# **Texas Education Agency** 2017-18 Federal Report Card for Texas Public Schools Campus Name: GUILLEN MIDDLE Campus ID: 071902044 District Name: EL PASO ISD

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

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

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

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

			All	African			American		Pacific	Two or More	Econ	Special	EL (Current and
				American	Hispanic	White	Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets		Baseline 2016-17			•								
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-		31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-		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%
Creduction Detect Veen Lengituding		32 Deceline 2010 17											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;

(b) the methodology by which the State dimerentiates an 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 F (0-59) and further used to differentiate all public schools. (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period

used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); <u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted

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											
									_	Desifie	or	<b>F</b>	Non								<b>F</b> 4	
		State	District	Campus	African sAmerican	Hispanic		Americar Indian		Pacific nIslander				/CWD	cwor	) EL	Male	Female	Migranth	lomeless	Foster	
				-															9.1			
STAAR Percer Grade 6	nt at Appro	acnes	s Grade	Level o	or Above																	
Reading	All	68%	65%	42%	-	42%	*	-	-	-	-	42%	*	29%	45%	24%	35%	51%	*	*	-	-
rtoddinig	Students	00/0	0070	/0		.270								20.0			00/0	0.70				
	CWD	35%	32%	29%	-	29%	-	-	-	-	-	29%	-	29%	-	*	*	47%	*	*	-	-
	CWOD	71%	69%	45%	-	45%	*	-	-	-	-	45%	*	-	45%	26%	39%	51%	*	*	-	-
	EL	42%	32%	24%	-	24%	*	-	-	-	-	24%	*	*	26%	24%		30%	*	*	-	-
	Male	63%	63%	35%	-	35%	*	-	-	-	-	34%	*	*	39%		35%	-	*	*	-	-
	Female	72%	67%	51%	-	51%	-	-	-	-	-	51%	*	47%	51%	30%	-	51%	*	-	-	-
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	CWD	50%	43%	43%	-	43%	-	-	-	-	-	43%	-	43%	-	33%	28%	59%	*	*	-	-
	CWOD		75%	53%	-	54%	*	-	-	-	-	53%	*	-	53%		51%	56%	*	*	-	-
	EL	61%	49%	35%	-	35%	*	-	-	-	-	35%	*	33%			32%	39%	*	*	-	-
	Male	76%	71%	47%	-	48%	*	-	-	-	-	46%	*	28%			47%	-	*	*	-	-
	Female		71%	56%	-	56%	-	-	-	-	-	58%	*	59%		39%		56%	*	-	-	-
Grade 7																						
Reading	All	73%	70%	45%	*	44%	*	-	-	-	-	44%	*	45%	45%	27%	38%	53%	*	*	-	*
	Students																					
	CWD	37%	36%	45%	*	39%	*	-	-	-	-	43%	*	45%	-	*	43%	*	-	-	-	*
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	Male	69%	65%	38%		38%	*	-	-	-	-	37%	*	43%	37%	23%		-	*	*	-	*
	Female	79%	75%	53%	-	52%		-	-	-	-	53%			53%	32%	-	53%			-	
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	CWD	42%	35%	35%	*	32%	*	-	-	-	-	36%	*	35%	-	24%	29%	50%	-	-	-	*
	CWOD		71%	55%	-	55%	*	-	-	-	-	55%	*	-	55%	45%		56%	*	*	-	*
	EL	52%	44%	42%	-	42%	*	-	-	-	-	43%	*	24%	45%	42%		47%	*	*	-	-
	Male	69%	66%	50%	*	50%	*	-	-	-	-	50%	*	29%			50%	-	*	*	-	*
	Female		68%	56%	-	55%	*	-	-	-	-	56%	*	50%				56%	*	*	-	*
Grade 8																						
Reading	All	85%	81%	61%	-	61%	-	*	-	-	*	58%	88%	33%	63%	37%	57%	66%	71%	*	-	-
	Students																					
	CWD	49%	47%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-
	CWOD		85%	63%	-	63%	-	•	-	-		60%	88%	- *	63%		59%	69%	71% *	Ŷ	-	-
	EL	58%	44%	37%	-	37%	-	-	-	-	-	34%	73%	*	37%	37%		46%	÷	-	-	-
	Male	82%	79%	57%	-	57%	-	-	-	-		55%	80%	*	59%		57%	-	*	-	-	-
	Female	88%	84%	66%	-	65%	-		-	-	-	62%	93%		69%	46%	-	66%		-	-	-
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	CWD	53%	58%	58%	-	58%	-	-	-	-	-	58%	-	58%	-	44%	*	89%	-	-	-	-
	CWOD		89%	77%	-	78%	-	*	-	-	*	75%	95%	-	77%		78%	77%	*	*	-	-
	EL	73%	72%	65%	-	65%	-	-	-	-	-	63%	90%	44%		65%	62%	70%	*	-	-	-
	Male	82%	82%	74%	-	74%	-	-	-	-	*	72%	100%		78%	62%		-	*	*	-	-
	Female	87%	88%	78%	-	78%	-	*	-	-	-	75%	93%	89%	77%	70%	-	78%	*	-	-	-
Science	All	75%	72%	53%	-	52%	-	*	-	-	*	53%	54%	*	55%	30%	59%	46%	63%	*	-	-
	Students																					
	CWD		39%	*	-	*	-	-	-	-	-	*		*	-	*	*	*	-	-	-	-
	CWOD		76%	55%	-	55%	-	*	-	-	*	55%	54%	-	55%		61%	49%	71%	*	-	-
	EL	46%	40%	30%	-	30%	-	-	-	-	-	31%	*	*	32%		38%	19%	*	-	-	-
	Male	74%	70%	59%	-	58%	-	-	-	-	^	57%	80%	*	61%		59%	-	*	-	-	-
	Female	16%	75%	46%	-	45%	-	^	-	-	-	47%	36%	Ŷ	49%	19%	-	46%	-	-	-	-
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	CWOD		88%	98%	-	98%	-	-	-	-	-	98%	*	-		100%	5100%	93%	*	-	-	-
	EL	67%	72%	100%	-	100%	-	-	-	-	-	100%	*	-		100%			*	-	-	-
		78%	81%	100%	-	100%	-	-	-	-	-	100%	*	-		100%			*	-	-	-
	Female		87%	93%	-	93%	-	-	-	-	-	93%	-	-	93%				*	-	-	-

