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

Campus Name: BARRON EL Campus ID: 071902165 District Name: EL PASO ISD

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

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

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

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

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

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

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

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

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and 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);

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.

											Two											
											or	_	Non									
		State	District	tCampu	African sAmericar	nHispani		American Indian		Pacific Islander				cwd	CWOD	EL	Male	Female	Migrant	Homeless	Foste Care	
				-		mispain	CVVIIIC	malan	Asiaii	isianiaci	races	Disauv	Disauv		01102		waic	Tomale	wiigi airt	1011101033	Ouic	willitary
STAAR Percent Grade 3	at Appro	aches	Grade	Level o	or Above																	
Reading	All	77%	82%	71%	*	74%	*	-	-	-	*	70%	72%	*	78%	86%	63%	76%	-	-	-	80%
- ;	Students																					
	CWD	51%	61%	*	*	*	-	-	-	-	-	*	700/	*	- 700/	-	* 740/	* 040/	-	-	-	-
	CWOD	79%	85% 80%	78% 86%	_	80% 86%	_	-	-	-		78% 100%	78% 71%	-	78% 86%	86% 86%	71%	81% 80%	-	-	-	80% *
		74%	80%	63%	*	67%	*	-	-		-	67%	56%	*	71%	*	63%	-	- [-	*
	Female		83%	76%	*	78%	*	-	_	-	*	72%	80%	*	81%	80%	-	76%	-	-	_	83%
Mathematics	All	77%	80%	68%	*	71%	100%	-	-	-	*	63%	76%	*	75%	86%	67%	69%	-	-	-	80%
;	Students	E00/	E00/	*	*	*						*	*	*			*	*				
	CWD	52%	59% 83%	75%	*	76%	100%	-	-	-	*	69%	81%		- 75%	86%	76%	74%	-	-	-	80%
	EL	74%	78%	86%	_	86%	-	-	-		_	86%	86%	-	86%	86%	*	80%			-	*
		77%	81%	67%	*	71%	*	_	_	_	_	73%	56%	*	76%	*	67%	-	_	_	_	*
	Female		79%	69%	*	70%	*	-	-	-	*	56%	85%	*	74%	80%	-	69%	-	-	-	100%
Grade 4																						
Reading	All	72%	74%	69%	*	72%	*	-	*	-	*	59%	81%	*	74%	60%	65%	72%	-	*	-	*
•	Students CWD	46%	44%	*	*	*	*				*	*		*		*	*	*		*		*
	CWOD		79%	74%	*	75%	*		*		*	67%	- 81%	_	- 74%	71%	71%	77%		_	-	*
	EL	60%	61%	60%	_	60%	_	_	_	_	_	*	*	*	71%	60%	*	63%	_	*	_	_
		70%	72%	65%	-	70%	*	-	-	-	*	55%	79%	*	71%	*	65%	-	-	-	-	*
	Female	75%	77%	72%	*	73%	*	-	*	-	-	63%	82%	*	77%	63%	-	72%	-	*	-	*
Mathematics	All	77%	80%	74%	*	77%	*	-	*	-	*	72%	77%	*	80%	70%	85%	64%	-	*	-	*
