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

Campus Name: COLIN L POWELL EL Campus ID: 071902175 District Name: EL PASO ISD

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

Part (i)(1) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

										Two or			EL (Current
			All	African American	Hienanic	White	American Indian	Asian	Pacific Islander	More	Econ	Special Educ	and Former)
Academic Performance (At Meets		Baseline 2016-17	Students	Ailleileall	ilispailic	vviiite	iliulali	Asiaii	isianuei	Naces	Disauv	Luuc	i oriner)
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026- 27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-		E 40/	E00/	700/	000/	000/	000/	700/	FF0/	450/	F00/
		32	62% 72%	54% 66%	58% 69%	73%	62%	82% 87%	63% 73%	70% 78%	55%	45% 60%	52% 65%
		2032-33 Baseline 2016-17				80%	72%				67%		
	Mathematics	Rates 2017-18 through 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27 2027-28 through 2031-	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates											41%
		2017-18 through 2021- 22											42%
		2022-23 through 2026- 27											44%
		2027-28 through 2031- 32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
Rate		Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		22 2022-23 through 2026-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		27 2027-28 through 2031-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
•	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
•	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.

		State	District	tCampus	African sAmerican	ıHispani		American Indian			Two or More erRaces			, CWD	cwor) EL	Male	Femalel	Migrantl	Homeless	Foster Care	
STAAR Percent	at Appro	aches	Grade	Level o	r Above																	
Grade 3 Reading	All	77%	82%	87%	89%	93%	80%	*	*	*	91%	93%	78%	75%	87%	100%	86%	88%	-	-	-	86%
		51%	61%	75%	*	*	-	-	-	-	*	*	*	75%	-	*	*	*	-	-	-	*
	CWOD EL	79% 70%	85% 80%	87% 100%	94%	91%	80%	*	*	*	100%	95%	78% *	-	87%	* 100%	87%	87% 100%	-	-	-	87% 100%
		74%	80%	86%	78%	89%	85%	*	-	*	*	89%	79%	*	87%	*	86%	-	-	-	-	81%
	Female		83%	88%	100%	94%	69%	*	*	-	100%	96%	76%	*	87%	100%		88%	-	-	-	89%
Mathematics	All Students	77%	80%	78%	72%	78%	80%	*	*	*	91%	83%	73%	75%	78%	100%	78%	78%	-	-	-	83%
	CWD	52%	59%	75%	*	*	-	-	-	-	*	*	* 720/	75%	- 700/	*	*	*	-	-	-	*
	CWOD EL	74%	83% 78%	78% 100%	75% *	74% *	80%	_	_	_	100%	83%	73% *	*	78% *	100%	81%	77% 100%	-	-	-	84% 100%
		77%	81%	78%	67%	78%	85%	*	-	*	*	78%	79%	*	81%	*	78%	-	-	-	-	81%
	Female	78%	79%	78%	78%	78%	69%	*	*	-	100%	86%	68%	*	77%	100%		78%	-	-	-	85%
Grade 4																						
Reading	All Students	72%	74%	79%	82%	72%	82%	-	*	*	100%	75%	83%	60%	82%	*	82%	76%	-	-	-	81%
	CWD	46%	44%	60%	*	*	*	-	-	*	-	63%	*	60%	-	-	*	*	-	-	-	*
	CWOD		79%	82%	80%	73%	83%	-	*	*	100%	78%	85%	-	82%	*	83%	81%	-	-	-	85%
	EL Male	60% 70%	61% 72%	* 82%	- *	73%	93%	-	-	*	*	- 78%	* 81%	*	83%	*	* 82%	-	-	-	-	* 82%
	Female		77%	76%	88%	72%	56%	-	*	*	*	73%	80%	*	81%	*	-	- 76%	-	-	-	79%
Mathematics	All Students	77%	80%	85%	73%	83%	95%	-	*	*	100%	80%	91%	70%	88%	*	85%	86%	-	-	-	89%
	CWD	49%	50%	70%	*	*	*	-	-	*	-	75%	*	70%	-	_	*	*	-	-	_	63%
	CWOD	81%	84%	88%	70%	85%	94%	-	*	*	100%	81%	94%	-	88%	*	86%	89%	-	-	-	93%
	EL.	72%	73%	*	- *	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	*
	Male Female	77% 78%	79% 80%	85% 86%	88%	91% 78%	93% 89%	-	*	*	*	72% 86%	94% 85%	*	86% 89%	*	85% -	86%	-	-	-	86% 91%
Grade 5 Reading	All Students	83%	88%	82%	73%	84%	81%	-	-	*	*	84%	81%	50%	86%	*	81%	84%	-	-	-	83%
	CWD	54%	62%	50%	*	83%	*	-	-	-	*	56%	*	50%	-	*	63%	*	-	-	-	*
	CWOD		91%	86%	85%	84%	85%	-	-	*	*	89%	83%	-	86%	*	83%	90%	-	-	-	84%
	EL Male	73% 81%	80% 86%	81%	60%	85%	- 80%	-	-	*	-	79%	80%	63%	83%	*	81%	_	-	-	-	84%
	Female		89%	84%	100%	82%	82%	-	-	*	*	85%	82%	*	90%	*	-	84%	-	-	-	83%
Mathematics	Students	90%	92%	88%	87%	87%	90%	-	-	*	*	84%	94%	70%	91%	*	91%	84%	-	-	-	96%
		70%	74%	70%	* 92%	83% 88%	* 90%	-	-	-	*	78%	* 97%	70%	- 91%	*	75%	*	-	-	-	* 98%
	CWOD EL	86%	95% 89%	91% *	9270	0070 *	90%		-	_	_	86% *	9170	*	9170	*	94%	86% *	-	-	-	90%
	Male	89%	92%	91%	90%	90%	90%	-	-	*	*	88%	95%	75%	94%	*	91%	-	-	-	-	97%
	Female	91%	92%	84%	*	82%	91%	-	-	*	*	80%	91%	*	86%	*	-	84%	-	-	-	96%
Science	All Students	75%	79%	76%	67%	73%	86%	-	-	*	*	67%	87%	*	80%	*	84%	65%	-	-	-	83%
	CWD	48%	55%	*	*	*	*	_	_	_	*	*	*	*	_	*	*	*	_	_	_	*
	CWOD		82%	80%	77%	72%	90%	-	-	*	*	71%	90%	-	80%	*	89%	69%	-	-	-	86%
	EL	62%	66%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	*
	Male Female	76% 75%	80% 77%	84% 65%	70% *	84% 55%	90% 82%	-	-	*	*	78% 55%	90% 82%	*	89% 69%	*	84%	65%	-	-	-	90% 74%
STAAR Percent	at Meets	Grad	e Level	or Abov	/e																	
Grade 3 Reading	All Students	43%	46%	46%	28%	63%	52%	*	*	*	27%	43%	48%	63%	44%	83%	39%	51%	-	-	-	42%
	CWD	28%	32%	63%	*	*	-	-	-	-	*	*	*	63%	-	*	*	*	-	-	-	*
	CWOD		48%	44%	25%	57%	52%	*	*	*	33%	43%	44%	-	44%	*	32%	51%	-	-	-	42%
	EL Male	32% 40%	42% 45%	83% 39%	* 11%	× 560/-	* 62%	*	-	*	*	33%	* 42%	*	* 32%	83%		80%	-	-	-	80% 35%
	Male Female		45% 46%	51%	44%	56% 67%	38%	*	*	-	43%	50%	42% 52%	*	51%		39%	- 51%	-	-	-	35% 47%
Mathematics	All Students	46%	48%	49%	44%	41%	60%	*	*	*	64%	50%	49%	63%	48%	100%	54%	46%	-	-	-	52%
	CWD	30%	35%	63%	*	*	-	-	-	-	*	*	*	63%	-	*	*	*	-	-	-	*