STAAR Percent at Meets Grade Level or Above

Grade 6

											Two											
					African			America	n	Pacific	or More	Econ	Non Econ								Foster	
Reading	All	Statel 38%		Campus 17%	American	Hispanio 17%	White	Indian	Asian -	IslanderF	Races -	Disadv 18%	Disadv	23%			Male 12%	Female 23%	MigrantHo	meless *	Care	Militar
	Students																					
	CWD CWOD	22%	17% 36%	23% 16%	-	23% 16%	-*	-	-	-	-	23% 17%	- *	23%	- 16%	* 5%	* 12%	33% 21%	*	*	-	-
	EL	40 % 14%	30 % 9%	5%	-	5%	*	-	-	-	-	6%	*	*	5%	5%	4%	7%	*	*	-	-
	Male	34%	31%	12%	-	12%	*	-	-	-	_	13%	*	*	12%	4%	12%	-	*	*	-	_
	Female	42%	37%	23%	-	23%	-	-	-	-	-	23%	*	33%	21%	7%	-	23%	*	-	-	-
	A.U.	400/	0.00/	400/		400/	+					400/	÷	000/	470/	00/	000/	450/				
Mathematics	All Students	43%	36%	18%	-	18%	^	-	-	-	-	18%	î	20%	17%	8%	20%	15%	Ŷ	•	-	-
	CWD	23%	20%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	8%	11%	29%	*	*	-	-
	CWOD		38%	17%	-	17%	*	-	-	-	-	17%	*	-	17%	8%	22%	12%	*	*	-	-
	EL	24%	16%	8%	-	8%	*	-	-	-	-	8%	*	8%	8%	8%	12%	3%	*	*	-	-
	Male	44%	38%	20%	-	20%	*	-	-	-	-	20%	*		22%	12%	20%	-	*	*	-	-
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Grade 7																						
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5	Students CWD	23%	22%	26%	*	21%	*					27%	*	26%	-	*	22%	*				*
	CWOD		44%	20 % 19%	-	19%	*	-	-		-	19%	*	20 /0	- 19%	6%	18%	20%	*	*	-	*
	EL	16%	11%	7%	-	7%	*	-	-	-	-	7%	*	*	6%	7%	6%	8%	*	*	-	-
	Male	42%	37%	19%	*	18%	*	-	-	-	-	19%	*	22%	18%	6%	19%	-	*	*	-	*
	Female	\$ 53%	48%	21%	-	21%	*	-	-	-	-	22%	*	*	20%	8%	-	21%	*	*	-	*
Mathematics	All	39%	35%	23%	*	23%	*					23%	*	18%	24%	10%	24%	21%	*	*		*
Mathematics	Students		00 /0	23%		2370		-	-	-	-	2070		10 /0	24%	1070	∠470	∠170			-	
	CWD	20%	19%	18%	*	16%	*	-	-	-	-	18%	*	18%	-	10%	13%	30%	-	-	-	*
	CWOD	41%	37%	24%	-	24%	*	-	-	-	-	24%	*	-	24%	10%	27%	21%	*	*	-	*
	EL	17%	14%	10%	-	10%	*	-	-	-	-	10%	*		10%		12%	7%	*	*	-	-
	Male	38%	36%	24%	*	25%	*	-	-	-	-	24%	*		27%		24%	-	*	*	-	*
	Female	÷40%	35%	21%	-	21%		-	-	-	-	22%		30%	21%	7%	-	21%			-	
Grade 8																						
Reading	All	48%	43%	22%	-	21%	-	*	-	-	*	21%	29%	22%	22%	4%	21%	22%	43%	*	-	-
5	Students		200/	220/		220/						220/		220/		*	*	*				
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	EL	13%	40 <i>%</i> 7%	4%	-	4%	-	-	-	-	-	4%	29%	*	3%	3 % 4%	6%	2%	4370	-	-	-
	Male	44%	39%	21%	-	21%	-	-	-	-	*	21%	30%	*	21%	6%	21%	-	*	*	-	-
	Female		48%	22%	-	22%	-	*	-	-	-	21%	29%	*	22%	2%	-	22%	*	-	-	-
<b>M</b> - 41 4 <sup>2</sup>	A.U.	500/	400/	0.00/		000/		+				000/	450/	400/	0.00/	4 5 0/	000/	000/				
Mathematics	All Students	50%	42%	30%	-	30%	-		-	-		29%	45%	16%	32%	15%	29%	32%	-	-	-	-
	CWD	25%	23%	16%	-	16%	-	-	-	-	-	16%	-	16%	-	6%	*	11%	-	-	-	-
