Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: DOWELL EL Campus ID: 071902115 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		Pacific	More	Econ	Special	and
		D 1: 004047	Students	American	lispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets	Deeding /CLA	Baseline 2016-17 Rates	44%	32%	37%	c.00/	400/	74%	45%	56%	220/	19%	29%
Grade Level or Above)	Reading/ELA	2017-18 through 2021-		32%	31%	60%	43%	74%	45%	50%	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-											
		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	400/	0.40/	400/	500/	450/	000/	500/	= 40/	0.00/	000/	100/
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021-	400/	040/	400/	500/	450/	0.00/	F00/	E 40/	0.00/	000/	400/
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026- 27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-		4170	49%	03%	55%	03%	57 %	0170	43%	3470	49%
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
		Baseline 2016-17											
EL Progress		Rates											41%
		2017-18 through 2021-											
		22											42%
		2022-23 through 2026-											
		27											44%
		2027-28 through 2031-											
Graduation Rate:4-Year Longitudinal		32 Baseline 2016-17											46%
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-	00/10	0070	0.70	00/0	0070	00/0	0070	0270	00/0		/ 0
		22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-											
		27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-											
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
-	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
-	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

(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

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 F (0-59) and further used to differentiate all public schools

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									
				_	African			American		Pacific											Foster	
		State	District	Campus	America	nHispanic	White	Indian	Asian	Islander	Races	sDisadv	Disad	CWD	CWOD) EL	Male	Female	AigrantH	omeless	Care	Military
STAAR Percent	at Appro	aches	Grade	Level o	r Above																	
Grade 3																						
Reading	All	77%	82%	69%	*	64%	*	*	*	-	-	58%	94%	*	69%	63%	63%	75%	-	*	-	*
	Students	= 4 0 /	0.40/			*						*						*				
		51%	61%	*	-		*	-	-	-	-		-	*	-	F 00/	×		-	-	-	-
	CWOD		85%	69%		64%	*		*	-	-	56%	94% *	-	69%	59%		73%	-		-	
	EL Male	70% 74%	80% 80%	63% 63%	*	59% 59%	*	-		-	-	53% 43%	90%	*	59% 64%	63% 78%		50% -	-	*	-	*
	Female		83%	75%	*	70%	*	*	*	-	-	43 % 68%	100%		73%	50%	-	- 75%	-	_	-	_
	i cinale	1570	0070	10/0		1070						0070	10070		10/0	00 /0		10/0				
Mathematics	All	77%	80%	77%	*	73%	*	*	*	-	-	75%	81%	*	75%	74%	83%	71%	-	*	-	*
	Students																					
	CWD	52%	59%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	80%	83%	75%	*	71%	*	*	*	-	-	72%	81%	-	75%	71%	82%	69%	-	*	-	*
	EL	74%	78%	74%	-	71%	*	-	*	-	-	73%	*	*	71%	74%	89%	60%	-	-	-	-
	Male	77%	81%	83%	*	82%	*	-	-	-	-	79%	90%	*	82%	89%	83%	-	-	*	-	*
