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

Campus Name: GUERRERO EL Campus ID: 071902163 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		Pacific	More	Econ	Special	and
Academia Darformanas (At Mosta		Baseline 2016-17	Students	American I	Hispanic	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%
Grade Level of Above)	rtcading/LLA	2017-18 through 2021-	7770	02 /u	31 70	00 70	4070	7 7 70	4070	30 /0	0070	1370	2570
		22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-											
		27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031- 32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17	1270	0070	0370	00 70	1270	01 70	7070	1070	07 70	0070	0070
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021-											
		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%	400/
		2027-28 through 2031-	54%	41%	49%	65%	53%	85%	5/%	01%	45%	34%	49%
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
		Baseline 2016-17											
EL Progress		Rates											41%
		2017-18 through 2021- 22											42%
		2022-23 through 2026-											42%
		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	<i>30 7</i> 0	<i>90 7</i> 0	90 /0	90 /0	90 /0	<i>30 7</i> 0	<i>3</i> 0 /0	90 /0	90 /0
		27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-											
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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											
		Stato	Dietrict	Campus	African American	Hienani		America		Pacific				CWD	CWOD	FI	Malo	Fomalo	/ligrantHc		Foster	Military
STAAR Percent				-		ппърапі	CAALIILE	iliulali	Asiaili	Sialiueli	Naces	Disauv	Disauv	CWD	CWOL	, EL	IVIAIC	remalen	nigrantino	meless	Care	wiiitai y
Grade 3																		/				
Reading	All Students	77%	82%	82%	*	80%	*	-	-	-	-	80%	92%	63%	84%	88%	75%	86%	-	-	*	*
	CWD	51%	61%	63%	- *	63%	- *	-	-	-	-	63%	-	63%	- 84%	*	*	*	-	-	-	-
	CWOD EL	79%	85% 80%	84% 88%	_	82% 88%	_	-	-	-	-	82% 87%	92%	*	92%	92% 88%		85% 90%	-	-	_	_
	Male	74%	80%	75%	-	74%	*		-	-	-	76%	*	*	82%		75%	90 70	-	-	-	-
	Female		83%	86%	*	84%	*	_	_	-	_	82%	100%	*	85%	90%		86%	_	_	*	*
Mathematics		77%	80%	89%	*	88%	*	-	_	_	_	90%	83%	75%	90%	88%		88%	-	-	*	*
	Students																					
	CWD	52%	59%	75%	-	75%	- *	-	-	-	-	75%	-	75%	-	*	83%	*	-	-	-	-
	CWOD		83%	90%	*	89%	*	-	-	-	-	92%	83%	-	90%		91%	90%	-	-	*	*
	EL	74% 77%	78% 81%	88%	-	88% 89%	*	-	-	-	-	87%	*	83%	92% 91%		100%	85%	-	-	-	-
	Male Female		79%	89% 88%	*	87%	*	-	-	-	-	92% 88%	89%	0370	90%	100% 85%		88%	-	-	*	*
	i ciliale	1070	1370	00 /6		01 /0		_	-	-	-	0070	0370		30 70	0370	-	00 70	-	-		