	CWOD		45%	32%	-	32%	-	*	-	-	*	30%	45%	-	32%	16%	30%	34%	*	*	-	-
	EL	30%	21%	15%	-	15%	-	-	-	-	-	15%	20%		16%		16%	14%	*	-	-	-
	Male	48%	41%	29%	-	29%	-	-	-	-	*	26%	75%	*	30%		29%	-	*	*	-	-
	Female	\$ 53%	44%	32%	-	32%	-		-	-	-	33%	29%	11%	34%	14%	-	32%		-	-	-
Science	All	50%	46%	22%	-	22%	-	*	-	-	*	21%	29%	*	23%	9%	25%	18%	13%	*	-	-
S	Students																					
	CWD	23%		*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD EL	53% 19%	49% 15%	23% 9%	-	22% 9%	-		-	-		22% 7%	29%	- *	23% 9%	9% 9%	26% 9%	19% 8%	14%	-	-	-
	Male	51%	47%	25%	-	25%	-		-		*	23%	50%	*	26%	9%	25%	- 070	*	*	-	
	Female		45%	18%	-	18%	-	*	-	-	-	19%	14%	*	19%	8%	-	18%	*	-	-	-
End of Course Algebra I	ΔIJ	53%	59%	78%	_	78%	_	_	_	_	_	77%	*	_	78%	820%	81%	71%	*	_	_	_
	All Students		0970	10%	-	1070	-	-	-	-	-	1170		-	1070	0270	0170	1 1 70		-	-	-
	CWD	19%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	58%	64%	78%	-	78%	-	-	-	-	-	77%	*	-			81%	71%	*	-	-	-
	EL	29%	34%	82%	-	82%	-	-	-	-	-	81%	*	-	82%		85%	*	*	-	-	-
	Male	49%	55%	81%	-	81%	-	-	-	-	-	79%		-	81%	85%	81%	-	*	-	-	-
	Female	\$ 58%	63%	71%	-	71%	-	-	-	-	-	71%	-	-	71%		-	71%		-	-	-
FAAR Percent	at Maste	ers Gra	de Lev	el																		
Grade 6	A.II	4.00/	4 5 0/	<b>F</b> 0/		<b>F</b> 0/	*					<b>F</b> 0/	*	<b>C</b> 0/	F0/	40/	20/	00/	*	*		
Reading	All Students	18%	10%	5%	-	5%		-	-	-	-	5%		6%	5%	1%	3%	8%			-	-
	CWD	8%	6%	6%	-	6%	-	-	-	-	-	6%	-	6%	-	*	*	13%	*	*	-	-
	CWOD	20%	16%	5%	-	5%	*	-	-	-	-	5%	*	-	5%	1%	3%	6%	*	*	-	-
	EL	4%	3%	1%	-	1%	*	-	-	-	-	1%	*	*	1%	1%	0%	2%	*	*	-	-
	Male	15%	13%	3%	-	3%	*	-	-	-	-	3%	*	*	3%	0%	3%	-	*	*	-	-
	Female	22%	18%	8%	-	8%	-	-	-	-	-	8%	•	13%	6%	2%	-	8%	-	-	-	-
Mathematics	All	18%	14%	6%	-	6%	*	-	-	-	-	6%	*	20%	3%	1%	4%	7%	*	*	-	-
	Students																					
	CWD	9%	8%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	8%	11%	29%	*	*	-	-
	CWOD		15%	3%	-	3%	*	-	-	-	-	3%	*	-	3%	0%	3%	2%	*	*	-	-
	EL Mala	6%	4%	1%	-	1%	*	-	-	-	-	1%	*	8%	0%	1%	2%	0%	*	*	-	-
	Male Female	18%	15% 13%	4% 7%	-	4% 7%	-	-	-	-	-	5% 7%	*	11% 29%	3% 2%	2% 0%	4% -	- 7%	*	_	-	-
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Grade 7																	_					
Reading	All	28%	23%	8%	*	8%	*	-	-	-	-	8%	*	0%	9%	1%	7%	9%	*	*	-	*
5	Students CWD	10%	8%	0%	*	0%	*	-	_	_	_	0%	*	0%	_	*	0%	*	-	_	_	*
	CWOD			9%	-	0% 9%	*	-	-	-	-	0% 9%	*	-	- 9%	1%	0% 9%	10%	*	*	-	*
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	EL	State 6%	4%	Campus 1%	American	HISPANIC 1%	*	indian	Asian -	isiander -	Races	1%	/Disadv	*	1%	1%	0%	remaie 3%	*	Homeless *	- Care	Military -
	Male	24%	20%	7%	*	7%	*	-	-	-	-	7%	*	0%	9%	0%	7%	-	*	*	-	*
	Female	33%	27%	9%	-	9%	*	-	-	-	-	9%	*	*	10%	3%	-	9%	*	*	-	*
