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

Campus Name: HAWKINS EL Campus ID: 071902119 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%
ŭ	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 Å (90-00), B (80-89), Č (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);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted

support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two											
					African			Americar	1	Pacific	or More	Econ	Non Econ								Foste	
		State	District	Campus	American	Hispanic\	White							CWD	CWO) EL	Male	FemaleN	ligrantHo			
STAAR Percent	at Appro	aches	Grade	Level o	r Above																	
Grade 3																						
Reading	All	77%	82%	90%	-	90%	-	-	*	-	-	91%	*	100%	88%	93%	88%	92%	-	*	-	-
;	Students	E40/	040/	4000/		4000/						4000/		4000/								
	CWD CWOD	51%	61% 85%	100% 88%	-	100% 88%	-	-	*	-	-	100% 89%	*	100%	- 88%	02%	86%	91%	-	*	-	-
	EL	70%	80%	93%	-	93%	-	-	*	-	-	92%	*	*	92%		93%	93%	-	_	-	-
	Male	74%	80%	88%	-	88%	-	-	*	-	-	92%	*	*	86%		88%	-	-	*	_	-
	Female	79%	83%	92%	-	92%	-	-	-	-	-	90%	*	*	91%	93%		92%	-	-	-	-
Mathematics		77%	80%	92%	-	92%	-	-	*	-	-	93%	*	100%	91%	100%	88%	96%	-	*	-	-
,	Students CWD	52%	59%	100%	_	100%	_	_	_	_	_	100%	_	100%	_	*	*	*	_	_	_	_
	CWOD		83%	91%	-	90%	-		*	-	-	92%	*	-	91%	100%	86%	95%	-	*	-	-
	EL	74%	78%	100%	_	100%	-	_	*	_	-	100%	*	*			100%		-	-	_	_
	Male	77%	81%	88%	-	88%	-	-	*	-	-	92%	*	*		100%		-	-	*	-	-
	Female	78%	79%	96%	-	96%	-	-	-	-	-	95%	*	*	95%	100%	-	96%	-	-	-	-
0 1 .																						
Grade 4	ΛII	700/	740/	070/		070/						060/	000/	620/	040/	000/	050/	000/				*
Reading	All Students	72%	74%	87%	-	87%	-	-	-	-	-	86%	89%	63%	91%	80%	85%	88%	-	-	-	
,	CWD	46%	44%	63%	_	63%	_	_	_	_	_	63%	_	63%	_	*	*	*	_	_	_	_
	CWOD		79%	91%	_	91%	_	_	_	_	_	92%	89%	-	91%	91%	87%	95%	_	_	_	*
	EL	60%	61%	86%	-	86%	-	-	-	-	-	83%	*	*	91%		85%	87%	-	-	-	-
	Male	70%	72%	85%	-	85%	-	-	-	-	-	88%	*	*	87%	85%	85%	-	-	-	-	-
	Female	75%	77%	88%	-	88%	-	-	-	-	-	83%	100%	*	95%	87%	-	88%	-	-	-	*
			000/	0.407		0.40/						000/	4000/	750/	000/	000/	000/	000/				
Mathematics	All	77%	80%	91%	-	91%	-	-	-	-	-	89%	100%	75%	93%	93%	89%	92%	-	-	-	*
•	Students CWD	49%	50%	75%	_	75%						75%	_	75%		*	*	*				
	CWOD		84%	93%	-	93%	-	-	-	-		92%	100%	-	93%	96%	91%	95%	-	-	-	*
	EL	72%	73%	93%	_	93%	-	_	_	_	-	92%	*	*	96%	93%		93%	-	-	_	_
	Male	77%	79%	89%	-	89%	-	-	-	-	-	88%	*	*	91%	92%	89%	-	-	-	-	-
	Female	78%	80%	92%	-	92%	-	-	-	-	-	89%	100%	*	95%	93%	-	92%	-	-	-	*
Grade 5	A II	020/	000/	4000/		4000/						4000/	1000/	4000/	4000/	4000/	4000/	1000/				
Reading	All Students	83%	88%	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-	-	-
,	CWD	54%	62%	100%	_	100%	_	_	_	_	_	100%	*	100%	_	100%	100%	_	_	_	_	_
	CWOD		91%	100%	_	100%	_	_	_	_	_	100%	100%	-			100%		_	_	_	_
	EL	73%	80%	100%	-	100%	-	-	-	-	-	100%	*	100%	100%				-	-	-	-
	Male	81%	86%	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	-	-	-	-
	Female	86%	89%	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	-	100%	-	-	-	-
M - 41 41	A !!	000/	000/	4000/		4000/						4000/	4000/	4000/	4000/	4000/	4000/	4000/				
Mathematics	All Students	90%	92%	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-	-	-
,	CWD	70%	74%	100%	_	100%	_	_	_	_	_	100%	*	100%	_	100%	100%	_	_	_	_	_
	CWOD		95%	100%	_	100%	_	_	_	-	-	100%	100%		100%				-	_	_	-
	EL	86%	89%	100%	-	100%	_	-	-	-	-	100%	*		100%				-	-	_	-
	Male	89%	92%	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	-	-	-	-
	Female	91%	92%	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	-	100%	-	-	-	-
Caiana -	ΛU	750/	700/	4000/		1000/						1000/	1000/	1000/	10001	1000	1000/	1000/				
Science	All Students	75%	79%	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-	-	-
•	CWD	48%	55%	100%	_	100%	_	_	_	_	_	100%	*	100%	_	100%	100%	_	_	_	_	_
	CWOD		82%	100%	_	100%	-	_	_	_	-	100%	100%					100%	-	-	_	_
	EL	62%	66%	100%	-	100%	-	-	-	-	-	100%	*					100%	-	-	-	-
	Male	76%	80%	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	-	-	-	-
	Female	75%	77%	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	-	100%	-	-	-	-
STAAR Percent	at Meete	Grad	e Level	or Ahov	re																	
Grade 3	at meets	Grau	C LCVC	OI ABOV	•																	
Reading	All	43%	46%	47%	-	46%	_	-	*	-	-	45%	*	33%	49%	52%	44%	50%	-	*	_	-
	Students																					
	CWD	28%	32%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-
	CWOD		48%	49%	-	48%	-	-	*	-	-	47%	*	-	49%		48%	50%	-	*	-	-
	EL	32%	42%	52%	-	50%	-	-	*	-	-	48%	*	*	58%		43%	60%	-	-	-	-
	Male	40%	45% 46%	44% 50%	-	42%	-	-	•	-	-	46%	*	*	48%		44%	- 50%	-	-	-	-
	Female	43%	46%	50%	-	50%	-	-	-	-	-	45%			50%	60%	-	50%	-	-	-	-
Mathematics	All	46%	48%	47%	_	46%	_	_	*	_	_	45%	*	17%	51%	48%	44%	50%	_	*	_	_
	Students															2.0						
	CWD		35%	17%	-	17%	-	-	-	-	-	17%	-	17%	-	*	*	*	-	-	-	-

