# Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: ROBERTS EL Campus ID: 071902136 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			More	Econ	Special	and	
Acadamia Darformanaa (At Maata		Baseline 2016-17	Students	American H	lispanic	white	Indian	Asian	Islander	Races	Disadv	Educ	Former)	
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
	Reading/EEA	2017-18 through 2021-		02 /0	01 /0	0070	4070	7470	4070	0070	0070	1070	2070	
		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%	
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mainematics	2017-18 through 2021-		3170	40 /0	J970	4370	02 /0	50 %	J4 /0	30 /0	2370	40 /0	
		22 22	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-												
		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											41%	
EL Progress		Rates 2017-18 through 2021-											41%	
		2017-10 tillough 2021-											42%	
		2022-23 through 2026-											/.	
		27											44%	
		2027-28 through 2031-												
		32											46%	
Graduation Rate:4-Year Longitudinal		Baseline 2016-17												
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021- 22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	
		2022-23 through 2026-	90 /0	90 /0	30 /0	3070	90 /0	30 /0	50 /0	30 /0	90 /0	90 /0	90 /0	
		2022-23 tillough 2020- 27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	
		2027-28 through 2031-	02/0	02.0	22.0	52.5	02/0	52.0	02/0	52.5	5270	02.0	02/0	
		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

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

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

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

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

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

(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 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.