	Female	78%	79%	71%	*	65%	*	*	*	-	-	73%	*	*	69%	60%	-	71%	-	-	-	-
Grade 4		700/	7404		-	0001	-		-			500/	000/	-	000	470/	F00/	7004				+
Reading	All	72%	74%	66%	*	63%	*	-	*	-	-	59%	90%	*	68%	47%	58%	72%	*	×	-	×
	Students	400/	4.40/	*		*						*	*	÷		+	*	*				
		46%	44%		-		-	-	-	-	-			-	-			740/	-	-	-	-
	CWOD		79%	68%	-	65%		-		-	-	61%	89%	-	68% *	- 47%	57% *	74%	*		-	
	EL	60%	61%	47%	-	47%	-	-	-	-	-	42%	*	*	E70/	41%	E00/			-	-	- *
	Male Female	70%	72% 77%	58% 72%	*	53% 71%	*	-		-	-	56% 61%	100%	*	57% 74%	*	58%	- 72%	*		-	
	Female	15/0	11/0	1 2 /0		/ 1 /0		-	-	-	-	0170	100 /0		/ 4 /0		-	12/0		-	-	-
Mathematics	All	77%	80%	82%	*	82%	*	-	*	-	-	79%	90%	86%	81%	73%	89%	76%	*	*	-	*
	Students		00/0	0270		0270							00/0	00/0	0.70		00/0					
		49%	50%	86%	-	86%	-	-	-	-	-	83%	*	86%	-	*	*	*	-	-	-	-
	CWOD		84%	81%	*	81%	*	-	*	-	-	79%	89%	-	81%	70%	93%	74%	*	*	-	*
	EL	72%	73%	73%	-	73%	-	-	-	-	-	67%	*	*	70%	73%		71%	*	-	-	-
	Male	77%	79%	89%	*	88%	-	-	*	-	-	88%	*	*	93%	75%		-	-	*	-	*
	Female	78%	80%	76%	*	76%	*	-	-	-	-	72%	86%	*	74%	71%	-	76%	*	-	-	-
Grade 5																						
Reading	All	83%	88%	97%	*	100%	*	-	-	-	*	97%	100%	100%	97%	100%	95%	100%	-	-	-	*
	Students																					
	CWD	54%	62%	100%	*	100%	-	-	-	-	-	*	*	100%		-	*	*	-	-	-	-
	CWOD		91%	97%	-	100%	*	-	-	-	*	96%	100%	-				100%	-	-	-	*
	EL	73%	80%	100%	- *	100%	-	-	-	-	-	100%	-	-	100%	100%		*	-	-	-	-
	Male	81%	86%	95%		100%	Ĵ	-	-	-	^	95%			95%	Ĵ	95%	-	-	-	-	-
	Female	86%	89%	100%	-	100%	^	-	-	-	-	100%	100%	î	100%	^	-	100%	-	-	-	^
Mathematics	A II	90%	92%	97%	*	100%	*				*	07%	100%	100%	07%	100%	05%	100%				*
	Students	90%	9270	91 70		100%		-	-	-		97%	100%	100%	97%	100%	95%	100%	-	-	-	
		70%	74%	100%	*	100%	_	_	_	_	_	*	*	100%	_	_	*	*	_	_	_	_
	CWOD		95%	97%		100%	*	_	_	_	*	96%	100%			100%	95%	100%	_	_	_	*
	EL	86%	89%	100%	-	100%	-	-	_	_	-	100%	-	-	100%			*	_	-	-	-
	Male	89%	92%	95%	*	100%	*	-	-	-	*	95%	*	*	95%	*	95%	-	_	-	-	-
	Female		92%	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	*	-	100%	-	-	-	*
Science	All	75%	79%	90%	*	91%	*	-	-	-	*	86%	100%	*	94%	83%	86%	94%	-	-	-	*
	Students																					
	CWD	48%	55%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	82%	94%	-	96%	*	-	-	-	*	92%	100%	-	94%	83%	89%	100%	-	-	-	*
	EL	62%	66%	83%	-	83%	-	-	-	-	-	83%	-	-	83%	83%	*	*	-	-	-	-
		76%	80%	86%	*	89%	*	-	-	-	*	84%	*	*	89%	*	86%	-	-	-	-	-
	Female	75%	77%	94%	-	93%	*	-	-	-	-	90%	100%	*	100%	*	-	94%	-	-	-	*
STAAR Percent	ot M+-	C	. I																			
Grade 3	at meets	Grad	e Levei	OF ADOV	/e																	
Reading	All	43%	46%	19%	*	18%	*	*	*	-	_	14%	31%	*	21%	11%	25%	14%	_	*	-	*
0	Students	-10 /0	40 /0	13/0		10 /0				-	-	1-4 /0	5170		∠ 1 /0	1170	∠J /0	1-+ /0	-		-	
	CWD	28%	32%	*	_	*	*	_	_		_	*	-	*	_	*	*	*	_	_	_	_
	CWOD		32% 48%	21%	- *	19%	*	- *	*	-	-	16%	- 31%	-	- 21%	12%	27%	15%	-	*	-	*
	EL	32%	40%	11%	-	6%	*	-	*	-	-	7%	3170	*	12%	11%		10%	-	-	-	-
		40%	45%	25%	*	27%	*	-	-	_	-	7%	50%	*	27%	11%		-	-	*	_	*
	Female		46%	14%	*	9%	*	*	*	_	-	18%	0%	*		10%		- 14%	-	-	-	-
						2.70						. 2.0	- / -									