,	Students CWD	49%	50%	*	*	*	*				*	*		*		*	*	*		*		*
	CWD		84%	80%	*	80%	*	-	*	-	*	83%	- 77%	_	80%	71%	87%	73%	-	_	-	*
	EL	72%	73%	70%	_	70%	_	_	_	_	_	63%	*	*	71%	70%	*	63%	_	*	_	_
		77%	79%	85%	_	87%	*	-	-	_	*	90%	79%	*	87%	*	85%	-	_	_	_	*
	Female		80%	64%	*	67%	*	-	*	-	-	53%	76%	*	73%	63%	-	64%	-	*	-	*
Grade 5	A II	020/	0.00/	070/	*	070/	4000/		*	*	*	020/	700/	770/	000/	040/	770/	050/				4000/
Reading	All Students	83%	88%	87%		87%	100%	-				93%	78%	77%	89%	91%	11%	95%	-	-	-	100%
•	CWD	54%	62%	77%	_	73%	*	_	*	_	_	86%	*	77%	_	*	89%	*	_	_	_	*
	CWOD		91%	89%	*	91%	100%	_	_	*	*	94%	81%	-	89%	100%		100%	_	_	_	100%
	EL	73%	80%	91%	-	91%	-	-	-	-	-	91%	-	*	100%				-	-	-	-
	Male	81%	86%	77%	*	80%	*	-	-	-	*	89%	62%	89%	73%	100%	77%	-	-	-	-	*
	Female	86%	89%	95%	*	93%	*	-	*	*	*	96%	93%	*	100%	*	-	95%	-	-	-	100%
NA-41	A.II	000/	000/	0.40/		0.40/	4000/					000/	000/	000/	050/	040/	000/	070/				4000/
Mathematics	All Students	90%	92%	94%		94%	100%	-	-	-		98%	89%	92%	95%	91%	90%	97%	-	-	-	100%
•		70%	74%	92%	_	91%	*	_	*	_	_	100%	83%	92%	_	*	89%	*	_	_	_	*
	CWOD		95%	95%	*	95%	100%	_	_	*	*	97%	90%	-	95%	86%	91%	97%	_	_	_	100%
	EL	86%	89%	91%	-	91%	-	-	-	-	-	91%	-	*	86%		100%		-	-	-	-
	Male	89%	92%	90%	*	92%	*	-	-	-	*	100%	77%	89%	91%	100%		-	-	-	-	*
	Female	91%	92%	97%	*	97%	*	-	*	*	*	96%	100%	*	97%	*	-	97%	-	-	-	100%
														/								
Science	All Students	75%	79%	75%	•	70%	83%	-	•	•	•	71%	81%	62%	78%	45%	77%	73%	-	-	-	86%
•	CWD	48%	55%	62%	_	64%	*	_	*	_	_	*	*	62%	_	*	67%	*	_	_	_	*
	CWOD		82%	78%	*	72%	100%	_	_	*	*	74%	86%	-	78%	*	82%	76%	_	_	_	100%
	EL	62%	66%	45%	-	45%	-	-	_	-	_	45%	-	*	*	45%	*	*	-	_	-	-
	Male	76%	80%	77%	*	76%	*	-	-	-	*	72%	85%	67%	82%	*	77%	-	-	-	-	*
	Female	75%	77%	73%	*	66%	*	-	*	*	*	70%	79%	*	76%	*	-	73%	-	-	-	100%
STAAR Percent	at Meete	Grad	e Level	or Abo	ve																	
Grade 3		J.uu		. J. ADO																		
Reading	All	43%	46%	30%	*	29%	*	-	-	-	*	28%	34%	*	33%	29%	25%	33%	-	-	-	50%
	Students																					
		28%		*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD		48%	33%	*	31%	*	-	-	-	*	31%	37%	-	33%			36%	-	-	-	50%
	EL	32%	42%	29%	-	29%	-	-	-	-	-	14%	43%	-	29%	29%	*	30%	-	-	-	*
		40%	45%	25%	*	24%	*	-	-	-	- *	33%	11%	*	29%	*	25%	-	-	-	-	*
	Female	45%	46%	33%	-	32%	-	-	-	-	-	24%	45%	-	36%	30%	-	33%	-	-	-	50%
Mathematics	All Students	46%	48%	32%	*	33%	60%	-	-	-	*	30%	34%	*	35%	29%	42%	27%	-	-	-	50%

