0%	-	* 0%	*	-	-	-	-
	CWOD EL	24% 17%	24% 19%	20% 31%	*	21% 31%	*	-	-	-	*	15% 26%	35%	- *		38% 26% 31% 33%		-	*	-	*
	⊏∟ Male	23%	25%	20%	*	19%	-	-	-	-	*	20% 16%	33%	0%		33% 20%	-	-	-	-	*
	Female		21%	14%	*	16%	*	-	-	-	*	10%	25%	*		29% -	14%	-	*	-	-
Grade 4																					
Reading	All	23%	24%	24%	*	22%	*	-	*	-	*	17%	50%	17%	25%	17% 19%	31%	-	*	-	*
	Students																				
	CWD	9%	8%	17%	*	*	*	-	- +	-	*	*	*	17%		* 22%	*	-	-	-	-
	CWOD EL	25% 12%	27% 12%	25% 17%	-	24% 17%	-	-	-	-	-	16% 14%	64% *	- *		21% 18% 17% 18%	35% *	-	-	-	_
	Male	22%	23%	19%	*	14%	*	-	*	-	*	15%	33%	22%		18% 19%	-	-	*	-	*
	Female	25%	26%	31%	-	33%	*	-	-	-	-	19%	*	*	35%	* -	31%	-	-	-	*
Mathematics	ΔII	26%	24%	13%	*	13%	*	_	*	_	*	5%	43%	*	16%	11% 12%	14%		*	_	*
	Students		∠+ /0	13/0		1070		-		-		J /0	-1070		10 70	ii/0 1 ∠ 70	1-1-70	-		-	
	CWD	11%	9%	*	*	*	*	-	-	-	*	*	*	*	-	* *	*	-	-	-	-
	CWOD		27%	16%	*	16%	*	-	*	-	-	7%	55%	-		13% 15%	17%	-	*	-	*
	EL Male	18% 27%	15% 25%	11% 12%	- *	11% 11%	- *	-	- *	-	- *	6% 6%	* 33%	*		11% 18% 18% 12%	*	-	- *	-	- *
	Female		23%	14%	-	15%	*	-	-	-	-	4%	*	*	17%	* -	- 14%	-	-	-	*
Grade 5 Reading	All	26%	24%	13%	*	11%	*	_	*	_	_	9%	27%	0%	15%	0% 9%	16%		*	_	*
	Students		∠+ /0	13/0		1170		-		-	-	J /0	∠1 70	U /0	1070	070 970	1070	-		-	
		9%	10%	0%	-	0%	*	-	*	-	-	0%	*	0%	-	* *	*	-	-	-	*