											Two											
											or		Non									
		State	District	Campu	African sAmerican	Hispani	icWhite	American Indian		Pacific Islande				CWD	CWOD	EL	Malel	Female	MigrantH	lomeless	Foster Care	
Mathematics	All	46%	48%	33%	*	33%	*	*	*	-	-	28%	44%	*	33%				-	*	-	*
	Students CWD	30%	35%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	48%	50%	33%	*	33%	*	*	*	-	-	28%	44%	-	33%	35%		23%	-	*	-	*
	EL	39%	43%	32%	-	29%	*	-	*	-	-	33%	*	*	35%	32%		30%	-	-	-	-
	Male Female	47%	50% 46%	46% 21%	*	50% 17%	*	-	-	-	-	43% 18%	50% *	*	45% 23%	33% 30%	46%	- 21%	-	_	-	_
	I emale	4070	4070	21/0		17.70				-	-	1070			2070	50 /0	-	2170	-	-	-	-
Brade 4	A II	45%	47%	52%	*	47%	*		*			47%	70%	*	51%	270/	120/	60%	*	*		*
Reading	All Students	43%	4170	52 %		4770		-		-	-	47 70	70%		51%	21 70	4270	00%			-	
	CWD	28%	23%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		50%	51%	*	45%	*	-	*	-	-	46%	67% *	-	51%	*	36%	61% *	*	*	-	*
	EL Male	29% 43%	31% 45%	27% 42%	- *	27% 35%	-	-	*	-	-	25% 44%	*	*	36%	27% *	42%	-	-	- *	-	-
	Female		48%	60%	*	57%	*	-	-	-	-	50%	86%	*	61%	*	-	60%	*	-	-	-
Mathematics	All	48%	48%	45%	*	39%	*		*		-	38%	70%	29%	49%	27%	E00/	36%	*	*		*
	Students	40 /0	40 /0	45 /6		3970		-		-	-	30 /0	1070	2970	49/0	21 /0	50 /0	30 /0			-	
	CWD	29%	25%	29%	-	29%	-	-	-	-	-	33%	*	29%	-	*	*	*	-	-	-	-
	CWOD		52%	49%	*	42%	*	-	*	-	-	39%	78% *	-	49%	30%		39%	*	*	-	*
	EL Male	38% 48%	35% 49%	27% 58%	- *	27% 53%	-	-	-	-	-	17% 50%	*	*	30% 64%	27% 50%		0%	-	- *	-	-
	Female		47%	36%	*	29%	*	-	-	-	-	28%	57%	*	39%	0%	-	36%	*	-	-	-
made C																						
rade 5 Reading	All	53%	54%	54%	*	55%	*	-	-	-	*	52%	60%	50%	55%	50%	50%	59%	-	-	-	*
	Students														/-			/-				
	CWD	30%	32%	50%	*	40%	-	-	-	-	-	*	*	50%	-	-	*	*	-	-	-	-
	CWOD EL	56% 35%	58% 38%	55% 50%	-	57% 50%	*	-	-	-	*	54% 50%	57% -	-	55% 50%	50% 50%	47% *	64% *	-	-	-	*
	Male	50%	51%	50%	*	50%	*	-	-	-	*	47%	*	*	47%	*	50%	-	-	-	-	-
	Female		58%	59%	-	60%	*	-	-	-	-	60%	57%	*	64%	*	-	59%	-	-	-	*
Mathematics	A II	57%	60%	64%	*	67%	*				*	62%	70%	220/	70%	67%	61%	65%				*
	All Students	57%	00%	64%		67%		-	-	-		62%	70%	33%	70%	67%	04 %	05%	-	-	-	
	CWD	34%	39%	33%	*	40%	-	-	-	-	-	*	*	33%	-	-	*	*	-	-	-	-
	CWOD		64%	70%	-	71%	*	-	-	-	*	65%	86%	-	70%	67%	68%	71%	-	-	-	*
	EL Male	46% 57%	48% 60%	67% 64%	-	67% 72%	-	-	-	-	- *	67% 63%	- *	- *	67% 68%	67% *	。 64%	_	-	-	-	-
	Female		60%	65%	-	60%	*	-	-	-	-	60%	71%	*	71%	*	-	65%	-	-	-	*
Science	All Students	40%	42%	44%	*	45%	*	-	-	-	*	38%	60%	*	48%	50%	36%	53%	-	-	-	*
	CWD	25%	27%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	42%	44%	48%	-	50%	*	-	-	-	*	42%	71%	-	48%	50%	42%	57%	-	-	-	*
	EL	24%	26%	50%	- *	50%	-	-	-	-	- *	50%	-	-	50%	50%	*	*	-	-	-	-
		400/				39%		-	-	-		37%	71%	*	42% 57%	*	36%	-	-	-	-	-
	Male Female	42% 38%	45% 38%	36% 53%	-		*	-	-	-	-	40%			5170		-	53%	-	-	-	*
	Male			36% 53%	-	53%	*	-	-	-	-	40%			5770		-	53%	-	-	-	*
AR Percent	Male Female	38%	38%	53%	-		*	-	-	-	-	40%			5770		-	53%	-	-	-	*
	Male Female at Maste	38% rs Gra	38% ade Lev	53% vel	-	53%	*	-	-	-	-						-		-	-	-	*
AAR Percent Grade 3 Reading	Male Female at Maste All	38% rs Gra	38%	53%	-		*	-	-	-	-	40% 8%	13%	*	10%	0%	- 13%	53% 7%	-	-	-	*
arade 3 Reading	Male Female at Maste All Students	38% rs Gra 24%	38% ade Lev 26%	53% vel	*	53%	*	- *	- * -	-	-		13%	*		0% *	- 13% *		-	- *	-	*
irade 3 Reading	Male Female at Maste All	38% rs Gra 24% 9%	38% ade Lev	53% vel 10%	- * - *	53% 11%	* * *	- * -	- * -	-	-	8% * 9%	13% - 13%	* * -	10% - 10%	*	- 13% * 14%		-	- * -	-	* * =
irade 3 Reading	Male Female at Maste All Students CWD CWOD EL	38% rs Gra 24% 9% 26% 15%	38% ade Lev 26% 13% 27% 20%	53% /el 10% * 10% 0%	- * - -	53% 11% * 12% 0%	* * *	- * - -	- * *	-	-	8% * 9% 0%	- 13% *	* * - *	10% - 10% 0%	* 0% 0%	* 14% 0%	7% * 8% 0%	-	- * -	-	*