Two

											or		Non									
					African			America		Pacific	More		Econ								Foste	
	CWD	State 30%	District 35%	tCampu *	sAmericar *	ıHispani *	icWhite	Indian	Asian	Islander	Races	Disadv *	Disadv	CWD	CWOE	EL	Male *	Female *	Migrant	Homeles	s Care	Military
	CWOD		50%	35%	*	35%	60%	-	-	-	*	33%	37%	_	35%	29%	48%	29%	-	-	-	50%
	EL	39%	43%	29%	-	29%	-	-	-	-	-	29%	29%	-	29%	29%	*	20%	-	-	-	*
	Male	47%	50%	42%	*	43%	*	-	-	-	-	53%	22%	*	48%	*	42%	-	-	-	-	*
	Female	45%	46%	27%	*	27%	*	-	-	-	*	16%	40%	*	29%	20%	-	27%	-	-	-	50%
Grade 4																						
Reading	All	45%	47%	44%	*	47%	*	-	*	-	*	33%	58%	*	49%	50%	50%	39%	-	*	-	*
· ·	Students																					
	CWD	28%	23%	*	*	*	*	-	-	-	*	*	-	*	-	*	*	*	-	*	-	*
	CWOD EL	47% 29%	50% 31%	49% 50%	_	49% 50%	_	-	_	-	_	40% *	58%	*	49% 57%	57% 50%	55%	43% 50%	-	*	-	_
	Male	43%	45%	50 % 50%	-	53%	*	-	-	-	*	40%	64%	*	55%	*	50%	-	-	_	-	*
	Female		48%	39%	*	40%	*	-	*	-	-	26%	53%	*	43%	50%	-	39%	-	*	-	*
Mathematics		48%	48%	39%	*	40%	*	-	*	-	*	36%	42%	*	41%	60%	41%	36%	-	*	-	*
	Students CWD	29%	25%	*	*	*	*				*	*	_	*		*	*	*		*		*
	CWOD		52%	41%	*	42%	*	-	*	-	*	40%	- 42%	_	- 41%	71%	42%	40%	-	_	-	*
	EL	38%	35%	60%	_	60%	_	-	_	-	_	50%	*	*	71%	60%	*	63%	-	*	_	_
	Male	48%	49%	41%	-	40%	*	-	-	-	*	35%	50%	*	42%	*	41%	-	-	-	-	*
	Female	47%	47%	36%	*	40%	*	-	*	-	-	37%	35%	*	40%	63%	-	36%	-	*	-	*
Grade 5	A.II	500 /	E 40/	E 40/		400/	000/					E40/	500/	000/	500 /	400/	400/	F00/				000/
Reading	All Students	53%	54%	54%		48%	83%	-				51%	59%	38%	58%	18%	48%	59%	-	-	-	86%
	CWD	30%	32%	38%	_	36%	*	_	*	_	_	29%	*	38%	_	*	44%	*	_	_	_	*
	CWOD		58%	58%	*	51%	100%	-	-	*	*	56%	62%	-	58%	14%	50%	64%	-	-	-	100%
	EL	35%	38%	18%	-	18%	-	-	-	-	-	18%	-	*	14%		33%	*	-	-	-	-
	Male	50%	51%	48%	*	48%	*	-	-	-	*	44%	54%	44%	50%	33%	48%	-	-	-	-	*
	Female	56%	58%	59%	*	48%	*	-	*	*	*	57%	64%	*	64%	*	-	59%	-	-	-	100%
NA - 41 41	A II	-7 0/	000/	700/		700/	000/					740/	7.40/	000/	000/	450/	0/	000/				000/
Mathematics	All Students	57%	60%	72%	•	70%	83%	-	^	•	^	71%	74%	38%	80%	45%	55%	86%	-	-	-	86%
	CWD	34%	39%	38%	_	36%	*	_	*	_	_	29%	50%	38%	_	*	33%	*	_	_	_	*
	CWOD		64%	80%	*	79%	100%	_	_	*	*	79%	81%	-	80%	57%	64%	91%	_	_	_	100%
	EL	46%	48%	45%	-	45%	-	-	-	-	-	45%	-	*	57%	45%		*	-	-	-	-
	Male	57%	60%	55%	*	56%	*	-	-	-	*	50%	62%	33%	64%	33%	55%	-	-	-	-	*
	Female	58%	60%	86%	*	83%	*	-	*	*	*	87%	86%	*	91%	*	-	86%	-	-	-	100%
0-:	A II	400/	400/	000/		000/	070/					000/	070/	000/	0.50/	00/	000/	000/				F 7 0/
Science	All Students	40%	42%	32%		30%	67%	-				29%	37%	23%	35%	0%	32%	32%	-	-	-	57%