4/2019									2017	IO FEC	Two	opon	ouru									
											or	_	Non									
		State	Distric	tCampus	African sAmerican I	lisnani		America		Pacific Islande			Econ Disady	CWD	CWOR	FI	Malel	emale	MigrantHe		Foste Care	
	CWOD			15%	*	13%	*	-	*	-	-	11%	31%	-	15%			18%	-	*	-	-
	EL	12%		0%	-	0%	-	-	-	-	-	0%	*	*	0%		0%	0%	-	-	-	-
	Male Female	24%		9% 16%	*	4% 16%	*	-	*	-	-	6%	* 27%	*	11% 18%	0% 0%		- 16%	-	- *	-	*
	Female	28%	21%	10%	-	10%	-	-	-	-	-	12%	21%		18%	0%	-	10%	-		-	-
Mathematics	s All	30%	29%	8%	*	8%	17%	-	*	-	-	7%	13%	0%	10%	0%	6%	11%	-	*	-	*
	Students																					
	CWD	13%		0%	- *	0%	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	*
	CWOD EL	19%		10% 0%	_	10% 0%	20%	-	_	-	-	9% 0%	15% *	- *	10% 0%	0% 0%	7% 0%	12% 0%	-	_	-	-
	Male	29%		6%	*	4%	17%	-	*	-	-	3%	*	0%	7%		6%	-	-	-	-	*
	Female	30%	29%	11%	-	11%	-	-	-	-	-	12%	9%	*	12%	0%	-	11%	-	*	-	-
. .		400/	400/		*	0.01						0.01	400/	0 0/	00/		00/	<u></u>				
Science	All Students	16%	16%	3%	*	0%	Ŷ	-	^	-	-	0%	13%	0%	3%	^	6%	0%	-	^	-	^
	CWD	9%	9%	0%	-	*	*	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	*
	CWOD		17%	3%	*	0%	*	-	*	-	-	0%	15%	-	3%	*	8%	0%	-	*	-	-
	EL	7%	8%	*	- *	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	18%		6%	-	0% 0%	*	-	*	-	-	0% 0%	* 0%	*	8% 0%	*	6%	- 0%	-	-	-	*
	Female	: 1370	14 70	0%	-	0%	-	-	-	-	-	070	0%		070		-	070	-		-	-
STAAR Percent	t at Appro	bache	s Grad	e Level o	or Above																	
All Grades	A 11	770/	750/	700/	070/	700/	660/		1000/		*	700/	040/	E40/	770/	700/	700/	700/		*		1000/
All Subjects	Students		75%	72%	87%	72%	66%	-	100%	-		70%	81%	51%	77%	13%	12%	73%	-		-	100%
	CWD	45%	45%	51%	*	53%	*	-	*	-	*	49%	60%	51%	-	39%	58%	36%	-	-	-	*
	CWOD			77%	82%	76%	80%	-	100%	-	*	74%	85%	-	77%			77%	-	*	-	100%
	EL	60%		73%	-	73%	-	-	-	-	-	72%	77%	39%	81%			67%	-	-	-	-
	Male	74%		72%	82%	71%	67%	-	100%	-	*	71%	79%	58%	76%			-	-	*	-	100%
	Female	: 79%	11%	73%	*	73%	63%	-	-	-	^	69%	82%	36%	77%	67%	-	73%	-		-	•
Reading	All	73%	70%	79%	86%	79%	77%	-	*	-	*	77%	84%	57%	83%	81%	77%	81%	-	*	-	100%
· · · · · · · · · · · · · · · · · · ·	Students																					
	CWD	39%		57%	*	59%	*	-	*	-	*	54%	67%	57%	-	42%		*	-	-	-	*
	CWOD			83%	*	83%	90%	-	*	-	*	82%	88%	-	83%			86%	-	*	-	*
	EL Male	52% 69%		81% 77%	-	81% 76%	- 78%	-	- *	-	- *	81% 76%	82% 82%	42% 65%	90% 80%			77%	-	- *	-	-
	Female			81%	*	82%	*	-	-	-	*	79%	86%	*	86%			- 81%	-	*	-	*
				•••		0270							0070		00/0			0.70				
Mathematics		80%	80%	76%	86%	76%	69%	-	*	-	*	74%	84%	49%	82%	82%	76%	76%	-	*	-	100%
	Students		500/	400/	*	500/	*					470/	500/	400/		000/	F 00/					
	CWD CWOD	52%		49% 82%	*	52% 81%	90%	-	*	-	*	47% 79%	56% 90%	49%	- 82%	38%	58% 81%	82%	-	-	-	*
	EL	70%		82%	-	82%	90%	-	-	-	-	80%	90 % 91%	- 38%	92%			78%	-	-	-	-