irade 3 Reading	Male Female at Maste All Students CWD CWOD EL Male	38% rs Gra 24% 9% 26% 15% 22%	38% ade Lev 26% 13% 27% 20% 24%	53% /el 10% * 10% 0% 13%	- * - *	53% 11% * 12% 0% 14%	* * * * *	- * - -	- * - *	-	-	8% * 9% 0% 7%	- 13% * 20%	* * - * *	10% - 10% 0% 14%	* 0% 0% 0%	* 14% 0% 13%	7% * 8% 0% -	-	- * - *	-	* - * -
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Grade 3 Reading Mathematics Grade 4 Reading Mathematics	Male Female at Maste All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	38% rs Gra 24% 9% 26% 22% 22% 22% 24% 12% 24% 21% 23% 23% 9% 25% 26% 12% 25% 26%	38% ade Lev 26% 13% 27% 24% 23% 17% 24% 24% 24% 8% 27% 23% 24% 8% 24% 9% 24% 9% 25% 24%	53% rel 10% * 10% 0% 13% 4% 4% 4% 4% 30% * 32% 4% 4% 30% * 32% 13% 21% 36% 27% 14% 30% 7% 26% 28%	* * -* * * -* -* * -* -* *	53% 11% * 12% 0% 14% 9% 4% * 5% 0% 5% 4% 26% * 26% * 26% * 26% 18% 33% 24% 24%	* **** * **** * -* -* * -* -*	- * * * * *	· · · · · · · · · · · · · · · · · · ·			8% * 9% 0% 7% 9% 3% * 3% 0% 5% 26% 17% 26% 17% 26% 17% 28% 25%	- - - - - - - - - - - - - - - - - - -	* * * * * * * * * * * * * * * * * *	10% - 10% 0% 14% 8% 4% 0% 5% 4% 32% * 21% 39% 30% 0% 29% 30%	* 0% 0% 0% 0% 0% 0% 13% * * 13% * * 7% * 0% 7% 13% 0%	* 14% 0% 13% - 4% * 5% 0% 4% - 21% * 21% * 21% * 26% * 29% 13% 26% -	7% * 8% 0% - 4% 36% * 36% * 36% 28% * 36% - -		- • • • • • • • • • • • • • • • • • • •		* .*.* * .*.* * .*.* * .*.*
Grade 3 Reading Mathematics Grade 4 Reading Mathematics Grade 5 Reading	Male Female at Maste All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	38% rs Gra 24% 9% 26% 22% 22% 22% 24% 12% 24% 21% 23% 23% 9% 25% 26% 12% 25% 26%	38% ade Lev 26% 13% 27% 20% 24% 23% 17% 24% 19% 21% 24% 8% 27% 24% 8% 27% 24% 8% 24% 9% 25%	53% rel 10% * 10% 0% 13% 7% 4% 4% 4% 4% 4% 4% 30% * 32% 13% 30% * 32% 13% 21% 36% 21% 36% 27%	* * * * * * * * * * * * *	53% 11% * 12% 0% 14% 9% 4% * 5% 0% 5% 4% 26% * 29% 13% 33% 24% 14% 26% 7% 24%	* **** * **** * -* -* * -* *	- * * * * * *	- * • * * • • * * • * • * • * • • • • •		· · · · · · · · ·	8% * 9% 0% 7% 9% 3% * 3% 0% 5% 26% 17% 26% 17% 26% 17% 28% 25%	- - - - - - - - - - - - - - - - - - -	* * * * * * * * * * * * * * * * * *	10% - 10% 0% 14% 8% 4% 0% 5% 4% 32% * 21% 39% 30% 0% 29% 30%	* 0% 0% 0% 0% 0% 0% 13% * * 7% * 7% * 0% 7% 13%	* 14% 0% 13% - 4% * 5% 0% 4% - 21% * 21% * 21% * 26% * 29% 13% 26% -	7% * 8% 0% - 4% 36% * 36% * 36% 28% * 36% - -		- * -* -* -* -* -* -* -* -* -* -* -* -*		* .* .* .* .* .* .* .* .*
Grade 3 Reading Mathematics Grade 4 Reading Mathematics Grade 5 Reading	Male Female at Maste All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	38% rs Gra 24% 9% 26% 22% 22% 22% 24% 12% 24% 21% 23% 23% 9% 25% 26% 12% 25% 26%	38% ade Lev 26% 13% 27% 24% 23% 17% 24% 24% 24% 8% 27% 23% 24% 8% 24% 9% 24% 9% 25% 24%	53% rel 10% * 10% 0% 13% 4% 4% 4% 4% 30% * 32% 4% 4% 30% * 32% 13% 21% 36% 27% 14% 30% 7% 26% 28%	* * -* * * -* -* * -* -* *	53% 11% * 12% 0% 14% 9% 4% * 5% 0% 5% 4% 26% * 26% * 26% * 26% 18% 33% 24% 24%	* **** * **** * -* -* * -* * -	- * * * * * *				8% * 9% 0% 7% 9% 3% * 3% 0% 5% 26% 26% 17% 29% 33% 26% 25% 28%	- - - - - - - - - - - - - - - - - - -	* * * * * * * * * * * * * * * * * * *	10% - 10% 0% 14% 8% 4% 0% 5% 4% 32% * 21% 39% 30% 0% 29% 30%	* 0% 0% 0% 0% 0% 0% 13% * * 13% * * 7% * 0% 7% 13% 0%	* 14% 0% 13% - 4% * 5% 0% 4% - 21% * 21% * 21% * 26% * 29% 13% 26% -	7% * 8% 0% - 7% 4% * 4% 0% - 4% 36% * 36% 28% * 30% 0% - 28%		- • • • • • • • • • • • • • • • • • • •		* * * * * * * * * * * * * * *