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											or		Non									
		C4-4-	District	C	African			America		Pacific					~~~~		Mala	FemaleN	1:		Foster	
		State	DISTRICT	Campus	sAmericar	iHispanio	cvvnite	Indian	Asian	ilsiander	Races	Disadv	Disad	VCWD	CWOL		Male	Femalei	ligrantHo	meless	Care	willtary
STAAR Percent	at Appro	aches	Grade	Level o	r Above																	
Grade 3																						
Reading	All Students	77%	82%	85%	-	85%	-	-	*	-	-	84%	*	50%	93%	86%	6 88%	83%	*	*	*	*
· · · ·		51%	61%	50%	-	50%	-	-	-	-		50%	-	50%	-	*	*	*		-	-	-
	CWOD		85%	93%	-	93%	-	-	*	_	-	93%	*	-	93%	95%	6 95%	92%	*	*	*	*
	EL	70%	80%	86%	-	86%	-	-	-	-	-	86%	-	*			6 86%		*	*	*	-
	Male	74%	80%	88%	-	88%	-	-	-	-	-	88%	*	*			6 88%		-	*	-	*
	Female	79%	83%	83%	-	82%	-	-	*	-	-	81%	*	*	92%	86%	6 -	83%	*	-	*	-
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	All	77%	80%	82%	-	81%	-	-		-	-	81%			93%	79%	6 80%	83%		-		
	Students CWD	F20/	59%	*		*						*	-	*		*	*	*				
	CWD	52%	59% 83%	93%	-	93%	-	-	- *	-	-	93%	-		- 93%	05%	6 90%	96%	- *	*	*	*
	EL	80% 74%	83% 78%	93% 79%	-	93% 79%	-	-		-	-	93% 79%	-	*	93% 95%		° 90% 6 86%		*	*	*	
		77%	81%	80%	-	80%	-	-	-	-	-	79%	*	*			6 80%			*		*
	Female		79%	83%	-	83%	-	-	*	-	-	82%	*	*	90 % 96%			83%	*		*	
	i emale	1070	1370	0578	-	0070	-	-		-	-	02 /0			3070	117	0 -	0070		-		-
Grade 4																						
Reading	All	72%	74%	73%	*	73%	-	*	-	-	-	73%	-	*	79%	64%	6 70%	76%	*	-	-	-
5	Students																					
		46%	44%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		79%	79%	*	80%	-	*	-	-	-	79%	-	-			6 80%		*	-	-	-
	EL	60%	61%	64%	-	64%	-	-	-	-	-	64%	-	*			661%		*	-	-	-
	Male	70%	72%	70%	*	68%	-	*	-	-	-	70%	-	*			6 70%		*	-	-	-
	Female	75%	77%	76%	-	79%	-	*	-	-	-	76%	-	*	78%	67%	6 -	76%	-	-	-	-
N - 41 41	A 11	770/	0.00/	0.50/	*	0.40/						050/		+	000/	700	· 070/	000/	+			
	All Students	77%	80%	85%		84%	-		-	-	-	85%	-		90%	79%	6 87%	83%		-	-	-
·		49%	50%	*		*						*		*		*	*	*				
	CWD		30 % 84%	90%	*	90%	-	*	-	-	-	90%	-		- 90%	86%	6 92%	89%	*	-	-	-
	EL	72%	73%	79%	-	30 % 79%	-	_	-	-	-	79%	-	*			6 89%		*	-	-	-
		77%	79%	87%	*	86%	-	*	-	-	-	87%	-	*			6 87%		*	-	-	-
	Female		80%	83%	-	82%	_	*	_	_	_	83%	-	*	89%			83%	-	-	-	_
	. onnaro		00/0			02/0						0070			0070	0. /	•	00/0				
Grade 5																						
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e e	Students																					
	CWD	54%	62%	55%	-	55%	-	-	-	-	-	60%	*	55%	-	*	*	*	-	-	-	-
	CWOD	87%	91%	94%	-	94%	-	-	-	-	-	93%	*	-	94%	89%	6100%	6 86%	-	*	-	-
	EL	73%	80%	88%	-	88%	-	-	-	-	-	88%	*	*	89%	88%	6 94%	82%	-	-	-	-
	Male	81%	86%	86%	-	86%	-	-	-	-	-	87%	*	*	100%	94%	6 86%	-	-	-	-	-
	Female	86%	89%	88%	-	88%	-	-	-	-	-	88%	*	*	86%	82%	6 -	88%	-	*	-	-
Mathematics		90%	92%	92%	-	92%	-	-	-	-	-	93%	*	64%	98%	91%	6 89%	96%	-	*	-	-
:	Students	700/	7 40/	0.40/		0.40/						700/		0.40/		*	*	*				
		70%	74%	64%	-	64%	-	-	-	-	-	70%	*	64%	-				-	-	-	-
	CWOD	92% 86%	95% 80%	98% 91%	-	98% 01%	-	-	-	-	-	98% 01%	*	-			6100% 6 88%		-		-	-
	EL Mala	86% 89%	89% 92%	91% 89%	-	91% 89%	-	-	-	-	-	91% 90%	*	*			688% 689%		-	-	-	-
	Male Female		92% 92%	89% 96%	-	89% 96%	-	-	-	-	-	90% 96%	*	*	95%			- 96%	-	- *	-	-
	i citiale	01/0	52 /0	5570	-	5070	-	-	-	-	-	5070			5570	54/		5070	-		-	-
Science	All	75%	79%	77%	-	77%	-	-	-	-	-	76%	*	45%	84%	70%	6 83%	68%	-	*	-	-
	Students														2.70							
	CWD	48%	55%	45%	-	45%	-	-	-	-	-	50%	*	45%	-	*	*	*	-	-	-	-
	CWOD	78%	82%	84%	-	84%	-	-	-	-	-	82%	*	-	84%	79%	6 93%	71%	-	*	-	-
	EL	62%	66%	70%	-	70%	-	-	-	-	-	69%	*	*	79%	70%	6 75%	65%	-	-	-	-
	Male	76%	80%	83%	-	83%	-	-	-	-	-	84%	*	*	93%	75%	6 83%	-	-	-	-	-
	Female	75%	77%	68%	-	68%	-	-	-	-	-	67%	*	*	71%	65%	6 -	68%	-	*	-	-
STAAR Percent	at Mooto	Grad		or Abo	10																	
Grade 3	at meets	Grad	e Levei	OF ADOV	/e																	
Reading	All	43%	46%	43%	-	42%	-	-	*	-	-	41%	*	0%	52%	54%	6 44%	41%	*	*	*	*
	Students	10 /0	1070	-70 /0	-	<b>⊤∠</b> /0	-	-		-	-	7170		<b>J</b> /0	JZ /0	54/	J T-T /0	1170				
·	CWD	28%	32%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD		48%	52%	-	51%	-	-	*	-	-	51%	*	-	52%	71%	6 55%	50%	*	*	*	*
	EL	32%	42%	54%	-	54%	-	-	-	-	-	54%	-	*			64%		*	*	*	-
		40%	45%	44%	-	44%	-	-	-	-	-	46%	*	*			6 44%		-	*	-	*
	Female		46%	41%	-	39%	-	-	*	-	-	37%	*	*	50%			41%	*	-	*	-