	Male	78%		76%	*	75%	78%	-	*	-	*	75%	82%	58%	81%			-	-	*	-	*
	Female	82%	81%	76%	*	77%	*	-	-	-	*	73%	86%	*	82%	78%	-	76%	-	*	-	*
O si su s	A.II.	700/	770/	400/	*	070/						0.50/	000/	400/	400/		400/	0.00/		+		
Science	All Students	79%	77%	40%		37%		-		-	-	35%	60%	42%	40%		42%	38%	-		-	
	CWD	48%	49%	42%	-	*	*	-	*	-	-	*	*	42%	-	*	*	*	-	-	-	*
	CWOD			40%	*	36%	*	-	*	-	-	33%	62%	-	40%	*	44%	36%	-	*	-	-
	EL	58%		*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
			76%	42%	*	35%	*	-	*	-	-	41%	*	*	44%	*	42%	-	-	-	-	*
	Female	80%	18%	38%	-	38%	-	-	-	-	-	27%	64%		36%		-	38%	-		-	-
STAAR Percent	t at Meets	Grad	le Leve	l or Abov	ve																	
All Grades	A.!!	470.	A 401	070/	F00/	0501	0.407		1000/			000/	4001	0501	2001	000/	2007	0.40/		*		0404
All Subjects	All Students		44%	37%	53%	35%	34%	-	100%	-		33%	49%	25%	39%	33%	39%	34%	-		-	91%
	CWD		22%	25%	*	20%	*	-	*	-	*	25%	25%	25%	-	14%	33%	7%	-	-	-	*
	CWOD			39%	36%	37%	40%	-	100%	-	*	35%	54%	-	39%			38%	-	*	-	88%
	EL	26%	24%	33%	-	33%	-	-	-	-	-	31%		14%	38%	33%	44%	25%	-	-	-	-
	Male	45%		39%	55%	34%	42%	-	100%	-	*	35%	58%	33%	41%			-	-	*	-	89%
	Female	e 50%	46%	34%	*	35%	13%	-	-	-	*	32%	42%	7%	38%	25%	-	34%	-	*	-	*
Reading	All	46%	42%	43%	57%	42%	38%	-	*	-	*	39%	58%	30%	46%	38%	42%	44%	-	*	-	100%
suuniy	Students		12/0		31.0	/0	5070					2070	2070		.070		/0					.0070
	CWD	22%		30%	*	24%	*	-	*	-	*	29%	33%	30%	-	17%		*	-	-	-	*
	CWOD			46%	*	45%	40%	-	*	-	*	41%	63%	-	46%			48%	-	*	-	*
	EL Mala	21%		38%	- *	38%	-	-	-	-	- *	34% 36%		17%	42%			31%	-	-	-	- *
	Male Female	41% 50%		42% 44%	*	39% 44%	44% *	-	-	-	*	36% 42%	68% 50%	38% *	43% 48%			- 44%	-	*	-	*
												.270	0070			0.70						
Mathematics		48%	48%	37%	57%	35%	31%	-	*	-	*	34%	46%	23%	40%	38%	40%	33%	-	*	-	80%
	Students																					
	CWD	26%		23%	*	19%	*	-	*	-	*	23%	22%	23%	-	15%		270/	-	- *	-	*
	CWOD EL	51% 33%		40% 38%	-	38% 38%	40% -	-	-	-	-	37% 37%	51% 45%	- 15%	40% 44%			37% 28%	-	-	-	-
	Male	47%		40%	*	34%	44%	-	*	-	*	38%		31%	43%			-	-	*	-	*
				33%	*	36%	*	-	-	-	*	30%	43%	*	37%			33%	-	*	-	*
	Female				.	4001			±			4001	070	4701	4001		0.497	001		÷		±
		4	44%	16%	*	10%	*	-	*	-	-	13%	27%	17%	16%	*	24%	8%	-	*	-	*
Science	All	49%																				
Science	All Students			17%	_	*	*	_	*	_	_	*	*	170/-	_	*	*	*	-		_	*
Science	All Students CWD	23%	21%	17% 16%	- *	* 10%	*	-	*	-	-	* 11%	* 31%	17% -	- 16%	*	* 24%	* 9%	-	- *	-	* -
Science	All Students	23%	21% 47%		-		* * -	- -	* * -	- -	-				- 16% *	* * *	* 24% *	* 9% *	- - -	- * -	- -	* - -
Science	All Students CWD CWOD	23% 52% 21% 50%	21% 47% 17% 44%	16%	- * - *	10%	* * - *	- - -	* * - *	- - -	- - -	11%			- 16% * 24% 9%	* * *	* 24% * 24%	* 9% * - 8%	- - -	- * -	- - -	* - - *