Mathematics	All	18%	15%	7%	*	7%	*	-	-	-	-	7%	*	0%	8%	2%	6%	8%	*	*	-	*
5	Students CWD	70/	<b>C</b> 0/	00/	*	0%	*					00/	*	00/		00/	0%	0%				*
	CWOD	7% 19%	6% 16%	0% 8%	-	8%	*	-	-	-	-	0% 8%	*	0% -	- 8%	0% 2%	0% 8%	8%	*	*	-	*
	EL	5%	3%	2%	-	2%	*	-	-	-	-	2%	*	0%	2%	2%	0%	4%	*	*	-	-
	Male Female	17%	15% 15%	6% 8%	-	6% 8%	*	-	-	-	-	6% 8%	*	0% 0%	8% 8%	0% 4%	6% -	- 8%	*	*	-	*
	. onidio			• / •		0,0						0,0		0,0	0.0			0,0				
Grade 8 Reading	All	26%	21%	6%	_	6%	_	*	_	_	*	7%	4%	0%	7%	1%	7%	5%	14%	*	_	_
0	Students	2070	2170	070	-	070	-		_	-		1 /0	470	070	1 /0	170			1470		-	-
	CWD	8%	4%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD EL	28% 4%	23% 2%	7% 1%	-	7% 1%	-	-	-	-	_	7% 1%	4% 0%	- *	7% 1%	1% 1%	8% 1%	6% 0%	14% *	-	2	-
	Male	22%	18%	7%	-	7%	-	-	-	-	*	7%	10%	*	8%	1%	7%	-	*	*	-	-
	Female	30%	25%	5%	-	5%	-	*	-	-	-	6%	0%	*	6%	0%	-	5%	*	-	-	-
Mathematics	All	15%	7%	3%	-	3%	-	*	-	-	*	2%	9%	16%	2%	2%	3%	3%	*	*	-	-
S	Students	00/	50/	4.00/		400/						4.00/		400/		00/	*	44.07				
	CWD CWOD	9% 16%	5% 7%	16% 2%	-	16% 2%	-	- *	-	-	- *	16% 1%	- 9%	16% -	- 2%	6% 2%	2%	11% 2%	- *	- *	-	-
	EL	6%	3%	2%	-	2%	-	-	-	-	-	2%	0%	6%	2%	2%	3%	2%	*	-	-	-
	Male	14%	7%	3%	-	3%	-	-	-	-	*	3%	13%	*	2%	3%	3%	-	*	*	-	-
	Female	16%	7%	3%	-	3%	-		-	-	-	2%	7%	11%	2%	2%	-	3%	-	-	-	-
Science	All	27%	22%	7%	-	7%	-	*	-	-	*	7%	8%	*	7%	1%	9%	4%	13%	*	-	-
5	Students CWD	8%	7%	*	_	*	_	_	_	_	_	*	-	*	_	*	*	*	_	_	_	_
	CWOD		24%	7%	-	7%	-	*	-	-	*	6%	8%	-	- 7%	1%	9%	4%	- 14%	*	-	-
	EL	6%	4%	1%	-	1%	-	-	-	-	-	1%	*	*	1%	1%	2%	0%	*	-	-	-
	Male Female	29%	24% 20%	9% 4%	-	9% 4%	-	- *	-	-	*	8% 5%	20% 0%	*	9% 4%	2% 0%	9% -	- 4%	*	*	-	-
	remate	2070	2070	4 /0	-	4 /0	-		-	-	-	570	0 /0		4 /0	070	-	4 /0		-	-	-
End of Course		0.4.0/	0.00/	400/		400/						070/			400/	050/	400/	040/				
Algebra I	All Students	31%	38%	40%	-	40%	-	-	-	-	-	37%		-	40%	35%	48%	21%		-	-	-
-	CWD	7%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		42%	40%	-	40%	-	-	-	-	-	37%	*	-	40%	35%		21%	*	-	-	-
	EL Male	12% 28%	16% 36%	35% 48%	-	35% 48%	-	-	-	-	-	31% 45%	*	-	35% 48%	35% 38%	38% 48%	_	*	-	-	-
	Female		40%	21%	-	21%	-	-	-	-	-	21%	-	-	21%	*	-	21%	*	-	-	-
STAAR Percent a	at Appro	aches	Grade	Level or	r Above																	
All Grades	A 11	770/	750/	FC9/	*	EE0/	*	*			*	FF0/	740/	200/	F 00/	200/	F 20/	F00/	<b>E7</b> 0/	F-00/		*
All Subjects	All Students	11%	75%	56%		55%			-	-		55%	71%	38%	58%	38%	53%	58%	57%	52%	-	
	CWD	45%	45%	38%	*	36%	*	-	-	-	-	38%		38%	-	26%		49%	*	*	-	*
	CWOD EL	80% 60%	79% 57%	58% 38%	-	58% 38%	*	*	-	-	*	57% 37%	71% 52%	- 26%	58% 40%	40%	56% 36%	59% 41%	58% 22%	57% *	-	*
	Male	74%	72%	53%	*	53%	*	-	-	-	*	52%	75%			36%		-	44%	57%	-	*
	Female	79%	77%	58%	-	58%	*	*	-	-	-	58%	66%	49%	59%	41%	-	58%	61%	*	-	*