Two	
or	

Science	Students CWD CWOD EL	12% 24%) 13 22 27	% ?%	ampus/ 33% 14% 47%	African Americanł - * -	Hispanio 33% 17% 47%		American Indian - -		Pacific slanderF - -				CWD	CWOD 33% 16%	33%	Male * 14%	Femalel	MigrantH -		Foster Care -	
Science	Male Female Students CWD CWOD EL	12% 24% 28%) 13 22 27	% ?%	33% 14%	Americanł - *	33% 17%						Disadv 33%	Disadv -	CWD	33%	33%	*	Femalel	MigrantH -			
Science	Male Female Students CWD CWOD EL	24% 28%	22 27	%	14%		17%	- *	-	-	-	- *			- *			* 14%	*	-	-	-	-
Science	Female Students CWD CWOD EL	28%	27					*	-	-	-	*	11%	*	*	16%	*	14%	-	-	-	-	
Science	s All Students CWD CWOD EL			70	4/ 70	-							40%	57%	*	50%	*		47%	-			- *
Science	Students CWD CWOD EL	30%					4770		-	-	-	-	40 /0	51 /0		50 %		-	47 /0	-	-	-	
Science	CWD CWOD EL		29	%	38%	*	39%	*	-	-	-	*	34%	50%	33%	39%	17%	32%	47%	-	-	-	*
	CWOD EL	13%	5 14	0/_	33%	*	40%						*	*	33%			*	*				
	EL				39%	-	39%	*	-	-	2	*	35%	57%	-	- 39%	- 17%	32%	50%	-	-	-	*
		19%			17%	-	17%	-	-	-	-	-	17%	-	-	17%	17%	*	*	-	-	-	-
	Male	29%			32%	*	33%	*	-	-	-	*	37%	*	*	32%	*	32%	-	-	-	-	-
	Female	30%	29	1%	47%	-	47%	*	-	-	-	-	30%	71%	*	50%	*	-	47%	-	-	-	*
	A.U.	400/	10		049/		0.40/	+				*	040/	000/		040/	470/	400/	0.40/				
	All Students	16%	16	070	21%		24%		-	-	-		21%	20%		21%	17%	18%	24%	-	-	-	
	CWD	9%	99	%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD				21%	-	25%	*	-	-	-	*	23%	14%	-	21%	17%	21%	21%	-	-	-	*
	EL	7%	89	%	17%	-	17%	-	-	-	-	-	17%	-	-	17%	17%	*	*	-	-	-	-
	Male	18%	5 17	%	18%	*	22%	*	-	-	-	*	21%	*	*	21%	*	18%	-	-	-	-	-
	Female	15%	5 14	.%	24%	-	27%	*	-	-	-	-	20%	29%	*	21%	*	-	24%	-	-	-	*
AAR Percent	t at Appro	ache	s Gr	ade L	evel or	Above																	
II Grades				.0/	0004	050/	000	0.107	<u>.</u>	-		÷	700/	000	0.001	0.10		000	000	.	<u>.</u>		4000
All Subjects	All	77%	5 75	%	82%	85%	80%	91%	*	*	-	*	78%	93%	83%	81%	71%	82%	82%	*	*	-	100%
	Students	450/	45	.0/	0.20/	*	000/	*					700/	1000/	0.20/		700/	700/	000/				
	CWD	45%			83%		80%		-	-	-	-	76%	100%	83%	-	79%		88%	- *	-	-	- 100%
	CWOD				81%	80%	80%	90% *		*	-		78%	92%	-	81%	69%		81%	*		-	100%
	EL	60% 74%			71% 82%	- 100%	70%	75%	-	*	-	-	68%	86%	79% 78%	69% 82%	71% 74%		67%		-	-	- 100%
	Male					100%	81%		-	*	-		79% 76%	91%				0Z 70 -	-	*		-	
	Female	1970	5 77	70	82%		80%	100%			-	-	10/0	94%	88%	81%	67%	-	82%		-	-	1009
Reading	All	73%	70	1%	76%	83%	74%	89%	*	*	-	*	70%	94%	76%	76%	63%	72%	80%	*	*	-	1009
	Students																						
	CWD	39%	37	'%	76%	*	73%	*	-	-	-	-	69%	*	76%	-	71%	70%	86%	-	-	-	-
	CWOD	77%	5 74	.%	76%	*	74%	88%	*	*	-	*	70%	94%	-	76%	61%	73%	79%	*	*	-	100
	EL	52%	47	'%	63%	-	61%	*	-	*	-	-	58%	86%	71%	61%	63%	65%	60%	*	-	-	-
	Male	69%			72%	*	70%	*	-	*	-	*	67%	88%	70%	73%	65%	72%	-	-	*	-	*
	Female	77%	5 74	%	80%	*	78%	100%	*	*	-	-	72%	100%	86%	79%	60%	-	80%	*	-	-	*
Mathematics	s All	80%	80	0/	84%	83%	84%	89%	*	*	_	*	83%	89%	94%	83%	78%	80%	80%	*	*	_	1009
	Students	00 /	, 00	/0	04 /0	0070	0470	0370			-		0370	0370	3470	0370	10/0	0370	00 /0			-	100
	CWD	52%	53	%	94%	*	93%	*	-	-	-	-	92%	*	94%	-	86%	90%	100%	-	-	-	-