Two or

Non

African American Pacific More Econ Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL MaleFemaleMigrantHomeless Care Military

STAAR Percent at Masters Grade Level

All Grades		15 010		CI																		
All Subjects	All Students	21%	18%	14%	13%	13%	22%	-	18%	-	*	10%	28%	3%	16%	11%	14%	14%	-	*	-	45%
	CWD	8%	7%	3%	*	1%	*	-	*	-	*	3%	5%	3%	-	0%	5%	0%	-	-	-	*
	CWOD		20%	16%	9%	15%	24%	-	25%	-	*	11%	33%	-	16%	14%		15%	-	*	-	63%
	EL	9%	8%	11%	-	11%	-	-	-	-	-	11%	15%	0%		11%		8%	-	-	-	-
	Male	20%	18%	14%	9%	12%	29%	-	18%	-	*	10%	35%	5%		16%		-	-	*	-	33%
	Female	22%	19%	14%	*	14%	0%	-	-	-	*	10%	22%	0%	15%	8%	-	14%	-	*	-	*
Reading	All	19%	16%	18%	29%	17%	23%	-	*	-	*	14%	32%	8%	20%	11%	18%	19%	-	*	-	80%
-	Students																					
	CWD	7%	6%	8%	*	3%	*	-	*	-	*	7%	11%	8%	-	0%	12%	*	-	-	-	*
	CWOD	20%	17%	20%	*	19%	20%	-	*	-	*	16%	37%	-	20%	13%	20%	21%	-	*	-	*
	EL	7%	7%	11%	-	11%	-	-	-	-	-	11%	9%	0%	13%	11%	14%	9%	-	-	-	-
	Male	16%	14%	18%	*	15%	33%	-	*	-	*	14%	36%	12%		14%	18%	-	-	*	-	*
	Female	22%	19%	19%	*	19%	*	-	-	-	*	15%	29%	*	21%	9%	-	19%	-	*	-	*
Mathematics	s All	23%	23%	13%	0%	13%	15%	-	*	-	*	9%	28%	0%	16%	15%	13%	13%	-	*	-	20%
	Students																					
	CWD	10%	10%	0%	*	0%	*	-	*	-	*	0%	0%	0%	-	0%		*	-	-	-	*
	CWOD		25%	16%	*	16%	20%	-	*	-	*	10%	34%	-				15%	-	*	-	*
	EL	13%	13%	15%	-	15%	-	-	-	-	-	13%	27%	0%		15%		11%	-	-	-	-
	Male	23%	23%	13%	*	13%	22%	-	*	-	*	8%	32%	0%		21%		-	-	*	-	*
	Female	24%	23%	13%	*	14%	*	-	-	-	*	9%	25%	*	15%	11%	-	13%	-	*	-	*
Science	All	22%	16%	3%	*	0%	*	-	*	-	-	0%	13%	0%	3%	*	6%	0%	-	*	-	*
	Students																					
	CWD	7%	5%	0%	-	*	*	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	*
	CWOD		17%	3%	*	0%	*	-	*	-	-	0%	15%	-	3%	*	8%	0%	-	*	-	-
	EL	5%	4%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	23%	17%	6%	*	0%	*	-	*	-	-	0%	*	*	8%	*	6%	-	-	-	-	*
	Female	21%	15%	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 (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			•								
Reading											
All Students	69	*	69	78	-	*	-	*	70	78	78
CWD	78	*	75	*	-	*	-	*	83	78	71
CWOD	67	*	68	71	-	*	-	-	67	-	80
EL	78	-	78	-	-	-	-	-	85	71	78
Male	66	*	64	79	-	*	-	*	67	78	82
Female	73	-	73	*	-	-	-	-	74	79	75
Mathematics											
All Students	61	*	61	61	-	*	-	*	58	56	69
CWD	56	*	58	*	-	*	-	*	55	56	75
CWOD	62	*	61	*	-	*	-	-	59	-	67
EL	69	-	69	-	-	-	-	-	66	75	69
Male	58	*	57	*	-	*	-	*	55	38	68
Female	63	-	64	*	-	-	-	-	62	89	69

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates	African nts Americar	•	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort Graduation F	ate (Gr 9-12)	Class of 20	17									
All Students -	-	-	-	-	-	-	-	-	-	-	-	-
CWD -	-	-	-	-	-	-	-	-	-	-	-	-
CWOD -	-	-	-	-	-	-	-	-	-	-	-	-
EL -	-	-	-	-	-	-	-	-	-	-	-	-
Male -	-	-	-	-	-	-	-	-	-	-	-	-
Female -	-	-	-	-	-	-	-	-	-	-	-	-

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

'-' Indicates there are no students in the group.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
107	23	21%

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

'-' Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

Student Success (Student Achi	All Students evement Dom			White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	41	*	40	41	-	*	-	*	38	*	39
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	Ν	Ν
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	Ν	Ν
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	Ν	Ν
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						Ν	Ν	N