Reading	All	73%	70%	50%	*	50%	*	*	-	-	*	49%	74%	36%	52%	29%	44%	57%	50%	50%	-	*
	Students																					
	CWD CWOD	39% 77%	37% 74%	36% 52%	*	34% 52%	*	- *	-	-	- *	35% 50%	* 74%	36%	- 52%		31% 46%	44% 58%	* 50%	* 56%	-	*
	EL	52%	47%	29%	-	29%	*	-	-	-	-	28%	53%				24%	36%	*	*	-	-
	Male	69%	66%	44%	*	44%	*	-	-	-	*	43%	68%	31%	46%	24%	44%	-	*	56%	-	*
	Female	77%	74%	57%	-	56%	*	*	-	-	-	55%	81%	44%	58%	36%	-	57%	62%	*	-	*
Mathematics		80%	80%	62%	*	62%	*	*	-	-	*	61%	78%	43%	64%	49%	60%	64%	60%	*	-	*
5	Students	52%	53%	43%	*	42%	*	_	_	_	_	44%	*	43%	_	330%	29%	64%	*	*	_	*
	CWD CWOD		53% 84%	43% 64%	-	42% 65%	*	- *	-	-	- *	44% 64%	80%	43%	- 64%		29% 65%	64% 64%	61%	*	-	*
	EL	70%	70%	49%	-	49%	*	-	-	-	-	48%	65%		51%	49%	46%	52%	*	*	-	-
	Male	78%	79%	60%	*	60%	*	-	-	-	*	59% 64%		29%			60%	- 64%	63% 54%	*	-	*
	Female	02 /0	81%	64%	-	64%			-	-	-	04 /0	76%	64%	64%	52%	-	04 /0	J4 /0		-	
Science	All		77%	53%	-	52%	-	*	-	-	*	53%	54%	*	55%	30%	59%	46%	63%	*	-	-
S	Students CWD	48%	49%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	82%	81%	55%	-	55%	-	*	-	-	*	55%	54%	-	55%		61%	49%	71%	*	-	-
	EL	58%	55%	30%	-	30%	-	-	-	-	-	31%	*	*	32%		38%	19%	*	-	-	-
	Male Female	78%	76% 78%	59% 46%	-	58% 45%	-	- *	-	-	-	57% 47%	80% 36%	*	61% 49%	38% 19%	59% -	- 46%	*	-	-	-
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STAAR Percent a	at Moote	Grad	e Loval	or Abov	re.																	
All Grades	AL MICELS				-																	
	All		44%	23%	*	23%	*	*	-	-	*	23%	31%	20%	24%	10%	24%	23%	23%	26%	-	*
2	Students CWD	23%	22%	20%	*	19%	*	-	-	-	-	21%	*	20%	_	10%	16%	26%	*	*	-	*
	CWOD	50%	47%	24%	-	24%	*	*	-	-	*	23%	31%	-	24%	9%	25%	22%	26%	29%	-	*
	EL Male	26%	24% 43%	10% 24%	- *	10% 24%	*	-	-	-	- *	9% 23%	14%				11% 24%	8%	7% 11%	* 20%	-	- *
	Male Female	45% 50%	43% 46%	24% 23%	-	24% 22%	*	-	-	-	-	23% 23%	40% 21%		25% 22%	8%	24% -	- 23%	11% 29%	29% *	-	*
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					African			American		Pacific											Foster	
		State	District	Campus	American	Hispanic	White	Indian	Asia	nIslander	Races	Disadv	Disad	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
Desetions		400/	400/	000/		000/	*				+	000/	000/	0.40/	400/	00/	400/	000/	4 5 0/	000/		
Reading	All	46%	42%	20%		20%			-	-		20%	23%	24%	19%	6%	18%	22%	15%	20%	-	
Reading   All   46%   42%   20%   *   20%   *   -   *   20%   23%   24%   19%   6%   18%   22%   15%   20%   -   -   *   20%   23%   24%   19%   6%   18%   20%   -   -   -   -   24%   *   24%   -   13%   19%   31%   *   *   -   -   -   24%   -   13%   19%   31%   *   *   -   -   -   24%   -   13%   19%   31%   *   *   -   -   -   24%   -   13%   19%   31%   *   *   -   -   -   24%   -   13%   19%   31%   *   *   -   -   24%   -   13%   19%   31%   *   *   -   -   24%   19%   5%   18%   21%   13%   13%   22%   23%   *   -   -   22%   23%   13%   13%   13%   13%   14%		+																				