	CWD	25%	27%	23%	_	18%	*	_	*	_	_	*	*	23%	_	*	22%	*	_	_	_	*
	CWOD		44%	35%	*	33%	80%	_	_	*	*	32%	38%	-	35%	*	36%	33%	_	_	_	67%
	EL	24%	26%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	42%	45%	32%	*	36%	*	-	-	-	*	33%	31%	22%	36%	*	32%	-	-	-	-	*
	Female	38%	38%	32%	*	24%	*	-	*	*	*	26%	43%	*	33%	*	-	32%	-	-	-	60%
STAAR Percent	at Maste	rs Gra	ade Lev	vel .																		
Grade 3																						
Reading	All	24%	26%	19%	*	17%	*	-	-	-	*	13%	28%	*	21%	21%	8%	24%	-	-	-	20%
	Students	00/	400/		_	*							_	_			_	_				
	CWD	9%	13%	240/	*	19%	- *	-	-	-	-	1 4 0 /	30%	*	210/	210/	10%	260/	-	-	-	20%
	CWOD EL	26% 15%		21% 21%	_	21%	_	-	-	-	_	14% 0%	43%	-	21% 21%	21% 21%	1070	26% 30%	-	-	-	20% *
	Male	22%		8%	*	5%	*	_	_	_	_	7%	11%	*	10%	*	8%	-	_	_	_	*
	Female			24%	*	24%	*	-	-	-	*	16%	35%	*	26%	30%	-	24%	-	-	-	17%
Mathematics			23%	13%	*	12%	40%	-	-	-	*	15%	10%	*	14%	0%	21%	9%	-	-	-	20%
	Students		170/	*	*	*						*	*	*			*	*				
	CWD CWOD			* 14%	*	13%	- 40%	-	-	-	*	17%	* 11%	-	- 14%	- 0%	24%	10%	-	-	-	20%
	EL	17%	19%	0%	_	0%		-	-	-	_	0%	0%	-	0%	0%	24 ⁷ 0 *	0%	-	-	-	20% *
	Male	23%		21%	*	19%	*	-	-	-	-	27%	11%	*	24%	*	21%	-	-	-	-	*
	Female			9%	*	8%	*	-	-	-	*	8%	10%	*	10%	0%	-	9%	-	-	-	17%
_																						
Grade 4		000	0.15									4	4.50		4-00	4	000					
Reading	All		24%	16%	*	17%	*	-	*	-	*	13%	19%	*	18%	10%	26%	6%	-	*	-	*
	Students CWD	9%	8%	*	*	*	*				*	*		*		*	*	*		*		*
	CWOD		27%	18%	*	18%	*	-	*	-	*	17%	19%	_	18%	14%	29%	7%	-	_	-	*
	EL	12%	12%	10%	_	10%	_	-	_	_	_	*	*	*	14%	10%	*	0%	_	*	_	-
	Male	22%		26%	-	27%	*	-	-	-	*	20%	36%	*	29%	*	26%	-	-	-	-	*
	Female	25%	26%	6%	*	7%	*	-	*	-	-	5%	6%	*	7%	0%	-	6%	-	*	-	*
						. =						. =					. =					
Mathematics		26%	24%	14%	*	15%	*	-	*	-	*	15%	13%	*	16%	20%	15%	14%	-	*	-	*
	Students CWD	11%	9%	*	*	*	*	_	_	_	*	*	_	*	_	*	*	*	_	*		*
	CWD			16%	*	16%	*	-	*	-	*	20%	13%	_	16%		16%	17%	-	_	-	*
	EL	18%	15%	20%	_	20%	_	_	_	_	_	13%	*	*	29%	20%	*	13%	_	*	_	_
	Male	27%		15%	-	17%	*	-	-	-	*	15%	14%	*	16%	*	15%	-	-	-	-	*
	Female			14%	*	13%	*	-	*	-	-	16%	12%	*	17%	13%	-	14%	-	*	-	*
_																						
Grade 5		0001	0.457		_	4001	F00'		_	_	*	4001	0001	4=01	4001	001	4001	4001				0001
Reading	All		24%	16%	*	13%	50%	-	*	*	*	12%	22%	15%	16%	0%	16%	16%	-	-	-	29%
	Students CWD	9%	10%	15%	_	9%	*	_	*	_	_	0%	*	15%	_	*	11%	*	_	_		*
	CWD			16%	*	9% 14%	60%	-	_	*	*	0% 15%	19%	15%	- 16%	0%	18%	15%	-	-	-	33%
	EL	12%		0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	*	-	-	-	-
	Male	24%		16%	*	16%	*	-	-	-	*	11%	23%	11%		0%	16%	-	-	-	-	*