Two

											or		Non									
					African			America		Pacific	More		Econ								oster	
	CWOD		Distric 50%	tCampus 48%	Americaı 44%	nHispani 30%	cWhite 60%	Indian *	Asiar	ılslander *	Races 78%	Disadv 50%	Disadv 46%	CWD	48%	EL *	Male 1 52%	Female N 46%	MigrantHo	meless	Care	Military 52%
	EL	39%	43%	100%	*	*	*	-	-	-	*	*	*	*		100%		100%	-	-	-	100%
	Male	47%	50%	54%	33%	56%	69%	*	-	*	* 740/	56%	53%	*	52%	*	54%	-	-	-	-	50%
	Female	45%	46%	46%	56%	33%	46%			-	71%	46%	45%		46%	100%	-	46%	-	-	-	54%
Grade 4												. =										/
Reading	All Students	45%	47%	48%	36%	48%	45%	-	*	*	86%	45%	51%	50%	48%	*	58%	40%	-	-	-	50%
	CWD	28%	23%	50%	*	*	*	-	-	*	-	50%	*	50%	-	-	*	*	-	-	-	*
	CWOD		50%	48%	30%	46%	44%	-	*	*	86%	44%	52%	-	48%	*	59%	39%	-	-	-	52%
	EL Male	29% 43%	31% 45%	* 58%	*	* 55%	- 57%	-	-	*	*	- 56%	* 56%	- *	* 59%	*	* 58%	*	-	-	-	* 61%
	Female		48%	40%	38%	44%	22%	-	*	*	*	36%	45%	*	39%	*	-	40%	-	-	-	41%
	•	400/	400/	400/	==0/	500/	500/		_	_	000/	400/	400/	000/	400/	_	500/	100/				470/
Mathematic	s All Students	48%	48%	48%	55%	52%	50%	-	*	*	29%	48%	49%	60%	46%	*	58%	40%	-	-	-	47%
	CWD	29%	25%	60%	*	*	*	-	-	*	-	63%	*	60%	-	-	*	*	-	-	-	50%
	CWOD		52%	46% *	50%	50%	44%	-	*	*	29%	44%	48%	-	46%	*	55%	39%	-	-	-	46%
	EL Male	38% 48%	35% 49%	58%	*	64%	64%	-	-	*	*	- 56%	56%	*	55%	*	58%	_	-	-	-	57%
	Female		47%	40%	63%	44%	22%	-	*	*	*	41%	40%	*	39%	*	-	40%	-	-	-	38%
0																						
Grade 5 Reading	All	53%	54%	53%	53%	52%	57%	_	_	*	*	49%	58%	40%	54%	*	58%	45%	_	_	_	52%
rtodding	Students	0070	0170	0070	0070	0270	01 70					1070	0070	1070	0170		0070	1070				0270
	CWD	30%	32%	40%	*	67%	*	-	-	-	*	44%	*	40%	-	*	50%	*	-	-	-	*
	CWOD EL	35%	58% 38%	54% *	62% *	48% *	60%	-	-	_	_	49% *	60%	*	54% *	*	58% *	48% *	-	-	-	53%
	Male	50%	51%	58%	50%	60%	60%	-	_	*	*	58%	55%	50%	58%	*	58%	-	-	-	-	58%
	Female	56%	58%	45%	60%	36%	55%	-	-	*	*	35%	64%	*	48%	*	-	45%	-	-	-	43%
Mathematic	s All	57%	60%	52%	40%	58%	48%			*	*	43%	65%	40%	54%	*	55%	48%				55%
Mathematic	Students	31 /0	0070	JZ /6	4070	30 70	40 /0	-	-			4570	0070	40 /0	J 4 /0		3370	4070	-	-	-	3370
	CWD	34%	39%	40%	*	67%	*	-	-	-	*	44%	*	40%		*	50%	*	-	-	-	*
	CWOD EL	60% 46%	64%	54% *	46%	56%	50%	-	-	*	*	43%	67%	-	54%	*	56%	52%	-	-	-	57% *
	Male	57%	48% 60%	55%	40%	65%	40%	-	-	*	*	54%	- 55%	50%	56%	*	55%	_	-	-	-	53%
	Female		60%	48%	*	45%	55%	-	-	*	*	30%	82%	*	52%	*	-	48%	-	-	-	57%
Caianaa	All	40%	42%	45%	120/	43%	67%			*	*	42%	48%	*	AE0/	*	E60/	200/				48%
Science	Students	40%	4270	45%	13%	43%	07 70	-	-			4270	4070		45%		56%	29%	-	-	-	4070
	CWD	25%	27%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	*