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	Female	50%	46%	22%	-	22%	*	*	-	-	-	22%	25%	31%	21%	6%	-	22%	23%	*	-	*
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		48%	48%	27%	î	27%	^	Ŷ	-	-	^	26%	39%	18%	28%	14%	29%	25%	35%	•	-	<b>^</b>
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					-		*	*	-	-	*									*	-	*
	EL				-		*	-	-	-	-							9%		*	-	-
	Male	47%	48%	29%	*	29%	*	-	-	-	*	28%	53%	13%	31%	17%	29%	-	25%	*	-	*
	Female	49%	48%	25%	-	25%	*	*	-	-	-	25%	24%	25%	25%	9%	-	25%	38%	*	-	*
		49%	44%	22%	-	22%	-	*	-	-	*	21%	29%	*	23%	9%	25%	18%	13%	*	-	-
					-		-	-	-	-			-	*	-		*		-	-	-	-
	CWOD		47%		-		-	*	-	-	*		29%	-					14%	*	-	-
	EL	21%	17%	9%	-	9%	-	-	-	-	-	7%	*	*	9%	9%	9%	8%	*	-	-	-
	Male	50%	44%	25%	-	25%	-	-	-	-	*	23%	50%	*	26%	9%	25%	-	*	*	-	-
	Female	49%	43%	18%	-	18%	-	*	-	-	-	19%	14%	*	19%	8%	-	18%	*	-	-	-
All Grades All Subjects	All Students	21%	18%	7%	*	7%	*	*	-	-	*	7%	7%	7%	7%	2%	7%	6%	6%	4%	-	*
	CWD	8%	7%	7%	*	8%	*	-	-	-	-	8%	*	7%	-	3%	5%	12%	*	*	-	*
	CWOD	23%	20%	7%	-	7%	*	*	-	-	*	7%	8%	-	7%	2%	8%	6%	7%	5%	-	*
	EL	9%	8%	2%	-	2%	*	-	-	-	-	2%	4%	3%	2%	2%	2%	2%	4%	*	-	-
	Male	20%	18%	7%	*	7%	*	-	-	-	*	7%	13%	5%	8%	2%	7%	-	6%	5%	-	*
	Female		19%	6%	-	7%	*	*	-	-	-	7%	2%	12%	6%	2%	-	6%	6%	*	-	*
Reading	All Students	19%	16%	7%	*	7%	*	*	-	-	*	7%	3%	3%	7%	1%	6%	7%	5%	10%	-	*
	CWD	7%	6%	3%	*	3%	*	-	-	-	-	3%	*	3%	-	0%	0%	6%	*	*	-	*
	CWOD	20%	17%	7%	-	7%	*	*	-	-	*	7%	3%	-	7%	1%	7%	7%	6%	11%	-	*
	EL	7%	7%	1%	-	1%	*	-	-	-	-	1%	0%	0%	1%	1%	0%	2%	*	*	-	-
	Male	16%	14%	6%	*	6%	*	-	-	-	*	6%	5%	0%	7%	0%	6%	-	*	11%	-	*
	Female	22%	19%	7%	-	7%	*	*	-	-	-	8%	0%	6%	7%	2%	-	7%	8%	*	-	*
Mathematics		23%	23%	7%	*	7%	*	*	-	-	*	7%	11%	11%	7%	3%	8%	7%	5%	*	-	*
	Students	400/	4004			100/						4404				=0/	<b>.</b>	470/				
	CWD	10%	10%	11%	*	12%	*	-	-	-	-	11%	*	11%	-	5%	8%	17%	*	*	-	×
	CWOD		25%	7%	-	7%	*	*	-	-	*	7%	11%	-	7%	3%	8%	5%	6%	*	-	*
	EL	13%	13%	3%	-	3%	*	-	-	-	-	3%	5%	5%	3%	3%	3%	2%	*	*	-	-
	Male	23%	23%	8%	*	8%	*	-	-	-	*	8%	16%	8%	8%	3%	8%	-	13%	*	-	*
	Female	24%	23%	7%	-	7%	*	*	-	-	-	7%	6%	17%	5%	2%	-	7%	0%	*	-	*
Science	All Students	22%	16%	7%	-	7%	-	*	-	-	*	7%	8%	*	7%	1%	9%	4%	13%	*	-	-
	CWD	7%	5%	*		*						*		*		*	*	*				
	CWD		5% 17%		-	7%	-	-	-	-	- *		- 8%		- 7%		9%	4%	- 14%	-	-	-
				7%	-		-		-	-	-	6%	o% *	- *		1%		4% 0%	14%		-	-
	EL	5%	4%	1%	-	1%	-	-	-	-	-	1%	000/	*	1%	1%	2%		*	-	-	-
	Male	23%	17%	9%	-	9%	-	-	-	-	^	8%	20%	÷	9%	2%	9%	-	*	^	-	-
	Female	21%	15%	4%	-	4%	-	^	-	-	-	5%	0%	Ŷ	4%	0%	-	4%	~	-	-	-