Two

											or		Non									
		C4-4-	District		African			America			More			·CWD	CWOD		Mala	Fl-	. 84:		Foste	
	Female			16%	America *	n Hispani 10%	c wnite	indian -	ASIANI *	siande *	r Races	13%	21%	*	15%	*	waie -	16%	wiigrantr -	omeiess -	- Care	20%
Mathematics	ΔΙΙ	30%	29%	34%	*	31%	67%		*	*	*	32%	37%	15%	38%	9%	23%	43%	_	_		43%
	Students						0170	-							30 70	370		4370	-	-	_	
	CWD	13%	14%	15%	*	9%	*	-	*	*	*	14%	17%	15%	-	*	0%	* 400/	-	-	-	*
	CWOD EL	19%	31% 20%	38% 9%	_	37% 9%	80%	-	-	_	_	35% 9%	43%	*	38% 0%	0% 9%	32% 0%	42% *	-	-	-	50%
	Male	29%	29%	23%	*	20%	*			-	*	22%	23%	0%	32%	0%	23%	_	-	-	-	*
	Female		29%	43%	*	41%	*	-	*	*	*	39%	50%	*	42%	*	-	43%	-	-	-	40%
Science	All	16%	16%	7%	*	6%	33%	-	*	*	*	7%	7%	0%	9%	0%	13%	3%	-	-	-	14%
	Students CWD	9%	9%	0%	_	0%	*	_	*	_	_	*	*	0%	_	*	0%	*	_	_	_	*
	CWOD		17%	9%	*	7%	40%	-	-	*	*	9%	10%	-	9%	*	18%	3%	-	-	-	17%
	EL	7%	8%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male Female	18%	17% 14%	13% 3%	*	12% 0%	*	-	*	*	*	11% 4%	15% 0%	0% *	18% 3%	*	13%	3%	-	-	-	*
	Tomale	1070	1 1 70	070		070						170	070		070			070				070
STAAR Percent	at Appro	ache	s Grade	Level o	r Above																	
All Grades All Subjects	All	77%	75%	77%	48%	78%	89%	_	100%	*	67%	75%	79%	52%	81%	77%	76%	78%	_	*	_	86%
•	Students		. 0 / 0				0070		.0070				. 0 / 0		0.70		. 070	. 070				
	CWD	45%	45%	52%	*	57%	*	-	*	-	*	49%	59%	52%	-		62%	40%	-	*	-	*
	CWOD		79% 57%	81% 77%	59%	81% 77%	94%	-	*	*	77%	80% 75%	82% 83%	- 67%	81%		79% 90%	82% 60%	-	*	-	91%
	EL Male	60% 74%	57% 72%	77% 76%	63%	77% 78%	80%	-	-	-	*	75% 78%	83% 72%	67% 62%	79% 79%		90% 76%	69%	-	_	-	80%
	Female		77%	78%	40%	77%	95%	-	100%	*	88%	73%	84%	40%		69%	-	78%	-	*	-	90%
Reading	All	73%	70%	75%	*	77%	80%	_	*	*	*	74%	77%	46%	80%	80%	69%	81%	_	*	_	86%
	Students				_		*		_		_		*							_		*
	CWD	39%	37%	46%	*	50%		-	*	- *	*	45%		46%	- 000/	*	53%	38%	-	*	-	
	CWOD EL	52%	74% 47%	80% 80%	_	81% 80%	85%	-	_	_	_	80% 81%	80% 78%	*	80% 86%	86%	72% 92%	86% 74%	-	*		90%
	Male	69%	66%	69%	*	72%	*			-	*	70%	67%	53%	72%		69%	-	-	_	-	89%
	Female		74%	81%	*	81%	89%	-	*	*	*	78%	84%	38%	86%	74%	-	81%	-	*	-	85%
Mathematics	All Students	80%	80%	79%	*	80%	100%	-	*	*	*	78%	80%	54%	83%	83%	82%	76%	-	*	-	86%
	CWD	52%	53%	54%	*	60%	*	_	*	_	*	50%	63%	54%	_	86%	67%	38%	_	*	_	*
	CWOD		84%	83%	*	83%	100%	-	*	*	*	83%	82%	-	83%		85%	81%	-	-	-	90%
	EL	70%	70%	83%		83%	.	-	-	-	-	81%	89%	86%	82%		100%	74%	-	*	-	*