										Two											
					<b>A f</b> ui a a u		A		Desifie	or	<b>F</b>	Non								<b>F</b>	
		State	District	Campus	African American	HispanicWhi	Americate Indiar		Pacific anIslander				CWD	cwo	D EL	Male	Female	MigrantHo	meless	Foster Care	
Mathematics	All		48%	58%	-	57% -	-	*	-	-	56%	*	*			52%	63%	*	*	*	*
:	Students	200/	250/	*		*					*		*		*	*	*				
	CWD CWOD	30% 48%	35% 50%	69%	-	- 68%	-	*	-	-	67%	*	-	- 69%	62%	60%	76%	*	- *	*	*
	EL	39%	43%	50%	-	50% -	-	-	-	-	50%	-	*	62%		43%	57%	*	*	*	-
	Male	47%	50%	52%	-	52% -	-	-	-	-	50%	*	*			52%	-	-	*	-	*
	Female	45%	46%	63%	-	62% -	-	*	-	-	61%	*	*	76%	57%	- (	63%	*	-	*	-
Grade 4																					
Reading	All	45%	47%	32%	*	32% -	*	-	-	-	32%	-	*	37%	30%	30%	34%	*	-	-	-
:	Students	000/	000/	*		*					*				*	*	*				
	CWD CWOD	28%	23% 50%	37%	-	 37% -	-	-	-	-	, 37%	-	^	- 37%		36%	^ 37%	-	-	-	-
	EL	29%	31%	30%	-	30% -	-	-	-	-	30%	-	*	36%		33%	27%	*	-	-	-
	Male	43%	45%	30%	*	29% -	*	-	-	-	30%	-	*	36%	33%	30%	-	*	-	-	-
	Female	47%	48%	34%	-	36% -	*	-	-	-	34%	-	*	37%	27%	- (	34%	-	-	-	-
Mathematics	All	48%	48%	46%	*	45% -	*	_	_	_	46%	-	*	50%	36%	50%	41%	*	_	_	_
	Students	4070	4070	4070		4070 -		_	-	-	4070	-		0070	00 /	0070	7170		-	-	_
	CWD	29%	25%	*	-	* -	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		52%	50%	*	49% -	*	-	-	-	50%	-	-	50%		56%	44%	*	-	-	-
	EL Male	38% 48%	35% 49%	36% 50%	- *	36% - 46% -	-	-	-	-	36% 50%	-	*	43%		6 44% 6 50%	27% -	*	-	-	-
	Female		47%	41%	-	43% -	*	-	-	-	41%	-	*		27%		41%	-	-	-	-
Grade 5	A.!!	E 20/	E 40/	400/		400/					400/	*	00/	400/	2004	400/	4 4 0 /		*		
Reading	All Students	53%	54%	42%	-	42% -	-	-	-	-	42%	•	9%	49%	33%	40%	44%	-	-	-	-
	CWD	30%	32%	9%	-	9% -	-	-	-	-	10%	*	9%	-	*	*	*	-	-	-	-
	CWOD		58%	49%	-	49% -	-	-	-	-	49%	*	-			50%	48%	-	*	-	-
	EL	35%	38%	33%	-	33% -	-	-	-	-	34%	*	*			31%	35%	-	-	-	-
	Male Female	50% 56%	51% 58%	40% 44%	-	40% - 44% -	-	-	-	-	39% 46%	*	*		31% 35%	40%	- 44%	-	- *	-	-
	i cinale	5070	50%	44 /0	-	44 /0 -	-	-	-	-	4070			40 /0	5570	, -	44 /0	-		-	-
Mathematics	All	57%	60%	43%	-	43% -	-	-	-	-	42%	*	27%	47%	36%	51%	32%	-	*	-	-
:	Students	0.40/	000/			070/					000/		070/		*	*	*				
	CWD CWOD	34%	39% 64%	27% 47%	-	27% - 47% -	-	-	-	-	30% 44%	*	27%	- 47%		61%	^ 29%	-	- *	-	-
	EL	46%	48%	36%	-	36% -	-	-	-	-	38%	*	*	36%		44%	29%	-	-	-	-
	Male	57%	60%	51%	-	51% -	-	-	-	-	48%	*	*		44%	51%	-	-	-	-	-
	Female	58%	60%	32%	-	32% -	-	-	-	-	33%	*	*	29%	29%	- (	32%	-	*	-	-
Science	All	40%	42%	42%	_	42% -	_	_	_	_	40%	*	9%	10%	24%	51%	28%	_	*	_	_