	CWOD		44%	45% *	15%	36%	70%	-	-	*	*	40%	50%	-	45%	*	56%	31%	-	-	-	49%
	EL Male	24% 42%	26% 45%	56%	10%	63%	80%	-	-	*	*	61%	50%	*	56%	*	56%	_	-	-	-	58%
	Female		38%	29%	*	9%	55%	-	-	*	*	20%	45%	*	31%	*	-	29%	-	-	-	35%
STAAR Percen	t at Maste	rs Gra	ade Lev	/el																		
Grade 3					-01	/						/										
Reading	All Students	24%	26%	22%	0%	26%	32%	*	*	*	27%	26%	18%	0%	24%	17%	17%	27%	-	-	-	25%
	CWD	9%	13%	0%	*	*	_	-	-	_	*	*	*	0%	_	*	*	*	-	_	_	*
	CWOD		27%	24%	0%	30%	32%	*	*	*	33%	29%	19%	-	24%	*	19%	28%	-	-	-	27%
	EL Male	15% 22%	20% 24%	17% 17%	* 0%	* 11%	* 38%	*	-	*	*	* 22%	* 11%	*	* 19%	17%	* 17%	20%	-	-	-	20% 19%
	Female		27%	27%	0%	33%	23%	*	*	-	43%	29%	24%	*	28%	20%	-	27%	-	-	-	29%
Mathematic	s All Students	22%	23%	16%	11%	15%	16%	*	*	*	18%	15%	17%	13%	16%	17%	22%	12%	-	-	-	17%
		12%	17%	13%	*	*	-	-	-	-	*	*	*	13%	_	*	*	*	-	-	-	*
	CWOD		24%	16%	13%	13%	16%	*	*	*	22%	17%	16%	-	16%	*	23%	13%	-	-	-	18%
	EL Male	17% 23%	19% 25%	17% 22%	* 11%	* 22%	* 15%	*	-	*	*	* 17%	* 26%	*	* 23%	17%	* 22%	20%	-	-	-	20% 19%
	Female		21%	12%	11%	11%	15%	*	*	-	0%	14%	9%	*	13%	20%	-	12%	-	_	-	15%
Grade 4 Reading	All	23%	24%	24%	9%	34%	23%	_	*	*	29%	18%	31%	30%	23%	*	24%	24%	_	_	_	23%
rtodding	Students	2070	2170	70	070	0170	2070				2070	1070	0170	0070	2070		2170	2170				2070
	CWD	9%	8%	30%	*	*	*	-	-	*	-	25%	*	30%	-	-	*	*	-	-	-	*
	CWOD EL	25% 12%	27% 12%	23%	10%	31% *	22%	-	*	*	29%	16%	30%	-	23%	*	24%	22%	-	-	-	24%
	Male	22%	23%	24%	*	27%	29%	-	-	*	*	17%	31%	*	24%	*	24%	-	-	-	-	25%
	Female	25%	26%	24%	13%	39%	11%	-	*	*	*	18%	30%	*	22%	*	-	24%	-	-	-	21%
Mathematic	e All	26%	24%	13%	18%	21%	9%	_	*	*	0%	10%	17%	20%	12%	*	15%	12%	_	_	_	11%
Matricinatio	Students	2070	24 /0	1370	1070	2170	370	_			0 70	1070	17 70	2070	12 /0		1370	12 /0	-	_	-	1170
	CWD	11%	9%	20%	*	*	*	-	-	*	-	13%	*	20%	-	-	*	*	-	-	-	0%
	CWOD EL	28% 18%	27% 15%	12% *	20%	15% *	11%	-	*	*	0%	9%	15% *	-	12%	*	17%	8% *	-	-	-	13%
	Male	27%	25%	15%	*	18%	14%	-	-	*	*	11%	19%	*	17%	*	15%	-	-	-	-	18%
	Female		24%	12%	13%	22%	0%	-	*	*	*	9%	15%	*	8%	*	-	12%	-	-	-	6%
Grade 5																						
Reading	All	26%	24%	22%	13%	26%	29%	-	-	*	*	23%	19%	30%	20%	*	28%	13%	-	-	-	20%
5	Students																					
	CWDD	9% 27%	10%	30% 20%	* 15%	50%	* 30%	-	-	- *	*	33% 20%	* 20%	30%	- 20%	*	38% 25%	* 14%	-	-	-	* 20%
	CWOD EL	12%	27% 13%	20%	15% *	20%	30%	-	-	-	_	∠U% *	20%	*	∠U% *	*	20% *	14 7/0 *	-	-	-	∠∪% *
	Male	24%	22%	28%	10%	40%	30%	-	-	*	*	33%	20%	38%	25%	*	28%	-	-	-	-	26%
	Female	28%	27%	13%	20%	0%	27%	-	-	*	*	10%	18%	*	14%	*	-	13%	-	-	-	13%