	Male Female	78%	79% 81%	82% 76%	*	84% 77%	100% 100%	-	*	*	*	89% 69%	72% 86%	67% 38%		100% 74%	82%	- 76%	-	*	-	78% 92%
Science	All	79%	77%	75%	*	70%	83%	_	*	*	*	71%	81%				77%	73%	_	_	_	86%
:	Students																					*
	CWD	48%	49%	62% 78%	*	64%	100%	-	*	- *	-	* 74%	* 86%	62%	- 700/	*	67%	* 76%	-	-	-	
	CWOD EL	58%	81% 55%	45%	_	72% 45%	100%	-	-	_	_	45%	00%	*	78% *	45%	82%	/ O 70 *	-	-		100%
	Male	78%	76%	77%	*	76%	*	-	-	-	*	72%	85%	67%	82%	*	77%	-	-	-	-	*
	Female	80%	78%	73%	*	66%	*	-	*	*	*	70%	79%	*	76%	*	-	73%	-	-	-	100%
STAAR Percent	at Meets	Grad	e Leve	l or Abov	re																	
All Grades All Subjects	ΔII	17%	44%	43%	17%	42%	64%		100%	*	47%	40%	18%	23%	17%	32%	13%	44%		*		61%
	All Students	7 1 /0	-7-1 /0	→ 70 /0	17 /0	→∠ /0	J+ /0	-	100 /0		+ 1 /0	7 0 /0	-1 0 /0	ZJ /0	→1 /0	UZ /0	7 0/0	77 /0	-		-	J 1 /0
	CWD			23%	*	24%	*	-	*	-	*	17%	36%	23%	-		26%	20%	-	*	-	*
	CWOD		47%	47%	24%	45%	71%	-	*	*	54%	44%	50%	-	47%		46%	47%	-	-	-	67% *
	EL Male	26% 45%	24% 43%	32% 43%	- 25%	32% 44%	- 53%	-	-	-	*	27% 41%	50% 45%	22% 26%	35% 46%		30% 43%	33%	-	-	-	55%
	Female		46%	44%	13%	41%	71%	-	100%	*	63%	39%	51%		47%	33%	-	44%	-	*	-	65%
Reading	All	46%	42%	43%	*	41%	67%	_	*	*	*	38%	51%	21%	46%	31%	43%	43%	_	*	_	59%
	Students				_																	
	CWD	22%	19%	21%	*	25%	* 770/	-	*	- *	*	15%	* E20/	21%	460/	*	27%	15%	-	*	-	* GE0/
	CWOD EL	48% 21%	45% 20%	46% 31%	-	43% 31%	77% -	-	-	_	-	42% 23%	52% 56%	*	46% 32%		46% 33%	47% 30%	-	- *	-	65% *
	Male	41%	38%	43%	*	43%	*	-	-	-	*	40%	47%	27%	46%	33%		-	-	_	-	56%
	Female		46%	43%	*	40%	78%	-	*	*	*	36%	53%		47%	30%	-	43%	-	*	-	62%
Mathematics			48%	47%	*	47%	60%	-	*	*	*	46%	49%	25%	51%	43%	46%	48%	-	*	-	64%
	Students CWD		26%	25%	*	25%	*	_	*	_	*	20%	38%	25%	_	29%	27%	23%	_	*	_	*
	CWOD		51%	51%	*	50%	62%	-	*	*	*	51%	51%	-	51%		50%	51%	-	-	-	70%
	EL	33%	32%	43%	-	43%	-	-	-	-	-	42%	44%	29%	46%		42%	43%	-	*	-	*
	Male Female	47%	48% 48%	46% 48%	*	46% 48%	67% 56%	-	- *	- *	*	45% 46%	47% 51%	27% 23%	50% 51%	42% 43%	46%	- 48%	-	- *	-	56% 69%
Coionas					*			-	*	*	*								-		-	
Science	All Students		44%	32%	•	30%	67%	-	•	•	•	29%	37%		35%	0%	32%	32%	-	-	-	57%
	CWD	23%		23%	- *	18%	* 90º/	-	*	-	- *	*	* 200/	23%	25%	*	22%	320/	-	-	-	* 67%
	CWOD EL	52% 21%	47% 17%	35% 0%	-	33% 0%	80%	-	-	-	_	32% 0%	38%	*	35% *	0%	36%	33%	-	-	-	6/%
	Male	50%	44%	32%	*	36%	*	-	-	-	*	33%		22%	36%	*	32%	-	-	-	-	*
	Female		43%	32%	*	24%	*	-	*	*	*	26%	43%	*	33%	*	-	32%	-	-	-	60%