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

Q. 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	African	lliononio	14/1-14-	American	Acien	Pacific	Two or More	Econ	CIMD	-
Academic Growth Score	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Reading											
All Students	72	*	72	*	*	-	-	*	71	75	68
CWD	75	*	75	*	-	-	-	-	75	75	70
CWOD	71	-	71	*	*	-	-	*	70	-	68
EL	68	-	68	*	-	-	-	-	67	70	68
Male	70	*	70	*	-	-	-	*	69	78	70
Female	74	-	74	*	*	-	-	-	73	73	66
Mathematics											
All Students	67	*	67	*	*	-	-	*	66	60	63
CWD	60	*	59	*	-	-	-	-	59	60	56
CWOD	68	-	68	*	*	-	-	*	67	-	64
EL	63	-	63	*	-	-	-	-	62	56	63
Male	67	*	66	*	-	-	-	*	65	49	63
Female	67	-	67	*	*	-	-	-	66	74	63

#### 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 Grad	duation 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.

Q. Indicates there are no students in the group.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
482	28	6%

1\*1 Indicates results are masked due to small numbers to protect student confidentiality. 9

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			Hispanic STAAR C	White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	29	*	28	*	*	-	-	*	28	22	17
School Quality (College, Career, a	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

1\*1 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		N						N	Y	Ν
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		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	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	N		N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		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	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 Proficiency Status

Interim Goals (2018-2022) 42% Y 44% Target Met Interim Goals (2023-2027) Target Met Ν Interim Goals (2028-2032) 46% Target Met N Long-Term Goals 46% Target Met Ν

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Fomalo	Migrant
Participation Rat	e	Campus	American	mspanic	winte	inulari	Asian	ISIAIIUEI	Naces	Disauv	DISauv	CWD	CIIOD		Wate	remaie	wigrant
All Subjects	All Students	100%	*	100%	100%	*	-	-	*	100%	100%	99%	100%	99%	99%	100%	96%
, 646,666	CWD	99%	*	99%	*	-	-	-	-	99%	*	99%	-	99%	98%	100%	71%
	CWOD	100%	-	100%	100%	*	-	-	*	100%	100%	-	100%	99%	100%	100%	100%
	EL	99%	-	99%	100%	-	-	-	-	99%	100%	99%	99%	99%	99%	100%	93%
	Male	99%	*	99%	100%	-	-	-	*	99%	100%	98%	100%	99%	99%	-	89%
	Female	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%
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
Mathematics	All Students		*	100%	*	*	-	-	*	100%	100%	99%	100%	99%	100%	100%	95%
	CWD	99%	*	99%	*	-	-	-	-	99%	*	99%	-	98%	98%	100%	*
	CWOD	100%	-	100%	*	*	-	-	*	100%	100%	-	100%	100%	100%	100%	100%
	EL	99%	-	99%	*	-	-	-	-	99%	100%	98%	100%	99%	99%	100%	92%
	Male	100%	*	100%	*	-	-	-	*	99%	100%	98%	100%	99%	100%	-	88%
	Female	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
Science	All Students	99%	-	98%	-	*	-	-	*	98%	100%	95%	99%	97%	97%	100%	88%
	CWD	95%	-	95%	-	-	-	-	-	95%	-	95%	-	94%	91%	100%	*
	CWOD	99%	-	99%	-	*	-	-	*	99%	100%	-	99%	98%	98%	100%	100%
	EL	97%	-	97%	-	-	-	-	-	97%	100%	94%	98%	97%	96%	100%	*
	Male	97%	-	97%	-	-	-	-	*	97%	100%	91%	98%	96%	97%	-	*
	Female	100%	-	100%	-	*	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
Non-Participation	n Rate																
All Subjects	All Students	0%	*	0%	0%	*	-	-	*	0%	0%	1%	0%	1%	1%	0%	4%
	CWD	1%	*	1%	*	-	-	-	-	1%	*	1%	-	1%	2%	0%	29%
	CWOD	0%	-	0%	0%	*	-	-	*	0%	0%	-	0%	1%	0%	0%	0%
	EL	1%	-	1%	0%	-	-	-	-	1%	0%	1%	1%	1%	1%	0%	7%
	Male	1%	*	1%	0%	-	-	-	*	1%	0%	2%	0%	1%	1%	-	11%
	Female	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%
	EL	0%	-	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%
Mathematics	All Students	0%	*	0%	*	*	-	-	*	0%	0%	1%	0%	1%	0%	0%	5%
	CWD	1%	*	1%	*	-	-	-	-	1%	*	1%	-	2%	2%	0%	*
	CWOD	0%	-	0%	*	*	-	-	*	0%	0%	-	0%	0%	0%	0%	0%
	EL	1%	-	1%	*	-	-	-	-	1%	0%	2%	0%	1%	1%	0%	8%
	Male	0%	*	0%	*	-	-	-	*	1%	0%	2%	0%	1%	0%	-	13%
	Female	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	0%
Science	All Students	1%	-	2%	-	*	-	-	*	2%	0%	5%	1%	3%	3%	0%	13%
	CWD	5%	-	5%	-	-	-	-	-	5%	-	5%	-	6%	9%	0%	*
	CWOD	1%	-	1%	-	*	-	-	*	1%	0%	-	1%	2%	2%	0%	0%
	EL	3%	-	3%	-	-	-	-	-	3%	0%	6%	2%	3%	4%	0%	*
	Male	3%	-	3%	-	-	-	-	*	3%	0%	9%	2%	4%	3%	-	*
	Female	0%	-	0%	-	*	-	-	-	0%	0%	0%	0%	0%	-	0%	0%