	CWOD				83%	*	82%	88%	*	*	-	*	81%	88%	-	83%	76%		78%	*	*	-	1009
	EL	70%			78%	-	76%	*	-	*	-	-	76%	86%	86%	76%	78%		70%	*	-	-	-
	Male	78%			89%	*	89%	*	-	*	-	*	88%	94%	90%	89%	85%		-	-	*	-	*
	Female			%	80%	*	78%	100%	*	*	-	-	78%	85%	100%	78%	70%	-	80%	*	-	-	*
Caianaa	A 11	700/		0/	0.0%	*	010/	*				*	000/	4000/	*	0.40/	0.00/	000/	0.40/				*
Science	All Students	79%	5 77	70	90%		91%		-	-	-		86%	100%		94%	83%	80%	94%	-	-	-	
	CWD	48%	49	%	*	*	*	-	-	-	-		*	*	*	-	-	*	*	-	-	-	-
	CWOD				94%	-	96%	*	-	-	_	*	92%	100%	-	94%	83%	89%	100%	_	-	-	*
	EL	58%			83%	-	83%	-	-	-	-	-	83%	-	-	83%	83%	*	*	-	-	-	-
	Male	78%			86%	*	89%	*	-	-	-	*	84%	*	*	89%	*	86%	-	-	-	-	-
	Female				94%	-	93%	*	-	-	-	-	90%	100%	*	100%	*	-	94%	-	-	-	*
AAR Percent	t at Meets	Gra	de Le	evel o	r Above	e																	
Il Grades	A.!!	4-70-		0/	400/	0.00/	4007	F = 0/	÷			*	2001	F 50/	0001	4501	2001	4501	440/	*	÷		4000
All Subjects	All	47%	44	10	43%	38%	42%	55%	•	Ŷ	-	~	39%	55%	33%	45%	30%	45%	41%	^	^	-	100
	Students	220/	- 00	0/	220/	*	240/	*					200/	450/	220/		200/	200/	240/				
	CWD CWOD	23%			33% 45%	40%	34% 43%	60%	-	- *	-	- *	28% 40%	45% 56%	33%	- 45%	29% 31%		24% 43%	-	-	-	100
	EL	26%			30%	40 /0	43 <i>%</i> 29%	*		*	-	-	29%	36%	- 29%	43 <i>%</i> 31%	30%		43 <i>%</i> 28%	*	-	-	- 100
	∟∟ Male	45%			30% 45%	- 43%	29% 46%	25%	-	*	-	*	29% 43%	30% 54%	29% 39%	31% 47%	30%		28% -	_	-	-	100
	Female				45% 41%	43%	40% 38%	25% 71%	*	*	-	-	43% 35%	54 % 55%		47%	28%	45%	- 41%	*	-	-	100
Reading	All		42	2%	40%	50%	38%	44%	*	*	-	*	36%	50%	41%	40%	23%	38%	41%	*	*	-	100
	Students																						
	CWD	22%			41%	*	40%	*	-	-	-	- *	31%	*	41%	-	43%		29%	-	- *	-	-
	CWOD				40%	Ŷ	38%	50% *	•	Ĵ	-		37%	47%	-	40%	18%		43%		^	-	100
	EL	21%			23%	-	21%	*	-	*	-	- *	21%	29%	43%	18%	23%		25%		-	-	-
	Male Female	41%			38% 41%	*	37% 39%	67%	-	*	-		35% 38%	50% 50%	50% 29%	36% 43%	20%	38%	- 41%	-		-	*
	remate	5070	9 40	70	41/0		3970	07 /0			-	-	30 /0	50 %	2970	4370	2070	-	41/0		-	-	
Mathematics		48%	48	\$%	46%	33%	45%	67%	*	*	-	*	41%	58%	29%	48%	35%	55%	37%	*	*	-	100
	Students																						
	CWD	26%			29%	*	33%	*	-	-	-	- *	31%	*	29%	-	14%		14%	-	-	-	-
	CWOD				48%	^	47%	75% *	•	• •	-		43%	63%	-	48%	39%		40%	•	^	-	100
	EL	33%			35%	- *	34%	*	-	• •	-	-	33%	43%	14%	39%	35%		25%	Ŷ	-	-	-
	Male	47%			55% 37%	*	58% 32%	* 83%	- *	*	-		53% 30%	63% 55%	40%	58%	45% 25%		-	-	×	-	*
	Ecmola	49%	48	/0	37%		32%	03%			-	-	30%	55%	14%	40%	25%	-	37%		-	-	
	Female	49%	44	%	44%	*	45%	*	-	-	-	*	38%	60%	*	48%	50%	36%	53%	-	-	-	*
Science			, -++				10 /0		-	-			0070	00 /0		1070	0070	5570	0070	-	-	-	
Science	All																						
	All Students		21	%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	All Students CWD	23%				* -		- *	-	-	-	- *			* -	- 48%	- 50%			-	-	-	- *
	All Students	23%	47	'%	* 48% 50%	* - -	* 50% 50%	- * -	-	-	- -	- * -	* 42% 50%	* 71% -	* - -	- 48% 50%	- 50% 50%		* 57% *	-	-	-	- * -
	All Students CWD CWOD	23% 52%	6 47 6 17	'% '%	48%	-	50%	- * - *	-	- - -	- - -		42%	71%	* - - *					-	- - -	- - -	- * -