											Two											
					African			American		Pacific											Foster	
		State	District	Campus	American	ıHispani	cWhite	Indian	Asiar	ılslandeı	rRaces	Disadv	/Disad	CWD	CWO) EL	Male	Femalel	Migrant	Homeles	3 Care	Military
Mathematics	s All Students	30%	29%	23%	13%	26%	24%	-	-	*	*	16%	32%	30%	22%	*	23%	23%	-	-	-	25%
	CWD	13%	14%	30%	*	50%	*	-	-	-	*	33%	*	30%	-	*	38%	*	-	-	-	*
	CWOD EL	31% 19%	31% 20%	22%	15% *	20%	25%	-	-	*	*	11% *	33%	*	22%	*	19%	24%	-	-	-	25%
	Male	29%	29%	23%	10%	30%	20%	-	-	*	*	21%	25%	38%	19%	*	23%	-	-	-	-	22%
	Female	30%	29%	23%	*	18%	27%	-	-	*	*	10%	45%	*	24%	*	-	23%	-	-	-	30%
Science	All	16%	16%	14%	0%	17%	24%	-	-	*	*	9%	19%	*	12%	*	16%	10%	-	-	-	13%
	Students CWD	9%	9%	*	*	*	*				*	*	*	*		*	*	*				*
	CWOD		17%	12%	0%	12%	25%	-	-	*	*	6%	20%	-	12%	*	14%	10%	-	-	-	14%
	EL Male	7% 18%	8% 17%	* 16%	*	* 26%	- 20%	-	-	- *	-	* 17%	- 15%	*	* 14%	*	* 16%	*	-	-	-	* 13%
	Female		14%	10%	*	0%	27%	-	-	*	*	0%	27%	*	10%	*	-	10%	-	-	-	13%
STAAR Percent	t at Appro	aches	Grade	Level o	r Above																	
All Grades All Subjects	All	77%	75%	82%	78%	82%	85%	*	*	78%	90%	81%	84%	65%	84%	93%	84%	80%	_	_	_	86%
7 til Gabjooto	Students									1070	0070				0170	0070	0170					
	CWD CWOD	45% 80%	45% 79%	65% 84%	42% 82%	84% 81%	62% 87%	- *	-	* 86%	* 98%	67% 84%	53% 85%	65%	- 84%	100% 89%		55% 83%	-	-	-	60% 88%
	EL	60%	57%	93%	*	100%	*	_	_	-	*	90%		100%		93%		100%	-	-	-	88%
	Male	74%	72%	84%	70%	86%	93%	*	-	69%	95%	81%	87%	69%	86%	85%		-	-	-	-	86%
	Female	79%	77%	80%	86%	78%	78%	*	*	100%	87%	81%	79%	55%	83%	100%	-	80%	-	-	-	86%
Reading	All	73%	70%	83%	82%	84%	82%	*	*	70%	95%	84%	81%	63%	85%	92%	83%	83%	-	-	-	83%
	Students CWD	39%	37%	63%	*	85%	*	_	_	*	*	65%	*	63%		*	71%	50%	_	_	_	56%
	CWOD		74%	85%	87%	82%	85%	*	*	78%	100%	88%	82%	-	85%	88%		86%	-	-	-	85%
	EL	52%	47%	92%	*	100%	*	-	-	- *	*	88%	*	*	88%	92%	*	100%	-	-	-	88%
	Male Female	69% 77%	66% 74%	83% 83%	68% 95%	85% 83%	91% 72%	*	*	*	89% 93%	83% 86%	83% 79%	71% 50%	84% 86%	100%	83%	83%	-	-	-	82% 84%
								_	_	000/												
Mathematics	s All Students	80%	80%	84%	77%	83%	88%	•	•	80%	91%	82%	85%	71%	85%	100%	85%	82%	-	-	-	89%
	CWD	52%	53%	71%	*	85%	83%	-	-	*	*	76%	*	71%	-	*	72%	70%	-	-	-	69%
	CWOD EL	83% 70%	84% 70%	85% 100%	79% *	82% 100%	89%	*	*	89%	100%	83% 100%	87% *	- *		100%		83% 100%	-	-	-	91% 100%
	Male	78%	79%	85%	73%	88%	94%	*	-	71%	89%	80%	91%	72%	88%			-	-	-	-	88%