	Students	4070	42 /0	42 /0	-	42/0 -	-	-	-	-	4070		370	4370	247	01/0	2070	-		-	-
	CWD	25%	27%	9%	-	9% -	-	-	-	-	10%	*	9%	-	*	*	*	-	-	-	-
	CWOD		44%	49%	-	49% -	-	-	-	-	47%	*	- *	49%		64%	29%	-	*	-	-
	EL Male	24% 42%	26% 45%	24% 51%	-	24% - 51% -	-	-	-	-	25% 48%	*	*	29%		51% 51%	18% -	-	-	-	-
	Female		38%	28%	-	28% -	-	-	-	-	29%	*	*		18%		- 28%	-	*	-	-
STAAR Percent Grade 3	at maste	rs Gra	ae Leve	ei																	
Reading	All	24%	26%	24%	-	23% -	-	*	-	-	22%	*	0%	30%	25%	20%	28%	*	*	*	*
	Students																				
	CWD	9%	13%	0%	-	0% -	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD EL	26% 15%	27% 20%	30% 25%	-	28% - 25% -	-	-	-	-	27% 25%	_	- *			25% 29%	33% 21%	*	*	*	-
	Male	22%	24%	20%	-	20% -	-	-	-	-	21%	*	*			20%	-	-	*	-	*
	Female	26%	27%	28%	-	25% -	-	*	-	-	22%	*	*	33%	21%	- (	28%	*	-	*	-
Mathematics		22%	23%	36%	_	35% -		*	_	_	33%	*	*	420%	200/	28%	43%	*	*	*	*
	Students		20/0	JU /0	-	JJ /0 -	-		-	-	JJ 70			+∠70	5270	, ∠070					
	CWD	12%	17%	*	-	* -	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		24%	42%	-	41% -	-	*	-	-	38%	*	-			30%	52%	*	*	*	*
	EL Male	17% 23%	19% 25%	32% 28%	-	32% - 28% -	-	-	-	-	32% 25%	- *	*			29% 28%	36%	-	*	-	- *
	Female			43%	-	41% -	-	*	-	-	23 <i>%</i> 39%	*	*		36%		- 43%	*	-	*	-
-	-			-											-						
Grade 4	A.!!	220/	240/	00/	*	70/	•				00/		*	100/	00/	100/	20/	*			
Reading	All Students	23%	24%	8%	•	7% -	*	-	-	-	8%	-	Ŷ	10%	6%	13%	3%	*	-	-	-
	CWD	9%	8%	*	-	* -	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	25%	27%	10%	*	8% -	*	-	-	-	10%	-	-	10%		16%	4%	*	-	-	-
	EL	12%	12%	6%	-	6% -	-	-	-	-	6%	-	*	7%		11%	0%	*	-	-	-
	Male Female	22% 25%	23% 26%	13% 3%	-	11% - 4% -	*	-	-	-	13% 3%	-	*	16% 4%	11% 0%	13% -	- 3%	-	-	-	-
	i cinale	2070	2070	U /0	-			-	-	-	0 /0	-			0 /0	-	0 /0	-	-	-	-
Mathematics	All Students	26%	24%	15%	*	14% -	*	-	-	-	15%	-	*	17%	12%	20%	10%	*	-	-	-
	CWD	11%	9%	*	-	* -	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	28%	27%	17%	*	16% -	*	-	-	-	17%	-	-			24%	11%	*	-	-	-
	EL	18%	15%	12%	-	12% -	-	-	-	-	12%	-	*	14%		22%	0%	*	-	-	-
	Male Female	27% 25%	25% 24%	20% 10%	*	18% - 11% -	*	-	-	-	20% 10%	-	*	24% 11%		20%	- 10%	~	-	-	-
	i entale	2J /0	∠+ /0	10 /0	-	11/0 -		-	-	-	10 70	-		1170	070	-	1070	-	-	-	-
Grade 5																					
Reading	All	26%	24%	10%	-	10% -	-	-	-	-	11%	*	0%	12%	9%	11%	8%	-	*	-	-
:	Students CWD	9%	10%	0%	_	0% -	_	_	_	_	0%	*	0%	_	*	*	*	-	-	_	_
	000	J /0	1070	J /0	-	570 -	-	-	-	-	0 /0		0 /0	-				-	-	-	-