Two or

Non

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

STAAR Percent at Masters Grade Level

STAAR Percen	t at Maste	rs Gra	ade Lev	el																		
All Grades	A.II	210/	100/	249/	8%	220/	270/	*	*		*	100/	070/	1 = 0/	220/	00/	100/	250/	*	*		75%
All Subjects	All	21%	18%	21%	8%	22%	27%			-		19%	27%	15%	22%	8%	18%	25%			-	15%
	Students CWD	8%	7%	15%	*	17%	*					10%	27%	15%		14%	120/	18%				
								-	-	-	-	21%	27%	15%	-				-	-	-	-
		23%	20%	22%	10%	22%	30%		*	-				-	22%		19%	26%	*		-	75%
	EL	9%	8%	8%	-	9%		-	*	-	-	10%	0%	14%	7%	8%	5% 18%	12%		-	-	- 67%
	Male	20%	18%	18%	0%	18%	13%	-	+	-		18%	17%	13%	19%			-	-		-	
	Female	22%	19%	25%	Ŷ	25%	36%	•	•	-	-	21%	34%	18%	26%	12%	-	25%	•	-	-	83%
Reading	All	19%	16%	21%	17%	22%	22%	*	*	-	*	18%	31%	12%	23%	10%	15%	27%	*	*	-	100%
	Students																					
	CWD	7%	6%	12%	*	13%	*	-	-	-	-	8%	*	12%	-	14%	10%	14%	-	-	-	-
	CWOD	20%	17%	23%	*	23%	25%	*	*	-	*	20%	31%	-	23%	9%	16%	29%	*	*	-	100%
	EL	7%	7%	10%	-	11%	*	-	*	-	-	12%	0%	14%	9%	10%	5%	15%	*	-	-	-
	Male	16%	14%	15%	*	16%	*	-	*	-	*	12%	25%	10%	16%	5%	15%	-	-	*	-	*
	Female	22%	19%	27%	*	27%	33%	*	*	-	-	24%	35%	14%	29%	15%	-	27%	*	-	-	*
Mathematics	s All	23%	23%	21%	0%	21%	44%	*	*	-	*	20%	25%	18%	22%	5%	20%	23%	*	*	-	60%
	Students																					
	CWD	10%	10%	18%	*	20%	*	-	-	-	-	15%	*	18%	-	14%	20%	14%	-	-	-	-
	CWOD	25%	25%	22%	*	21%	50%	*	*	-	*	21%	25%	-	22%	3%	20%	24%	*	*	-	60%
	EL	13%	13%	5%	-	5%	*	-	*	-	-	6%	0%	14%	3%	5%	5%	5%	*	-	-	-
	Male	23%	23%	20%	*	19%	*	-	*	-	*	22%	13%	20%	20%	5%	20%	-	-	*	-	*
	Female	24%	23%	23%	*	22%	50%	*	*	-	-	18%	35%	14%	24%	5%	-	23%	*	-	-	*
Science	All	22%	16%	21%	*	24%	*	-	-	-	*	21%	20%	*	21%	17%	18%	24%	-	-	-	*
00.01.00	Students	/0											2070		2.70							
	CWD	7%	5%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
		24%	17%	21%	-	25%	*	-	-	-	*	23%	14%	-	21%	17%	21%	21%	-	-	-	*
	EL	5%	4%	17%	-	17%	-	-	-	-	-	17%	-	-	17%	17%	*	*	-	-	-	-
	Male	23%	17%	18%	*	22%	*	-	-	-	*	21%	*	*	21%	*	18%	-	-	-	-	-
	Female		15%	24%	-	27%	*	-	-	-	-	20%	29%	*	21%	*	-	24%	-	-	-	*
	. Sindle	/ 0										_ , , ,	_570		/ 0			/ 0				