CWD

EL

CWOD 27% 27%

Female 28%

9% 10%

12%

24% 22%

13%

27%

17%

26%

25%

19%

36%

26%

25%

36%

Two or Non African American Pacific More Econ Foster Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military **CWOD 48%** 51% 54% 48% 50% 50% 50% 51% 55% 39% 48% 46% 44% 54% 48% 43% 53% Male 47% 50% 44% 42% 46% 48% 43% 44% Female 45% 50% 50% 45% 55% 53% 50% Grade 4 60% 55% 89% 13% Reading ΑII 45% 47% 60% 69% 61% 56% 65% Students CWD 28% 23% 13% 13% 13% 13% 64% 89% 69% 70% 65% 73% **CWOD 47%** 50% 69% 69% 67% 29% 31% 61% 61% 54% 70% 61% 54% Male 43% 45% 56% 56% 58% 65% 54% 56% 100% 65% Female 47% Mathematics All 48% 48% 55% 55% 52% 67% 50% 56% 54% 52% 58% Students CWD 29% 50% 50% 50% 50% 52% 52% **CWOD 50%** 52% 56% 53% 67% 56% 59% 56% 38% 35% 54% 54% 50% 52% 54% 46% 60% FΙ 48% 49% 52% 52% 54% 52% 46% 52% Male 75% 58% Female 47% 47% 58% 50% 60% 58% 59% Grade 5 Reading ΑII 53% 58% 58% 50% 88% 50% 59% 58% 46% 79% Students CWD 30% 32% 50% 50% 40% 50% 60% 50% **CWOD** 56% 58% 59% 59% 52% 86% 59% 58% 45% 70% 60% FΙ 35% 38% 58% 58% 52% 58% 58% 59% 57% Male 50% 51% 46% 46% 43% 50% 45% 59% 46% 100% 79% Female 56% 67% 58% 79% 79% 79% 57% Mathematics All 90% 90% 94% 75% 100% 88% 96% 88% 93% 57% 60% Students CWD 100% 100% 100% 100% 100%100% CWOD 60% 64% 88% 88% 93% 71% 88% 95% 85% 93% EL 46% 48% 96% 96% 95% 100% 95% 96% 94% 100% Male 57% 60% 88% 88% 91% 100% 85% 94% 88% Female 58% 60% 93% 93% 100% 80% 93% 100% 93% 40% 50% Science ΑII 42% 73% 73% 72% 75% 76% 79% 62% 93% Students CWD 25% 50% 50% 60% 60% 50% 50% CWOD 42% 44% 76% 76% 74% 86% 76% 84% 65% 93% 60% EL 24% 26% 79% 79% 81% 84% 79% 76% 86% 42% Male 62% 62% 65% 50% 65% 76% 62% 100% 93% Female 38% 89% 93% 86% STAAR Percent at Masters Grade Level Grade 3 19% 18% Reading All 24% 26% 18% 17% 19% 14% 28% 8% Students 9% 17% 17% CWD 13% 17% 17% **CWOD 26%** 27% 19% 19% 18% 19% 15% 29% 9% EL 15% 20% 14% 14% 12% 15% 14% 14% 13% 22% 24% 14% Male 28% 29% 29% 29% 28% Female 26% 13% 8% 8% 22% Mathematics All 22% 21% 20% 17% 23% 24% 28% Students CWD 12% 17% 17% 17% 17% 17% CWOD 24% 24% 21% 21% 23% 27% 29% 18% 23% 24% 21% 17% 19% 20% 27% 27% EL 24% 21% 23% 29% 21% 28% 25% 28% 29% Male 25% 10% Female 21% 17% 18% 17% Grade 4 ΑII 23% 32% 32% 30% 44% 0% 38% 32% 26% 38% Reading 24% Students CWD 9% 8% 0% 0% 0% 0% **CWOD** 25% 27% 38% 38% 36% 44% 38% 39% 30% 45% EL 12% 12% 32% 32% 29% 39% 32% 23% 40% 23% 22% 23% 26% 26% 27% 30% Male 26% 50% 38% Female 25% 38% 38% 33% 45% 40% Mathematics All 17% 14% 33% 0% 20% 15% 19% 26% 17% 7% Students CWD 11% 0% **CWOD 28%** 27% 20% 20% 17% 33% 20% 9% 17% 23% EL 18% 15% 7% 7% 0% 9% 7% 0% 13% Male 27% 25% 15% 15% 15% 17% 0% 15% Female 25% 24% 19% 19% 11% 38% 23% 13% 19% Grade 5 ΑII 26% 24% 25% 25% 22% 38% 17% 26% 25% 19% 36% Reading Students