STAAR Percent at Masters Grade Level All Grades

Two Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military All Subjects ΑII 18% 0% 39% 60% 13% 15% 19% 6% 19% 25% Students 4% CWOD 23% 20% 19% 0% 18% 45% 15% 18% 20% 19% 10% 21% 28% EL 9% 8% 9% 9% 3% 28% 6% 10% 9% 7% 10% 0% 40% Male 20% 18% 18% 17% 40% 16% 20% 3% 21% 7% 18% Female 22% 19% 16% 0% 15% 38% 60% 13% 15% 19% 10% 17% 10% 16% 16% 40% 13% 23% 11% 18% 27% Reading ΑII 19% 16% 17% 16% 7% 18% 16% Students 0% **CWD** 7% 6% 5% CWOD 20% 18% 17% 46% 15% 23% 18% 14% 30% 17% 20% 44% 7% 11% 11% 0% 14% 11% 8% 13% Male 16% 14% 18% 17% 13% 25% 7% 20% 8% 44% 18% Female 22% 15% 44% 12% 8% 17% 16% 15% Mathematics All 23% 23% 20% 19% 40% 21% 20% 7% 22% 9% 19% 21% 27% Students CWD 10% 10% 5% 5% 13% 7% 14% 0% 15% **CWOD 25%** 46% 24% 22% 30% 25% 22% 21% 20% 7% 23% 22% 8% 11% 14% 13% 9% 8% EL 13% 9% 9% 7% 9% 23% 19% 50% 21% 17% 0% 23% 8% 33% 23% 18% 19% Male Female 24% 33% 15% 9% 21% 23% 20% 21% 22% 22% 23% 6% 33% 7% 0% 9% 0% 13% 14% Science ΑII 22% 16% Students CWD 0% 9% 18% 3% **CWOD 24%** 17% 9% 7% 40% 9% 10% 17% FΙ 5% 4% 0% 0% 0% 0% 13% 15% 0% 18% Male 23% 17% 13% 12% 11%

4%

0%

3%

3%

0%

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.

	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	66	*	68	60	-	*	*	*	68	64	79
CWD	64	*	72	*	-	*	-	*	59	64	100
CWOD	67	*	67	63	-	*	*	*	70	-	67
EL	79	-	79	-	-	-	-	-	82	100	79
Male	68	*	71	*	-	-	-	*	67	71	81
Female	65	*	64	*	-	*	*	*	69	55	77
Mathematics											
All Students	75	83	75	75	-	*	*	*	75	82	80
CWD	82	*	88	*	-	*	-	*	75	82	86
CWOD	73	*	73	69	-	*	*	*	75	-	77
EL	80	-	80	-	-	-	-	-	83	86	80
Male	75	*	76	*	-	-	-	*	78	92	100
Female	75	*	74	*	-	*	*	*	73	70	67

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

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

Part (iv): English Language Proficiency

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

0%

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

Indicates zero observations reported for this group.

Indicates there are no students in the group.

Total EL in Class Proficiency of EL Rate of Proficiency 78 11 14%

- 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			Hispanic e: STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	46	*	45	64	-	*	*	*	43	*	39
School Quality (College, Career,	and Military	y 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	N		Υ						Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
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	Υ	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	iciency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											Υ
Interim Goals (2023-2027)											44%
Target Met											Υ
Interim Goals (2028-2032)											46%
Target Met											Υ
Long-Term Goals											46%
Target Met											Υ
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	0070	0070	0070	0070	0070	0070	0070	0070	0070	0070	0070
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met								*=			*=
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	=				-			* ***			
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	-	-	-		-	-	-	-	-	-	
3											