1*1 Indicates results are masked due to small numbers to protect student confidentiality.

 \mathbf{v} 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	72	*	70	83	-	*	-	*	71	92	89
CWD	92	*	92	-	-	-	-	-	89	92	100
CWOD	68	*	65	83	-	*	-	*	68	-	86
EL	89	-	89	-	-	-	-	-	88	100	89
Male	68	*	68	*	-	*	-	*	66	88	90
Female	76	*	71	*	-	-	-	-	78	100	89
Mathematics											
All Students	83	*	83	100	-	*	-	*	81	81	82
CWD	81	*	79	-	-	-	-	-	72	81	*
CWOD	83	*	84	100	-	*	-	*	83	-	82
EL	82	-	82	-	-	-	-	-	79	*	82
Male	79	*	80	*	-	*	-	*	78	69	75
Female	85	*	86	*	-	-	-	-	85	100	89

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

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

1*1 Indicates results are masked due to small numbers to protect student confidentiality.

ų, Indicates there are no students in the group. This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL

Rate of Proficiency

*

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

*

'-' Indicates zero observations reported for this group.

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 Achiev		African American main Score		White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	49	*	48	58	*	*	-	*	45	44	36
School Quality (College, Career,	and Militar	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		Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
English Learner Language Prot	ficiency Statu	IS									
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2023-2027)	9270	9270	9270	9270	9270	9270	9270	9270	9270	9270	9270
Target Met Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
	9470	5470	5470	5470	34 70	54 70	94 70	5470	3470	3470	3470
Target Met Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	34 /0	3470	34 /0	J4 /0	J+ /0	JH /0	54 /0	3470	JH /0	3 4 /0	34 /0
laigermer											

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	e	- anipuo					, 101011	101011001		2.000	2.000				intero		
All Subjects	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%	100%	-	100%	*
Reading	All Students		100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	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%	-	-
	Female	100%	*	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students		100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	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%	-	-
	Female	100%	*	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	*	*	100%	-	-	*	*	-
	CWOD	100%	-	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	-	100%	100%	*	*	-
	Male	100%	*	100%	*	-	-	-	*	100%	*	*	100%	*	100%	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	*	-	100%	-
Non-Participation	n Rate																
All Subjects	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%	0%	-	0%	*
								_	-								
Reading	All Students		0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	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%	-	-
	Female	0%	*	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	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%	-	-
	Female	0%	*	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	-	0%	*
Science	All Students		*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	*	*	0%	-	-	*	*	-
	CWOD	0%	-	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-
	Male	0%	*	0%	*	-	-	-	*	0%	*	*	0%	*	0%	-	-
	Female	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	*	-	0%	-

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

Part (viii): Civil Rights Data

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

Students Without Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	

		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)
School-Related Arrests	Total	*	*	*	*	*	*	*	*	*		
School-Neialed Airesis	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Total											
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female		*	*	*	*	*	*	*	*		÷
School-Related Arrests	Total											
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism	Mala	10	*		*	*	*	*	*	-	*	*
	Male Female	13 12	*	11	*	*	*	*	*	5 5	*	*
	Female Total	12	*	8 19	*	*	*	*	*	5 10	*	*
	iotai	20		19						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
Fleschool Flogranis	Male	16	*	14	*	*	*	*	*	*	8
	Female	13	*	14	*	*	*	*	*	8	*
	Total	29	*	25	*	*	*	*	*	10	10
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2017-18+Federal+Report+Card&_... 8/11

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

High Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.9	Percent 10.6%
Teachers Teaching with Emergency or Provisional Credentials	2.0	7.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.8	11.0%

'-' 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	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	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	State Number of ALT2 4,884	State Rate of ALT2 1%	District Number of ALT2 41	District Rate of ALT2 1%	Campus Number of ALT2 -	Campus Rate of ALT2 -
Biology	4,861	1%	44	1%	-	-
All Grades All Subjects	99,020	1%	1,084	1%		-
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 A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	ТХ	US	ТХ	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
Ciddo i	rtoading	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	۲ ۲	52	*	28	*	17	*	3
									40	
		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
			10						47	
		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	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 Disady	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
			61	71	32	22	7	5	2	1
		English Language Learners	01	11	52	25	I	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

Grade Subject Student Group

%

- '*' 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