					African sAmericanH		Vhite	American Indian		Pacific Islander			Econ Disadv	CWD					Migrantl		Foster Care	
	CWOD EL	12%	27% 13%	12% 9%	-	12% 9%	-	-	-	-	-	13% 9%	*	- *	12% 11%	11% 9%	14% 6%	10% 12%	-	-	-	-
	Male	24%	22%	11%	-	11%	-	-	-	-	-	13%	*	*	14%		11%	-	-	-	-	-
	Female	: 28%	27%	8%	-	8%	-	-	-	-	-	8%	*	*	10%	12%	-	8%	-	*	-	-
Mathematics		30%	29%	17%		17%						15%	*	0%	20%	0%	23%	8%		*		
	Students		2370	17 70	-	17 /0	-	-	-	-	-	1370		0 /0	2070	370	2070	070	-		-	-
	CWD	13%	14%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD		31%	20%	-	20%	-	-	-	-	-	18%	*	- *			29%	10%	-	*	-	-
	EL Male	19% 29%	20% 29%	9% 23%	-	9% 23%	-	-	-	-	-	9% 19%	*	*	11% 29%		13% 23%	6% -	-	-	-	-
	Female		29%	8%	-	8%	-	-	-	-	-	8%	*	*	10%	6%	-	- 8%	-	*	-	-
Science	All	16%	16%	15%	-	15%	-	-	-	-	-	15%	*	0%	18%	6%	23%	4%	-	*	-	-
	Students CWD		9%	09/		0%						09/	*	0%		*	*	*				
	CWD	9% 17%	9% 17%	0% 18%	-	18%	-	-	-	-	-	0% 18%	*	- 0.20	- 18%	7%	29%	5%	-	*	-	-
	EL	7%	8%	6%	-	6%	-	-	-	-	-	6%	*	*	7%		13%	0%	-	-	-	-
	Male	18%	17%	23%	-	23%	-	-	-	-	-	23%	*	*	29%		23%	-	-	-	-	-
	Female	15%	14%	4%	-	4%	-	-	-	-	-	4%	*	*	5%	0%	-	4%	-	*	-	-
AR Percent	at Appro	aches	3 Grade	Level o	r Above																	
ll Grades All Subjects	All	77%	75%	83%	*	83%	-	*	*	-	-	83%	86%	46%	90%	79%	83%	82%	88%	100%	*	*
	Students			5570								5070	3070	.070	2070	/0	2370	02.0	2270			
	CWD	45%		46%	-	46%	-	-	-	-	-	48%	*	46%	-		41%	54%	-	-	-	-
	CWOD		79%	90%	*	90%	-	*	*	-	-	89%	100%	-			93%	87%	88%	100%	*	*
	EL Male	60% 74%	57% 72%	79% 83%	- *	79% 83%	-	- *	-	-	-	79% 84%	* 79%	44% 41%	87% 93%	79% 82%		76%	83% *	*	-	-
	Female		77%	82%	-	82%	-	*	*	-	-	82%	100%			76%		- 82%	*	*	*	-
Reading	All		70%	82%	*	82%	-	*	*	-	-	81%	88%	46%	88%	79%	81%	82%	*	*	*	*
	Students		270/	400/		400/						400/	*	400/		F 20/	250/	C 40/				
	CWD CWOD	39%	37% 74%	46% 88%	- *	46% 89%	-	-	-	-	-	48% 88%	100%	46%	- 88%		35% 92%	64% 85%	- *	- *	- *	-
	EL	52%	47%	79%	-	79%	-	-	-	-	-	78%	*	- 53%	84%			78%	*	*	*	-
	Male	69%	66%	81%	*	81%	-	*	-	-	-	81%	*	35%	92%			-	*	*	-	*
	Female	: 77%	74%	82%	-	83%	-	*	*	-	-	81%	*	64%	85%	78%	-	82%	*	*	*	-
		000/	000/			000/						000/	000/	400/	0.407	000/	000/	070/				
Mathematics	S All Students	80%	80%	86%	*	86%	-	*	×	-	-	86%	88%	46%	94%	83%	86%	87%	*	*	*	*
	CWD	52%	53%	46%	-	46%	-	-	-	-	-	48%	*	46%	-	41%	47%	45%	-	-	-	-
	CWOD		84%	94%	*	94%	-	*	*	-	-	94%	100%	-	94%			93%	*	*	*	*
	EL	70%	70%	83%	-	83%	-	-	-	-	-	83%	*	41%	92%			78%	*	*	*	-
	Male	78%	79%	86%	*	85%	-	*	-	-	-	86%	*	47%	95%			-	*	*	-	*
	Female	82%	81%	87%	-	87%	-	Ŷ	^	-	-	86%	Ŷ	45%	93%	78%	-	87%	^	Ŷ	^	-