20%

22%

29%

22%

22%

17%

20%

17%

43%

60%

17%

19%

36%

29%

36%

20%

26% 20%

25% 24%

26%

26%

20% 24%

36% 29%

											Two		N									
					African			America	n	Pacific	or More	Econ	Non Econ								Foster	
		State	District	tCampus		Hispanic								CWD	CWO	EL.	Male	Female	MigrantHo	meless		
Mathematics	ΔΙΙ	30%	29%	60%	_	60%		_		_	_	63%	50%	67%	59%	63%	54%	71%	_	_	_	_
	Students		2370	00 /6	-	0070	-	_	-	-	-	0370	30 70	01 /0	J3 /0	0370	J4 /0	7 1 70	-	-	-	_
	CWD	13%		67%	-	67%	-	-	-	-	-	80%	*	67%	-		67%	-	-	-	-	-
	CWOD		31%	59%	-	59%	-	-	-	-	-	59%	57%	-	59%	63%		71%	-	-	-	-
	EL	19%	20%	63%	-	63%	-	-	-	-	-	67%	*	60%	63%	63%		71%	-	-	-	-
	Male	29%		54%	-	54%	-	-	-	-	-	57%	*	67%	50%	59%		-	-	-	-	-
	Female	30%	29%	71%	-	71%	-	-	-	-	-	78%	60%	-	71%	71%	-	71%	-	-	-	-
Science	All	16%	16%	33%	_	33%	_	_	_	_	_	25%	63%	17%	35%	29%	19%	57%	_	_	_	_
	Students		.070	0070		0070						2070	0070	,	0070	_0,0	.070	0.70				
	CWD	9%	9%	17%	-	17%	-	-	-	-	-	20%	*	17%	-	20%	17%	-	-	-	-	-
	CWOD	17%	17%	35%	-	35%	-	-	-	-	-	26%	71%	-	35%	32%	20%	57%	-	-	-	-
	EL	7%	8%	29%	-	29%	-	-	-	-	-	29%	*	20%	32%		24%	43%	-	-	-	-
	Male	18%		19%	-	19%	-	-	-	-	-	17%	*	17%	20%		19%	- 57%	-	-	-	-
	Female	15%	14%	57%	-	57%	-	-	-	-	-	44%	80%	-	57%	43%	-	5/%	-	-	-	-
TAAR Percent	at Appro	ache	s Grade	Level o	r Above																	
All Grades	ΛII	770/	750/	0.49/		020/			*			020/	049/	900/	0.40/	060/	020/	0.49/		*		*
All Subjects	All Students		75%	94%	-	93%	-	-		-	-	93%	94%	89%	94%	90%	93%	94%	-		-	
	CWD	45%	45%	89%	_	89%	_	_	_	_	_	88%	*	89%	_	90%	94%	75%	_	_	_	_
	CWOD			94%	-	94%	-	-	*	-	-	94%	94%	-	94%		93%	96%	-	*	-	*
	EL	60%	57%	96%	-	96%	-	-	*	-	-	95%	100%	90%	97%	96%	96%	95%	-	-	-	-
	Male	74%		93%	-	93%	-	-	*	-	-	94%	77%	94%	93%		93%	- -	-	*	-	-
	Female	79%	77%	94%	-	94%	-	-	-	-	-	92%	100%	75%	96%	95%	-	94%	-	-	-	*
Reading	All	73%	70%	92%	_	91%	_	_	*	_	_	92%	91%	85%	93%	93%	91%	92%	_	*	_	*
	Students	, 0 /0	10/0	JZ /0	-	J 1 /0	-	-		-	-	JZ /0	J 1 /0	JJ /0	JJ /0	JJ /0	J 1 /0	JZ /0	_		-	
	CWD	39%		85%	-	85%	-	-	-	-	-	84%	*	85%	-		93%	*	-	-	-	-
	CWOD			93%	-	93%	-	-	*	-	-	93%	90%	-	93%		91%	95%	-	*	-	*
	EL	52%	47%	93%	-	93%	-	-	*	-	-	91%	100%		94%		93%	92%	-	-	-	-
	Male	69%		91%	-	91%	-	-	•	-	-	93%		93%	91%		91%	92%	-	•	-	-
	Female	: 1170	74%	92%	-	92%	-	-	-	-	-	89%	100%		95%	92%	-	9270	-	-	-	
Mathematics	All	80%	80%	94%	-	94%	-	-	*	-	-	93%	95%	90%	94%	98%	92%	95%	-	*	-	*
	Students		500/			000/						200/	_	000/		000/	000/	000/				
	CWD	52%		90%	-	90%	-	-	-	-	-	89%	050/	90%	- 0.40/		93%	83%	-	-	-	-