English Learner Language Proficiency Status

Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

Source: 2018 Accountability Closing the Gaps Status Table

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		C	African	lliononio	14/16:44	American	Asian	Pacific	Two or More	Econ	Non Econ	CMD	CWOD	-	Mala	Female	Minungunt
Participation Ra	ate	Campus	Americar	i Hispanic	white	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	remale	Migrant
All Subjects	All Students	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	99%	100%	100%	-
	CWD	100%	*	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	-	100%	-	*	99%	100%	-	100%	99%	100%	100%	-
	EL	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	100%	99%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	-	-	-	*	99%	100%	100%	100%	99%	-	100%	-
Reading	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	99%	100%	-	*	-	*	99%	100%	100%	99%	98%	100%	99%	-
	CWD	100%	*	100%	*	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	-	*	-	*	99%	100%	-	99%	98%	100%	99%	-
	EL	98%	-	98%	-	-	-	-	-	98%	100%	100%	98%	98%	100%	97%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	*	99%	*	-	-	-	*	99%	100%	100%	99%	97%	-	99%	-
Science	All Students	99%	*	98%	100%	-	*	-	-	98%	100%	100%	98%	100%	97%	100%	-
	CWD	100%	-	100%	*	-	*	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	98%	*	98%	100%	-	*	-	-	98%	100%	-	98%	100%	96%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	97%	*	96%	100%	-	*	-	-	97%	*	100%	96%	100%	97%	-	-
Non-Participatio	Female on Rate	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	-	100%	-
All Subjects	All	0%	0%	0%	0%	_	0%	-	0%	0%	0%	0%	0%	1%	0%	0%	-
, iii e iii je e ie	Students CWD	0%	*	0%	0%	_	*	_	*	0%	0%	0%	-	0%	0%	0%	_
	CWOD	0%	0%	1%	0%	-	0%	-	*	1%	0%	-	0%	1%	0%	0%	-
	EL	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	0%	1%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	-	-	-	*	1%	0%	0%	0%	1%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	1%	0%	-	*	-	*	1%	0%	0%	1%	2%	0%	1%	-
	CWD	0%	*	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	-	*	-	*	1%	0%	-	1%	2%	0%	1%	-
	EL	2%	-	2%	-	-	-	-	-	2%	0%	0%	2%	2%	0%	3%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	*	1%	*	-	-	-	*	1%	0%	0%	1%	3%	-	1%	-
Science	All Students	1%	*	2%	0%	-	*	-	-	2%	0%	0%	2%	0%	3%	0%	-
	CWD	0%	-	0%	*	-	*	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	2%	*	2%	0%	-	*	-	-	2%	0%	-	2%	0%	4%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	3%	*	4%	0%	-	*	-	-	3%	*	0%	4%	0%	3%	-	-
	Female	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

Students Without Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Dis	tudents with sabilities Section 504)
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2017-18+Federal+Report+Card&_... 7/11

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Female Total	*	*	*	*	*	*	*	*	*		
Expulsions	Iotai											
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Iotai											
School-Related Allesis	Male	*	*	*	*	*	*	*	*	*		
	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	Iotai											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	24	*	20	*	*	*	*	*	*	8	*
	Female	19	*	17	*	*	*	*	*	5	*	*
	Total	43	^	37	^	^	^	^	•	7	10	^

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	15
On the basis of race	*
On the basis of disability	*
•	

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs				•							
0	Male	25	*	23	*	*	*	*	*	8	*
	Female	18	*	14	*	*	*	*	*	*	*
	Total	43	*	37	*	*	*	*	*	10	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

'-' 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.

High Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.0	Percent 5.6%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.2	6.5%

'-' 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%	-	-
Mathematics	5,294	1%	55	1%	-	-

Grade 8

			2011 101 04014			
	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,088	1%	49	1%	-	-
Mathematics	5,087	2%	49	2%	-	
Science	5,087	1%	49	1%	-	
End of Course English I	4,868	1%	40	1%	-	-
English II	4,556	1%	28	0%	-	
Algebra I	4,884	1%	41	1%	-	-
Biology	4,861	1%	44	1%	-	-
All Grades All Subjects	99,020	1%	1,084	1%	10	2%
Reading	43,730	1%	468	1%	*	*
Mathematics	39,178	1%	441	2%	*	*
Science	16,112	1%	175	1%	*	*

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

'-' 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	ТХ	US	ТХ	US	ТХ	US	ТХ	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
Ciddo i	rtodding	Black	44	49	34	31	19	17	3	3
			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	10	20	10	39	33	32	8	8
	Mathematics	Overall	18		40					
		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
Crede 0	Deeding	Overall	29	24	4.4	40	26	32	2	4
Grade 8	Reading		42		44					4
		Black		40	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
	watternatics	Black	30 44	53	41	30	13	24 11	9	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
		5 ··· 5 5						-		-

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

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

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018