Science	All	79%	77%	77%	-	77%	-	-	-	-	-	76%	*	45%	84%	70%	83%	68%	-	*	-	-
	Students																					
	CWD	48%	49%	45%	-	45%	-	-	-	-	-	50%	*	45%	-	*	*	*	-	-	-	-
	CWOD		81%	84%	-	84%	-	-	-	-	-	82%	*	-	84%			71%	-	*	-	-
	EL Mala	58%		70%	-	70%	-	-	-	-	-	69%	*	*	79%			65%	-	-	-	-
	Male Female	78%	76% 78%	83% 68%	-	83% 68%	-	-	-	-	-	84% 67%	*	*	93% 71%		83%	- 68%	-	*	-	
	T Cillaic	0070	1070	0070	-	0070	-	_	_	_	-	01 /0			/ 1 /0	00 /0	-	0070	-		_	_
AR Percent	at Moots	Grad	امىرم ا م	or Abo	VO																	
Grades	at meets	Grau	C LOVOI																			
All Subjects	All		44%	43%	*	43%	-	*	*	-	-	42%	62%	10%	50%	37%	46%	41%	13%	100%	*	*
	Students		200/	400/		100/						140/	*	100/		00/	70/	150/				
	CWD CWOD	23% 50%	22% 47%	10% 50%	- *	10% 50%	-	- *	- *	-	-	11% 49%	* 72%	10%	- 50%		7% 55%	15% 45%	- 13%	- 100%	- *	-
	EL	50% 26%	47% 24%	50% 37%	-	50% 37%	-	-	-	-	-	49% 38%	12%	- 8%	50% 43%			45% 33%	0%	*	*	-
	Male	45%		46%	*	45%	-	*	-	-	-	44%	64%	7%	55%			-	*	*	-	,
	Female		46%	41%	-	41%	-	*	*	-	-	41%	57%	15%	45%			41%	*	*	*	
Dooding	A.II	400/	400/	200/	*	200/		*	*			2004	E00/	10/	400/	200/	2007	400/	*	*	*	
Reading	All Students		42%	39%		38%	-	-	-	-	-	38%	50%	4%	46%	ა <b>ర</b> %	აძ%	40%	-	-	-	,
	CWD	22%	19%	4%	-	4%	-	-	-	-	-	4%	*	4%	-	0%	0%	9%	-	-	-	-
	CWOD		45%	46%	*	45%	-	*	*	-	-	45%	57%	-	46%			44%	*	*	*	,
	EL	21%	20%	38%	-	38%	-	-	-	-	-	39%	*	0%	47%	38%	42%	35%	*	*	*	
	Male	41%	38%	38%	*	38%	-	*	-	-	-	38%	*	0%	47%			-	*	*	-	
	Female	50%	46%	40%	-	40%	-	×	*	-	-	39%	*	9%	44%	35%	-	40%	*	×	*	
	; All	48%	48%	49%	*	48%	-	*	*	-	-	48%	75%	18%	55%	40%	51%	46%	*	*	*	
Vathematics																	/0					
	Students	26%		18%	-	18%	-	-	-	-	-	19%	*	18%	-		18%	18%	-	-	-	-
	CWD		51%	55%	*	54%	-	*	*	-	-	53%	86%	-	55%			51%	*	*	*	,
	CWD CWOD	33%	32%	40%	-	40%	-	- *	-	-	-	41%	*	18%	45%			37%	*	*	*	-
	CWD CWOD EL	170/	48%	51% 46%	-	50% 46%	-	*	-*	-	-	49% 46%	*	18% 18%	59% 51%			- 46%	*	*	- *	
	CWD CWOD EL Male	47%	48%	-10/0	-	1070	-			-	-	-70 /0		1070	U 1/0	U1 /0	-	1070				
	CWD CWOD EL		48%									40%	*	9%	49%	24%	51%	28%	-	*		
Science	CWD CWOD EL Male Female	49% 49%		42%	-	42%	-	-	-	-	-	4070									-	
Science	CWD CWOD EL Male Female All Students	9% 49% 49%	44%		-		-	-	-	-	-										-	
Science	CWD CWOD EL Male Female All Students CWD	49% 49% 23%	44% 21%	9%	-	9%	-	-	-	-	-	10%	*	9%	-	*	*	*	-	-	-	-
Science	CWD CWOD EL Male Female All Students CWD CWOD	49% 49% 23% 52%	44% 21% 47%	9% 49%	-	9% 49%	-	-	-	-	-	10% 47%	* * *	9% - *	- 49%	* 29%	* 64%	* 29% 18%	-	- *	-	
Science	CWD CWOD EL Male Female All Students CWD	49% 49% 23%	44% 21%	9%	-	9%	-	-	-	-	-	10%		-	-	* 29% 24%	* 64% 31%	* 29% 18%	-	- * -	-	