Grade 4 Reading	All	72%	74%	85%	*	83%	*	_	_	_	*	85%	83%	*	89%	83%	81%	88%	_	_	_	*
	Students																					
	CWD	46%	44%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	75%	79%	89%	*	88%	*	-	-	-	*	89%	88%	-	89%	82%	88%	90%	-	-	-	*
	EL	60%	61%	83%	-	83%		-	-	-	-	90%	*	*	82%	83%		88%	-	-	-	-
	Male	70%	72%	81%	*	78%	*	-	-	-	*	79%	88%	*	88%	*	81%	-	-	-	-	*
	Female	75%	77%	88%	-	87%	*	-	-	-	-	90%	80%	*	90%	88%	-	88%	-	-	-	-
Mathematics	All Students	77%	80%	91%	*	90%	*	-	-	-	*	90%	94%	71%	93%	58%	95%	88%	-	-	-	*
	CWD	49%	50%	71%	_	71%	_	_	_	_	_	*	*	71%	_	*	*	*	_	_	_	_
	CWOD		84%	93%	*	92%	*	-	-	-	*	93%	94%	-	93%	55%	97%	90%	-	-	-	*
	EL	72%	73%	58%	-	58%	-	-	-	-	-	60%	*	*	55%	58%	*	*	-	-	-	-
	Male	77%	79%	95%	*	94%	*	-	-	-	*	93%	100%	*	97%	*	95%	-	-	-	-	*
	Female	78%	80%	88%	-	87%	*	-	-	-	-	87%	90%	*	90%	*	-	88%	-	-	-	-
Grade 5														/				/				
Reading	All Students	83%	88%	95%	*	96%	100%	-	-	-	-	97%	90%	83%	97%		98%	93%	-	-	-	*
	CWD	54%	62%	83%	*	86%	*	-	-	-	-	*	86%	83%	-		100%		-	-	-	*
	CWOD		91%	97%	•	97%	100%	-	-	-	-	98%	92%	-	97%		97%	97%	-	-	-	-
	EL Male	73% 81%	80% 86%	83% 98%	*	83% 97%	- 100%	-	-	-	-	83% 100%	90%	100%	91%	100%	100%		-	-	-	*
	Female		89%	93%	*	95%	*	-	-	-	-	94%	90%	71%	97%	*	-	93%	-	-	-	*
Mathematics	All Students	90%	92%	99%	*	99%	100%	-	-	-	-	99%	100%	100%	99%	100%	98%	100%	-	-	-	*
	CWD	70%	74%	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	*	100%	100%	-	-	-	*
	CWOD	92%	95%	99%	*	99%	100%	-	-	-	-	98%	100%	-	99%	100%	97%	100%	-	-	-	-
	EL	86%	89%	100%	-	100%	-	-	-	-	-	100%	-	*	100%			100%	-	-	-	-
	Male	89%	92%	98%	*	97%	100%	-	-	-	-	97%	100%			100%		-	-	-	-	*
	Female		92%	100%	•	100%	•	-	-	-	-	100%	100%					100%	-	-	-	•
Science	All Students	75%	79%	77%	*	78%	88%	-	-	-	-	79%	70%		82%	42%	81%	74%	-	-	-	*
	CWD	48%	55%	50%	*	*	*	-	-	-	-	*	*	50%	-	*	*	*	-	-	-	*
	CWOD		82%	82%	*	80%	100%	-	-	-	-	79%	92%	-	82%		84%	79%	-	-	-	-
	EL	62%	66%	42%	*	42%	100%	-	-	-	-	42% 81%	- 80%	*	45% 84%	42%		•	-	-	-	*
	Male Female	76% 75%	80% 77%	81% 74%	*	80% 76%	*	-	-	-	-	78%	60%	*	79%	*	81%	74%	-	-	-	*
	remaie	7570	1170	14/0		7070		-	-	-	-	7070	0070		1370		-	7470	-	-	-	
STAAR Percent Grade 3	at Meets	Grad	e Level	or Abov	e																	
Reading	All Students	43%	46%	55%	*	52%	*	-	-	-	-	54%	58%	25%	59%	58%	54%	56%	-	-	*	*
	CWD	28%	32%	25%	-	25%	-	-	-	-	-	25%	-	25%	-	*	*	*	-	-	-	-
	CWOD		48%	59%	*	56%	*	-	-	-	-	59%	58%	-	59%		59%	59%	-	-	*	*
	EL	32%	42%	58%	-	58%	-	-	-	-	-	52%	*	*	63%		50%	60%	-	-	-	-
	Male	40%	45%	54%	-	52%	*	-	-	-	-	52%	*	*	59%		54%	-	-	-	-	-