	CWOD EL	70%		94% 98%	-	94% 98%	-	-	*	-	-	94% 97%	95% 100%	92%	94% 99%		92% 98%	97% 97%	-		-	
	Male	78%		92%	-	92%	-		*		-	93%	*	93%	92%		92%	-	-	*	-	
	Female			95%	-	95%	-	-	_	-	_	94%	100%		97%	97%		95%	_	_	_	*
Science	All		77%	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-	-	-
	Students CWD	48%	49%	100%	_	100%						100%	*	100%	_	100%	100%					
	CWOD			100%	-	100%		_			-	100%	100%	10070			100%	100%	-	-		
	EL	58%		100%	_	100%	-	-	-	_	_	100%	*	100%	100%				-	_	_	_
	Male	78%		100%	-	100%	-	-	-	-	-	100%	*		100%			-	-	-	-	-
	Female	80%	78%	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	-	100%	-	-	-	-
TAAR Percent	at Meets	Grad	le Level	or Abov	re																	
All Grades	AII	470/	4.40/	609/		600/			*			E70/	750/	420/	620/	630/	E60/	GEO/		*		*
All Subjects	All Students		44%	60%	-	60%	-	-		-	-	57%	75%	7 070	63%	0070	JU 70	65%	-		-	
	CWD	23%	22%	43%	-	43%	-	-	-	-	-	42%	*	43%	-	48%	47%	33%	-	-	-	-
	CWOD			63%	-	63%	-	-	*	-	-	60%	76%	-	63%		58%	68%	-	*	-	*
	EL	26%		63%	-	63%	-	-	*	-	-	60%	84%	48%		63%		65%	-	-	-	-
	Male	45%		56%	-	56%	-	-	*	-	-	57%	38%	47%	58%		56%	-	-	*	-	-
	Female	50%	46%	65%	-	65%	-	-	-	-	-	57%	87%	33%	68%	65%	-	65%	-	-	-	
Reading	All	46%	42%	55%	-	55%	-	-	*	-	_	50%	82%	30%	59%	57%	49%	63%	-	*	-	*
	Students																					
	CWD			30%	-	30%	-	-	-	-	-	26%	*	30%	-		29%	*	-	-	-	-
	CWOD			59%	-	59%	-	-	*	-	-	54%	81%	-		62%		66%	-	*	-	*
	EL	21%		57%	-	56%	-	-		-	-	51%	91%	31%		57%		62%	-	-	-	-
	Male Female	41%		49% 63%	-	48% 63%	-	-	_	-	-	49% 51%	94%	29%	53% 66%	52% 62%	49% -	63%	-	_	-	*
	1 Ciliaic	, 50 70	4070	00 /0	_	0070	_	_	_	_	_	0170	3470		0070	02 /0	_	0070	_	_		
Mathematics	All Students	48%	48%	62%	-	62%	-	-	*	-	-	61%	68%	55%	63%	64%	62%	63%	-	*	-	*
	CWD	26%	26%	55%	_	55%	_	_	_	_	_	53%	*	55%	_	62%	64%	33%	_	_	_	_
	CWOD			63%	-	63%	_	-	*	-	_	62%	67%	-	63%		61%	66%	-	*	-	*
	EL	33%		64%	-	64%	-	-	*	-	-	61%	82%	62%	65%		64%	65%	-	-	-	-
	Male	47%	48%	62%	-	61%	-	-	*	-	-	63%	*	64%	61%	64%	62%	-	-	*	-	-
	Female	49%	48%	63%	-	63%	-	-	-	-	-	57%	76%	33%	66%	65%	-	63%	-	-	-	*
Science	All	49%	44%	73%	_	73%	_	_	_	_	_	72%	75%	50%	76%	79%	62%	93%	_	_	_	_
	Students																					
	CWD	23%		50%	-	50%	-	-	-	-	-	60%	*	50%			50%	-	-	-	-	-
	CWOD			76%	-	76%	-	-	-	-	-	74%	86%	-	76%		65%	93%	-	-	-	-
	EL Male	21% 50%		79% 62%	-	79% 62%	-	-	-	-	-	81% 65%	*	60% 50%	84% 65%	79%		86%	-	-	-	-
	Female			93%	-	93%	-	-	-	-	-	89%	100%	50%		86%		93%	-	-	-	-
	· Smale	. 10/0	1370	J J /0	-	0070	-	-	-			5570	10070	-	0070	0070	-	0070				