	Female	82%	81%	82%	82%	79%	82%	*	*	*	93%	84%	79%	70%	83%	100%	-	82%	-	-	-	90%
Science	All	79%	77%	76%	67%	73%	86%	-	-	*	*	67%	87%	*	80%	*	84%	65%	-	-	-	83%
	Students CWD	48%	49%	*	*	*	*	_	_	_	*	*	*	*		*	*	*	_	_	_	*
	CWOD		81%	80%	77%	72%	90%	-	-	*	*	71%	90%	-	80%	*	89%	69%	-	-	-	86%
	EL	58%	55%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	*
	Male Female	78% 80%	76% 78%	84% 65%	70% *	84% 55%	90% 82%	-	-	*	*	78% 55%	90% 82%	*	89% 69%	*	84%	- 65%	-	-	-	90% 74%
STAAR Percent	t at Meets	Grad	e Level	or Abov	/e																	
All Grades All Subjects	All	47%	44%	49%	38%	51%	54%	*	*	52%	44%	46%	52%	52%	48%	64%	54%	43%	-	-	-	49%
	Students		000/	50 0/	000/	770/	000/			*	*	E40/	500 /	500 /		4000/	000/	000/				400/
	CWD CWOD	23% 50%	22% 47%	52% 48%	33% 38%	77% 46%	38% 56%	*	*	57%	50%	51% 45%	53% 52%	52%	48%	100% 44%		36% 44%	-	-	-	40% 50%
	EL	26%	24%	64%	*	68%	*	-	-	-	*	65%	63%	100%	44%	64%	69%	60%	-	-	-	59%
	Male Female	45%	43% 46%	54% 43%	30% 47%	61% 42%	65% 43%	*	-	44% 71%	53% 39%	54% 38%	54% 51%	60% 36%	53% 44%	69% 60%	54%	43%	-	-	-	53% 45%
	Ciliai		4070	40 /0		72 /0					0070	3070			7770			4070	_	_		
Reading	All Students	46%	42%	49%	39%	55%	52%	*	*	50%	41%	46%	52%	52%	48%	67%	52%	46%	-	-	-	48%
	CWD		19%	52%	*	77%	*	_	_	*	*	50%	*	52%	_	*	59%	40%	_	_	_	38%
	CWOD	48%	45%	48%	38%	50%	54% *	*	*	56%	45% *	45%	52% *	-	48%	50%	50%	46%	-	-	-	48%
	EL Male	21% 41%	20% 38%	67% 52%	32%	75% 59%	63%	*	-	- *	33%	63% 51%	53%	59%	50% 50%	67% *	* 52%	57%	-	-	-	63% 52%
	Female		46%	46%	45%	51%	41%	*	*	*	43%	41%	52%	40%	46%	57%	-	46%	-	-	-	44%
Mathematics		48%	48%	50%	45%	51%	53%	*	*	40%	52%	47%	53%	54%	49%	67%	55%	45%	-	-	-	51%
	Students CWD	26%	26%	54%	*	77%	50%	_	_	*	*	52%	*	54%	_	*	61%	40%	_	_	_	44%
	CWOD	51%	51%	49%	46%	46%	53%	*	*	44%	60%	46%	53%	-	49%	50%	54%	45%	-	-	-	52%
	EL Male	33% 47%	32% 48%	67% 55%	* 36%	63% 63%	* 63%	- *	-	- 29%	* 67%	75% 55%	* 56%	* 61%	50% 54%	67% 60%		71% -	-	-	-	63% 53%
	Female		48%	45%	55%	40%	42%	*	*	*	43%	40%	51%	40%	45%	71%	-	45%	-	-	-	49%
Science	All Students		44%	45%	13%	43%	67%	-	-	*	*	42%	48%	*	45%	*	56%	29%	-	-	-	48%
	CWD	23%	21%	* 4E0/	* 1E0/	*	* 700/	-	-	- *	*	* 400/	* E00/	*	- 4E0/	*	* EG0/	*	-	-	-	* 400/
	CWOD EL	52% 21%	47% 17%	45% *	15% *	36%	70% -	-	-	-	_	40% *	50% -	*	45% *	*	56%	31%	-	-	-	49%
	Male	50%	44%	56%	10%	63%	80%	-	-	*	*	61%	50%	*	56%	*	56%	-	-	-	-	58%
	Female	49%	43%	29%	*	9%	55%	-	-	*	*	20%	45%	*	31%	*	-	29%	-	-	-	35%