Two or

Non

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

### STAAR Percent at Masters Grade Level

				••																	
All Grades																					
All Subjects	All Students	21%	18%	18%	*	17%	-	*	*	-	-	17%	38%	1%	21%	14% 20%	16%	13%	14%	*	*
	CWD	8%	7%	1%	-	1%	-	-	-	-	-	2%	*	1%	-	3% 2%	0%	-	-	-	-
	CWOD		20%	21%	*	20%	-	*	*	-	-	20%	44%	-	21%	16% 24%	18%	13%	14%	*	*
	EL	9%	8%	14%	-	14%	-	-	-	-	-	14%	*	3%			10%	0%	*	*	-
	Male	20%	18%	20%	*	19%	-	*	-	-	-	19%	29%	2%		17% 20%	-	*	*	-	*
	Female		19%	16%	-	15%	-	*	*	-	-	14%	57%	0%		10% -	16%	*	*	*	-
Reading	All	19%	16%	14%	*	13%	-	*	*	-	-	13%	25%	0%	17%	13% 14%	13%	*	*	*	*
-	Students																				
	CWD	7%	6%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0% 0%	0%	-	-	-	-
	CWOD	20%	17%	17%	*	16%	-	*	*	-	-	16%	29%	-	17%	16% 18%	15%	*	*	*	*
	EL	7%	7%	13%	-	13%	-	-	-	-	-	13%	*	0%	16%	13% 15%	11%	*	*	*	-
	Male	16%	14%	14%	*	14%	-	*	-	-	-	15%	*	0%	18%	15% 14%	-	*	*	-	*
	Female	22%	19%	13%	-	12%	-	*	*	-	-	11%	*	0%	15%	11% -	13%	*	*	*	-
Mathematics	s All	23%	23%	22%	*	22%	-	*	*	-	-	20%	63%	4%	26%	17% 23%	21%	*	*	*	*
	Students																				
	CWD	10%	10%	4%	-	4%	-	-	-	-	-	4%	*	4%	-	6% 6%	0%	-	-	-	-
	CWOD	25%	25%	26%	*	25%	-	*	*	-	-	24%	71%	-	26%	19% 27%	25%	*	*	*	*
	EL	13%	13%	17%	-	17%	-	-	-	-	-	17%	*	6%	19%	17% 21%	13%	*	*	*	-
	Male	23%	23%	23%	*	23%	-	*	-	-	-	21%	*	6%	27%	21% 23%	-	*	*	-	*
	Female	24%	23%	21%	-	21%	-	*	*	-	-	20%	*	0%	25%	13% -	21%	*	*	*	-
Science	All	22%	16%	15%	-	15%	-	-	-	-	-	15%	*	0%	18%	6% 23%	4%	-	*	-	-
	Students																				
	CWD	7%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	* *	*	-	-	-	-
	CWOD		17%	18%	-	18%	-	-	-	-	-	18%	*	-	18%	7% 29%	5%	-	*	-	-
	EL	5%	4%	6%	-	6%	-	-	-	-	-	6%	*	*	7%	6% 13%	0%	-	-	-	-
	Male	23%	17%	23%	-	23%	-	-	-	-	-	23%	*	*	29%	13% 23%	-	-	-	-	-
	Female	a . a .	15%	4%		4%						4%			5%	0% -	4%				