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 18% 26% 42% 17% 31% 27% 27% Students CWD 8% 7% 17% 17% 19% 16% 24% 0% CWOD 23% 20% 31% 30% 28% 45% 31% 29% 28% 34% EL 9% 8% 27% 27% 25% 36% 16% 29% 27% 25% 30% Male 20% 18% 27% 27% 28% 15% 24% 28% 25% 27% 31% Female 22% 19% 31% 31% 23% 51% 0% 34% 30% Reading ΑII 19% 16% 25% 26% 23% 36% 10% 28% 23% 24% 27% Students CWD 6% 10% 10% 11% 10% 8% CWOD 20% 38% 28% 26% 27% 17% 28% 28% 26% 29% 27% 7% 23% 24% 23% 8% 26% 23% 20% Male 16% 14% 24% 25% 26% 14% 27% 20% 24% Female 22% 19% 27% 19% 47% 29% 27% 27% Mathematics All 23% 23% 31% 30% 29% 41% 25% 32% 30% 32% 30% Students CWD 10% 10% 25% 25% 26% 25% 23% 36% 0% CWOD 25% 25% 32% 31% 30% 43% 32% 31% 31% 33% 13% 27% 23% 30% 30% 13% 30% 29% 45% 31% 30% EL Male 23% 23% 32% 31% 33% 36% 31% 30% 32% 30% Female 24% 30% 30% 23% 0% 33% Science ΑII 22% 16% 33% 33% 25% 63% 17% 35% 29% 19% 57% Students CWD 7% 17% 17% 20% 17% 20% CWOD 24% 71% 35% 57% 17% 35% 35% 26% 32% 20% 5% 20% 29% 24% EL 4% 29% 29% 29% 32% 43%