STAAR Percent at Masters Grade Level

Two or Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military All Subjects ΑII 18% 16% 17% 22% 22% 19% 18% 21% Students CWD 8% 7% 22% 0% 42% 8% 22% 20% 22% 30% 24% 18% 9% CWOD 23% 20% 19% 10% 20% 24% 10% 18% 16% 22% 19% 11% 20% 17% 20% EL 9% 8% 18% 21% 20% 13% 30% 11% 18% 23% 13% 12% 7% 21% Male 20% 18% 21% 28% 25% 6% 20% 21% 24% 20% 23% 21% 20% Female 22% 19% 17% 10% 20% 20% 14% 13% 14% 22% 18% 17% 13% 17% 18% ΑII 19% 16% 23% 7% 29% 28% 0% 23% 22% 23% 22% 23% 17% 23% 22% 23% Reading Students 13% CWD 22% 38% 25% 22% 20% 0% 23% 13% 23% CWOD 20% 17% 23% 8% 27% 30% 25% 22% 23% 22% 24% 17% 13% 13% 13% 14% 13% Male 16% 14% 23% 5% 31% 34% 11% 25% 21% 24% 23% 23% 24% Female 22% 19% 9% 28% 29% 20% 25% 20% 22% 14% 22% 22% Mathematics All 23% 23% 17% 14% 21% 16% 20% 13% 14% 21% 21% 17% 17% 20% 15% 18% Students CWD 10% 10% 21% 46% 0% 19% 21% 22% 20% 6% CWOD 25% 25% 17% 15% 16% 22% 15% 13% 21% 17% 13% 20% 14% 19% 18% 13% 25% 25% 13% 17% 20% 14% 13% 13% 17% EL Male 23% 23% 20% 14% 25% 17% 14% 33% 17% 24% 22% 20% 20% 20% 20% Female 24% 14% 15% 0% 19% 20% 16% Science ΑII 22% 16% 14% 0% 17% 24% 9% 19% 12% 16% 10% 13% Students CWD 6% 20% 12% 10% 14% **CWOD 24%** 17% 12% 0% 12% 25% 14% EL 5% 4% 16% 26% 20% 15% 14% 13% 23% 17% 17% 16% Male

10%

0%

27%

15%

Part (iii): Academic Growth and Graduation Rate

Female 21%

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.