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

'-' 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	67	*	67	-	*	-	-	-	66	61	69
CWD	61	-	61	-	-	-	-	-	61	61	*
CWOD	68	*	67	-	*	-	-	-	67	-	71
EL	69	-	69	-	-	-	-	-	69	*	69
Male	65	*	63	-	*	-	-	-	63	*	63
Female	71	-	70	-	*	-	-	-	70	*	76
Mathematics											
All Students	70	*	71	-	*	-	-	-	69	75	71
CWD	75	-	75	-	-	-	-	-	75	75	80
CWOD	69	*	70	-	*	-	-	-	68	-	69
EL	71	-	71	-	-	-	-	-	70	80	71
Male	74	*	75	-	*	-	-	-	72	75	77
Female	66	-	66	-	*	-	-	-	65	*	63

### 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	-	-	-	-	-	-	-	-	-	-	-	-	-

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

'-' 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
176	18	10%

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

'-' Indicates zero observations reported for this group.

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Part (v): School Quality or Student Success (SQSS)
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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 nain Score		White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	48	*	48	-	*	*	-	-	47	*	43
School Quality (College, Career, a	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 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	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	Y
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	Y		Y						Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		Y						Y	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		Ν						Ν	Ν	Ν

### English Learner Language Proficiency Status

Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status											42% Y 44% Y 46% Y 46% Y
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals 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

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

		Campus	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	e	Campus	American	mopanic	winte	mulan	Asian	ISIAIIUEI	Naces	DISauv	DISauv	CIID	CIIOD		Wate	i emaie	wigrant
All Subjects	All Students	100%	*	100%	-	*	*	-	-	100%	100%	100%	100%	100%	100%	99%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	-	*	*	-	-	100%	100%	-	100%	100%	100%	99%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	100%
	Male	100%	*	100%	-	*	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	99%	-	99%	-	*	*	-	-	99%	100%	100%	99%	100%	-	99%	*
Reading	All Students	99%	*	99%	-	*	*	-	-	99%	100%	100%	99%	100%	100%	99%	*
Ũ	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	*	99%	-	*	*	-	-	99%	100%	-	99%	100%	100%	99%	*
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	-	*	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	99%	-	99%	-	*	*	-	-	99%	*	100%	99%	100%	-	99%	*
Mathematics	All Students		*	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%	*
	Male	100%	*	100%	-	*	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	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%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	-
	Female	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	-	100%	-
Non-Participation																	
All Subjects	All Students	0%	*	0%	-	*	*	-	-	0%	0%	0%	0%	0%	0%	1%	0%
· ··· - ···· j - · · ·	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	-	*	*	-	-	0%	0%	-	0%	0%	0%	1%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	0%
	Male	0%	*	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	1%	-	1%	-	*	*	-	-	1%	0%	0%	1%	0%	-	1%	*
Reading	All Students	1%	*	1%	-	*	*	-	-	1%	0%	0%	1%	0%	0%	1%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	*	1%	-	*	*	-	-	1%	0%	_	1%	0%	0%	1%	*
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	1%	-	1%	-	*	*	-	-	1%	*	0%	1%	0%	-	1%	*
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%	*
	Male	0%	*	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	-	*	*	-	-	0%	*	0%	0%	0%	-	0%	*
Science	All Students		-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-
	CWOD	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%	-

\*\* 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.

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

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		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)
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
School-Related Arrests											
	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											
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	17	*	17	*	*	*	*	*	5	* *
	Female	11	*	11	*	*	*	*	*	5	* *
	Total	28	*	28	*	*	*	*	*	10	* *
	Iotai	20		20						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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	22	*	20	*	*	*	*	*	11	*
	Female	26	*	26	*	*	*	*	*	17	*
	Total	48	*	46	*	*	*	*	*	28	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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		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 3.0	9.7%
Teachers Teaching with Emergency or Provisional Credentials	2.0	6.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.1	10.7%

'-' 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.

Out de la	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	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 Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
Graue 4	Reading	Black	40	49	34	31	23 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
		English Eanguage Learners	00	00	20	20		0		,
	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	25 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	42	31	36	5	6
			38	35				20	1	1
		Econ Disadv			45	43	16		-	
		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	3 *	36	19	24 39	37	32 18	40	32 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	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

'\*' 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.

Student Group

Data are not available.

Texas Education Agency | Academics | Performance Reporting

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