17%

44%

17% 20%

57% 43%

80%

24% 19%

57%

19%

57%

19%

57%

23%

Male

Female 21%

17%

15%

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	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	74	-	74	-	-	-	-	-	73	86	78
CWD	86	-	86	-	-	-	-	-	85	86	80
CWOD	72	-	72	-	-	-	-	-	70	-	78
EL	78	-	78	-	-	-	-	-	76	80	78
Male	74	-	74	-	-	-	-	-	76	100	77
Female	75	-	75	-	-	-	-	-	68	*	80
Mathematics											
All Students	73	-	73	-	-	-	-	-	71	82	71
CWD	82	-	82	-	-	-	-	-	81	82	80
CWOD	72	-	72	-	-	-	-	-	68	-	69
EL	71	-	71	-	-	-	-	-	70	80	71
Male	70	-	70	-	-	-	-	-	69	85	71
Female	78	-	78	-	-	-	-	-	74	*	73

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort G	raduation 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.

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.

Total EL in Class 165

Proficiency of EL

Rate of Proficiency 17%

- 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 Achiev	All Students rement Don			White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	61	-	61	-	-	*	-	-	59	50	62
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	_	-	-	-	-	_

- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- 'n/a' Indicates the student group is not applicable to this report.

Part (vi): Goal Meeting Status

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

	All	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		Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met `	Υ		Υ						Υ		Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		Υ
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	Υ		Υ						Υ		Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ						Υ		Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Υ		Υ						Υ		Υ
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
English Learner Language Profi	iciency Statu	ıs									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

Source: 2018 Accountability Closing the Gaps Status Table

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	

		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	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%	-
	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%	-
Reading	All Students	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%	-
	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%	-
Mathematics	All Students	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%	-
	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%	-
Science	All Students	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%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	-
Non-Participation	Female n Rate	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	-	100%	-
All Subjects	All Students	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%	-
	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%	-
Reading	All Students	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%	-
	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%	-
Mathematics	All Students	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%	-
	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%	-
Science	All Students	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%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	-	0%	-

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

Part (viii): Civil Rights Data

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

Students Without Disabilities In-School Suspensions		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)
III-301001 3usperisions	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions	iotai										
Out-of-outloor ouspensions	Male	10	*	10	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	12	*	12	*	*	*	*	*	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	*	*	*	*	*	*	*	*	*	

						Indian or					Students S	Students with
		Total	African			Alaska		Pacific	Two or More			with sabilities
			American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities (Se	
	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												
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	8	*	8	*	*	*	*	*	5	*	*
	Female	11	*	11	*	*	*	*	*	*	*	*
	Total	19	*	19	*	*	*	*	*	7	*	*

	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	14	*	14	*	*	*	*	*	11	*
	Female	14	*	14	*	*	*	*	*	5	*
	Total	28	*	28	*	*	*	*	*	16	*
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.
- 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 School		
Inexperienced Teachers, Principals, and Other School Leaders	Number 3.0	Percent 11.6%	
Teachers Teaching with Emergency or Provisional Credentials	0.0	-	
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.0	8.4%	

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 non-personnel 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%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	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.

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	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
Ciddo i	rtodding	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
			∠ I *		34 *		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
		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
			23		42			36	-	
		Two or More Races		18		40	31		5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	36 24	37	32	40	32
			3 *		19 *		31 *		40 *	
		Pacific Islander		36		39		18		6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

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

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