**!**\*! Indicates results are masked due to small numbers to protect student confidentiality. 2

Indicates zero observations reported for this group.

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 with I Disabilities (S	Students with Disabilities Section 504)
In-School Suspensions												
	Male	50	*	50	*	*	*	*	*	35		
	Female	11	*	11	*	*	*	*	*	5		
	Total	61	*	61	*	*	*	*	*	40		
Out-of-School Suspensions												
-	Male	82	*	82	*	*	*	*	*	49		
	Female	37	*	37	*	*	*	*	*	22		
	Total	119	*	119	*	*	*	*	*	71		
Expulsions		_		_						*		
With Educational Services	Male	5 *	*	5	*	*	*	*	*	*		
	Female		*		*	*	*	*	*	*		
	Total	5 *	*	5	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	÷	÷	*	÷	÷	÷		
	Female	*	- +	*	- +	- -	- +	*	+			
Linden Zene Televenes Delisies	Total		*		*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	5	*	5	*	*	*	*	*			
	Female	5	*	5	*	*	*	*	*	*		
Cabaal Dalatad Armata	Total	Э		э								
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
		*	*	*	*	*	*	*	*	*		
	Female Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	IUlai											
Relenais to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions	lotal											
	Male	8	*	8	*	*	*	*	*	5		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	10	*	10	*	*	*	*	*	7		5
Out-of-School Suspensions												
	Male	21	*	19	*	*	*	*	*	13		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	25	*	23	*	*	*	*	*	15		*
Expulsions		*		*		*	*		*	*		
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	÷	÷	÷	÷	÷	*	÷	÷	÷		<u>,</u>
	Female	- -	- +	- +	- +	- -	- +	*	+			- +
Linden Zene Televenes Delisies	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	TOLAI											
School-Related Allesis	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	10tui											
. c.onalo to East Entorochiont	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students Chronic Absenteeism												
	Male	50	*	50	*	*	*	*	*	32	5	5
	Female	40	*	38	*	*	*	*	*	23	5	*
	Total	90	*	88	*	*	*	*	*	55	10	5

	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 bullving	
On the basis of sex	28
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
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

<sup>1\*1</sup> 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 10.6	Percent 17.2%
Teachers Teaching with Emergency or Provisional Credentials	8.0	13.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.2	9.0%

'-' 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 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 Mathematics	6,061 6,056	1%	66 66	2% 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%	7	3%
Mathematics	5,677	1%	60	1%	7	3%

Grade 7

Reading	State Number of ALT2 5,298	State Rate of ALT2 1%	District Number of ALT2 55	District Rate of ALT2 1%	Campus Number of ALT2 5	Campus Rate of ALT2 2%				
Mathematics	5,294	1%	55	1%	5	2%				
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%	-	-				
All Grades All Subjects	99,020	1%	1,084	1%	33	2%				
Reading	43,730	1%	468	1%	15	2%				
Mathematics	39,178	1%	441	2%	15	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.

 $\mathbf{Q}$ 

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	ТХ	US	ТХ	US	ТХ	US	ТХ	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	•	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	*	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 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
	5	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 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	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

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

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

'\*' Indicates reporting standards not met.

'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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