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

		Compus	African	Uianania	White	American	Acion	Pacific	Two or More	Econ	Non Econ	CWD	CWOD	EL	Mala	Famala	Migrant
Participation Rat	е	Campus	American	Hispanic	wnite	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%	100%	100%	100%	_
,	CWD	100%	100%	100%	100%	_	*	-	*	100%	100%	100%	-	100%	100%	100%	_
	CWOD	100%	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%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	1000/	100% 100%	100%	-	*	*	100%	100% 100%	100% 100%	100%	- 100%	100% 100%	100% 100%	100% 100%	-
	EL	100% 100%	100%	100%	100%	-			100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	100%		_	_	*	100%	100%	100%	100%	100%	100%	10070	_
	Female	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	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%	100%	-
	EL	100%	*	100%	-	-	-	-	- *	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%		100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	4000/	-
	Female	100%	100%	100%	100%	-	-	-		100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	*	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	*	-	-	100%	100%	100%	-	*	100%	*	-
	CWOD	100%	*	100%	100%	-	-	*	*	100%	100%	*	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	-	-	- *	100%	-		100%	100%	100%	100%	-
	Male Female	100% 100%	*	100% 100%	*	-	*	*	*	100% 100%	100% 100%	100%	100% 100%	100% 100%	100%	100%	-
Non-Participation		100%		100%		-				100%	100%		100%	100%	-	100%	-
All Subjects	All Students	0%	0%	0%	0%	_	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	_
, ouzjooto	CWD	0%	0%	0%	0%	_	*	-	*	0%	0%	0%	-	0%	0%	0%	_
	CWOD	0%	0%	0%	0%	-	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	~	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD EL	0% 0%	0%	0% 0%	0%	-	•	•	0%	0% 0%	0% 0%	0%	0% 0%	0% 0%	0% 0%	0% 0%	-
	Male	0% 0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	070	-
	Female	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	_	*	*	0%	0%	0%	0%	0%	0%	0%	0%	_
	CWD	0%	*	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	*	-	-	0%	0%	0%	-	*	0%	*	-
	CWOD	0%	*	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL Mala	0% 0%	- *	0%	- *	-	-	-	- *	0%	- 00/		0%	0%	0%	0%	-
	Male	0% 0%	*	0% 0%	*	-	*	*	*	0% 0%	0% 0%	0%	0% 0%	0% 0%	0%	0%	-
	Female	U-70		U 70		-				U 70	U 70		U 70	U70	-	U 70	-

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

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.

		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)
Students Without Disabilities											
In-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions											
•	Male	11	*	7	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	15	*	9	*	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	

Indicates zero observations reported for this group.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students wit with Disabi Disabilities (Section	th ilities
School-Related Arrests												,
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
in concor cuopencione	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions	Iotai											
Out-of-oction ouspensions	Male	6	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	8	*	*	*	*	*	*	*	*	*	
Expulsions	IUlai	O										
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	
With Educational Services	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	
Without Educational Services	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*			
Under Zero Tolerance Policies		*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*			
Oak and Dalate d Associate	Total											
School-Related Arrests	Mala	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
5	Total	•	^	•	•	•	^	•	•	•	•	
Referrals to Law Enforcement		*	*	*	*	*	*	*	*	*		
	Male	*		*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
All Students												
Chronic Absenteeism				_								
	Male	10	*	8	*	*	*	*	*	*	5 *	
	Female	14	*	8	*	*	*	*	*	*	5 *	
	Total	24	*	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	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*
,	

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

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
. rescinsor regiums	Male	22	*	20	*	*	*	*	*	5	*
	Female	20	*	14	*	*	*	*	*	*	*
	Total	42	*	34	*	*	*	*	*	7	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	_	-	-	-	_	_
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

- Indicates results are masked due to small numbers to protect student confidentiality.
- 1**1 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 3.0	Percent 9.7%
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	3.7	12.8%

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.

Grade 3	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	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%	11	2%
Reading	43,730	1%	468	1%	5	2%
Mathematics	39,178	1%	441	2%	5	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	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
Orado 1	rtodding	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
					34			34		13
		White	21 *	22	34 *	32	35 *		10 *	
		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
		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 Disady	23	31	46	44	25	22	4	3
						32			2	3
		Students with Disabilities	43	51	38		16	14		
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	3	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 45	43	16	20	1	1
					29	43 29	6	9	-	1
		Students with Disabilities	65	61					n/a	
		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
		- 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

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