0%

27%

10%

13%

	All Students	African American	Hienanie	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	Students	American	пізрапіс	wille	iliulali	ASIAII	isianuei	Races	Disauv	CVVD	EL
Reading											
All Students	66	72	67	69	-	*	*	75	66	63	*
CWD	63	*	*	*	-	-	*	-	65	63	*
CWOD	67	75	66	70	-	*	*	75	67	-	*
EL	*	-	*	-	-	-	-	-	*	*	*
Male	63	*	68	77	-	-	*	*	64	*	*
Female	69	90	67	63	-	*	*	*	69	*	-
Mathematics											
All Students	77	91	82	75	-	*	*	63	83	85	*
CWD	85	*	100	*	-	-	*	-	91	85	*
CWOD	76	89	79	80	-	*	*	63	81	-	*
EL	*	-	*	-	-	-	-	-	*	*	*
Male	76	83	83	77	-	-	*	*	81	88	*
Female	78	95	81	73	-	*	*	*	85	*	-

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

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

^{&#}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

[&]quot; Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;-' Indicates zero observations reported for this group.

^{&#}x27;-' Indicates there are no students in the group.

3/4/2019

Total EL in Class 23

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 Achie			n Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	50	42	52	54	*	*	*	50	48	46	58
School Quality (College, Career	, and Militar	y Readines	ss Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ	Υ	Υ	N					Υ		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	Υ	N					Υ		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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		
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ	Υ	Υ	N					Υ		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	Υ	Υ	N					Υ		
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	N	N					N		
English Learner Language Prof	ficiency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											400/
Interim Goals (2028-2032)											46%
Target Met											400/
Long-Term Goals											46%
Target Met											
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	3070	3070	30 70	30 70	30 70	30 70	3070	3070	3070	3070	3070
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	3270	32 /u	32 /0	JZ 70	32 /0	JZ 70	32 /0	32 /0	32 /0	JZ 70	32 /0
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	3470	3 170	3.170	0.170	3 770	J-770	O 1770	J-770	0.70	J 170	O-170
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	0170	0170	0170	0170	0170	0170	0-170	0170	0170	0 1 70	0 1 70
300.											

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	

Indicates there are no students in the group.

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

		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	98%	100%	98%	97%	100%	*	100%	98%	99%	98%	96%	99%	100%	97%	100%	-
,	CWD	96%	100%	94%	100%	-	-	*	86%	96%	93%	96%	-	100%	94%	100%	-
	CWOD	99%	100%	99%	97%	100%	*	100%	100%	99%	98%	-	99%	100%	97%	100%	-
	EL	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	97%	100%	96%	95%	*	-	100%	95%	97%	96%	94%	97%	100%	97%	-	-
	Female	100%	100%	100%	99%	*	*	100%	100%	100%	99%	100%	100%	100%	-	100%	-
Reading	All Students	98% 93%	100%	98%	96%	*	*	100%	96%	98%	96%	93% 93%	98%	100%	96% 90%	99%	-
	CWD		100% 100%	93% 99%	100% 95%	-	*	100%	100%	96% 99%	86% 97%	93%	98%	100%	90% 97%	100% 99%	-
	EL	98% 100%	100%	100%	95%			100%	100%	100%	9170	*	100%	100%	100%	100%	-
	Male	96%	100%	95%	95%	-	-	100%	89%	97%	95%	90%	97%	100%	96%	100%	-
	Female	99%	100%	100%	97%	*	*	100%	100%	100%	98%	100%	99%	100%	90%	99%	-
Mathematics	All Students	99%	100%	99%	97%	*	*	100%	100%	99%	98%	100%	99%	100%	97%	100%	_
	CWD	100%	100%	100%	100%	-	-	*	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	99%	97%	*	*	100%	100%	99%	98%	-	99%	100%	97%	100%	-
	EL	100%	*	100%	*	-	-	-	*	100%	*	*	100%	100%	100%	100%	-
	Male	97%	100%	98%	95%	*	-	100%	100%	98%	96%	100%	97%	100%	97%	-	-
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	99%	100%	97%	100%	-	-	*	100%	98%	100%	90%	100%	*	98%	100%	-
	CWD	90%		83%	4000/	-	-	-	*	89%		90%	4000/	*	88%	4000/	-
	CWOD	100%	100%	100%	100%	-	-			100%	100%	- *	100%	*	100%	100%	-
	EL Male	98%	100%	95%	100%	-	-	-	*	96%	100%	88%	100%	*	98%		-
		98% 100%	100%	95% 100%		-	-	*	*	100%		88%		*		1000/	-
Non-Participation	Female n Rate	100%	100%	100%	100%	-	-			100%	100%		100%		-	100%	-
All Subjects	All Students	2%	0%	2%	3%	0%	*	0%	2%	1%	2%	4%	1%	0%	3%	0%	_
All Gabjects	CWD	4%	0%	6%	0%	-	_	*	14%	4%	7%	4%	-	0%	6%	0%	_
	CWOD	1%	0%	1%	3%	0%	*	0%	0%	1%	2%		1%	0%	3%	0%	-
	EL	0%	0%	0%	*	-	_	-	*	0%	0%	0%	0%	0%	0%	0%	_
	Male	3%	0%	4%	5%	*	_	0%	5%	3%	4%	6%	3%	0%	3%	-	_
	Female	0%	0%	0%	1%	*	*	0%	0%	0%	1%	0%	0%	0%	-	0%	-
Reading	All Students	2%	0%	2%	4%	*	*	0%	4%	2%	4%	7%	2%	0%	4%	1%	-
	CWD	7%	0%	7%	0%	-	-	*	*	4%	14%	7%	-	*	10%	0%	-
	CWOD	2%	0%	1%	5%	*	*	0%	0%	1%	3%	- *	2%	0%	3%	1%	-
	EL	0%	*	0%	*	-	-		*	0%	*		0%	0%	0%	0%	-
	Male	4%	0%	5%	5%	*	-	0%	11%	3%	5%	10%	3%	0%	4%	-	-
	Female	1%	0%	0%	3%	*	*	*	0%	0%	2%	0%	1%	0%	-	1%	-
Mathematics	All Students	1%	0%	1%	3%	*	*	0%	0%	1%	2%	0%	1%	0%	3%	0%	-
	CWD	0%	0%	0%	0%	-		*	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	1%	3%	*	*	0%	0%	1%	2%	- *	1%	0%	3%	0%	-
	EL	0%	*	0%	*	-	-		*	0%	*		0%	0%	0%	0%	-
	Male	3%	0%	2%	5%	*	-	0%	0%	2%	4%	0%	3%	0%	3%	-	-
	Female	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students CWD	1% 10%	0%	3% 17%	0%	-	-	*	0%	2% 11%	0%	10% 10%	0%	*	2% 13%	0%	-
	CWD	0%	0%	0%	0%	-	-	*	*	0%	0%	10%	0%	*	0%	0%	-
	EL	*	*	U /0 *	0 70	-	-	_		*	0 /0	*	U /0 *	*	*	*	-
	Male	2%	0%	5%	0%	-	-	*	*	4%	0%	13%	0%	*	2%		-
	Female	2% 0%	0%	5% 0%	0%	-	-	*	*	4% 0%	0%	*	0%	*	∠70 -	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	6	*	*	*	*	*	*	*	*	
		6	*	*	*	*	*	*	*	*	
	Female		*	*	*	*	*	*	*	*	
0 1 10 1 10	Total	6									
Out-of-School Suspensions		40	_	_	*	*	*	*	*	*	
	Male	16	5	7							
	Female	6	*	*	*	*	*	*	*	*	
	Total	22	5	9	6	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
511451 <u>2</u> 515 1515141155 1 5116165	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
School-Related Arrests	iotai										
Condoi-related Arrests	Male	*	*	*	*	*	*	*	*	*	

		Total	African			Indian or Alaska		Pacific	Two or More		Students Students with with Disabilities
			American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities (Section 504)
	Female	*	*	*	*	*	*	*	*	*	2.000
	Total	*	*	*	*	*	*	*	*	*	
Referrals to Law Enforcement											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Students With Disabilities											
In-School Suspensions											
'	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Out-of-School Suspensions											
·	Male	*	*	*	*	*	*	*	*	*	*
	Female	6	*	*	*	*	*	*	*	*	*
	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	23	*	8	11	*	*	*	*	*	8 *
	Female	11	*	5	*	*	*	*	*	*	5 *
	Total	34	*	13	13	*	*	*	*	*	13 *

	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	57	8	17	20	*	*	*	8	*	17
	Female	29	5	14	8	*	*	*	*	*	*
	Total	86	13	31	28	*	*	*	10	*	19
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	2.1	5.8%

Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	88	2%	*	*
Mathematics	6,020	1%	88	2%	*	*
Grade 4 Reading	6,061	1%	66	2%	*	*
Mathematics	6,056	1%	66	2%	*	*
Grade 5 Reading	6,162	2%	82	2%	*	*
Mathematics	6,160	1%	82	2%	*	*
Science	6,164	1%	82	2%	*	*
Grade 6 Reading	5,678	1%	60	2%	-	-
Mathematics	5,677	1%	60	1%	-	-
Grade 7 Reading	5,298	1%	55	1%	-	-
Mathematics	5,294	1%	55	1%	-	-
Grade 8 Reading	5,088	1%	49	1%	-	-
Mathematics	5,087	2%	49	2%	-	-
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%	26	5%
Reading	43,730	1%	468	1%	11	5%
Mathematics	39,178	1%	441	2%	11	5%
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.

Texas Education Agency | Academics | Performance Reporting

December 2018