	Female		46%	56%	•	53%	•	-	-	-	-	56%	56%	•	59%	60%	-	56%	-	-	•	•
Mathematics	Students	46%	48%	52%	*	52%	*	-	-	-	-	47%	75%	38%	54%	54%		49%	-	-	*	*
	CWD	30%	35%	38%	-	38%	-	-	-	-	-	38%	-	38%	-	*	50%	*	-	-	-	-

Two

											or		Non									
					African			Americar		Pacific											Foster	
	CWOD		District 50%	Campus 54%	Americar *	1Hispani 54%	cWhite	Indian	Asian	Islander	Races	Disadv 49%	Disady 75%	CWD	54%	58%	Male 59%	Female 51%	Migranth	lomeless	Care	Military *
	EL	39%	43%	54 % 54%	_	54%	_	-	-	-	-	48%	*	*	58%	54%	33%	60%	-	-	_	_
	Male	47%	50%	57%	-	56%	*	-	-	-	-	56%	*	50%	59%	33%	57%	-	-	-	-	-
	Female	45%	46%	49%	*	50%	*	-	-	-	-	41%	78%	*	51%	60%	-	49%	-	-	*	*
Grade 4																						
Reading	All	45%	47%	58%	*	54%	*	-	-	-	*	58%	56%	*	63%	58%	54%	61%	-	-	-	*
	Students																					
	CWD	28%	23%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD EL	47% 29%	50% 31%	63% 58%	_	59% 58%	_	-	-	-	_	64% 60%	63%	*	63% 64%	64% 58%	63%	64% 75%	-	-	-	_
	Male	43%	45%	54%	*	47%	*	-	-	-	*	55%	50%	*	63%	*	54%	-	-	-		*
	Female		48%	61%	-	59%	*	-	-	-	-	61%	60%	*	64%	75%	-	61%	-	-	-	-
												/			/							
Mathematics	All	48%	48%	59%	*	58%	*	-	-	-	*	63%	44%	14%	63%	33%	57%	61%	-	-	-	*
,	Students CWD	29%	25%	14%	_	14%	_	_	_	_	_	*	*	14%	_	*	*	*	_	_	_	_
	CWOD		52%	63%	*	63%	*	_	_	_	*	67%	50%	-	63%	36%	63%	64%	-	_	_	*
	EL	38%	35%	33%	-	33%	-	-	-	-	-	30%	*	*	36%	33%	*	*	-	-	-	-
	Male	48%	49%	57%	*	53%	*	-	-	-	*	62%	38%	*	63%	*	57%		-	-	-	*
	Female	47%	47%	61%	-	62%	*	-	-	-	-	65%	50%	*	64%	*	-	61%	-	-	-	-
Grade 5																						
Reading	All	53%	54%	60%	*	61%	75%	-	-	-	-	63%	50%	42%	63%	25%	62%	59%	-	-	-	*
	Students																					
	CWD	30%	32%	42%	*	57%	*	-	-	-	-	*	14%	42%	-	*	60%	29%	-	-	-	*
	CWOD		58%	63%	*	61%	100%	-	-	-	-	62%	69%	-	63%	27%	62%	64% *	-	-	-	-
	EL Male	35% 50%	38% 51%	25% 62%	*	25% 60%	100%	-	-	-	-	25% 63%	- 60%	60%	27% 62%	25%	62%	_	-	-	-	*
	Female		58%	59%	*	62%	*	-	-	-	-	64%	40%	29%	64%	*	-	59%	-	-	-	*
	Tomaic	, 00,70	0070	00 70		0270						0170	1070	2070	0170			0070				
Mathematics	All	57%	60%	64%	*	69%	38%	-	-	-	-	66%	55%	42%	67%	42%	62%	65%	-	-	-	*
;	Students																					
	CWD	34%	39%	42%	*	57%	* 400/	-	-	-	-	60%	29%	42%	-	* 4E0/	40%	43%	-	-	-	*
	CWOD EL	46%	64% 48%	67% 42%		70% 42%	40%	-	-	-	-	67% 42%	69%	*	67% 45%	45% 42%	50%	69% 33%	-	-	-	-
	Male	57%	60%	62%	*	69%	40%	-	-	-	_	69%	40%	40%	65%	50%		-	-	-		*
	Female		60%	65%	*	69%	*	-	-	-	-	64%	70%	43%	69%	33%	-	65%	-	-	-	*
Science	All	40%	42%	31%	*	32%	25%	-	-	-	-	32%	25%	8%	34%	33%	43%	20%	-	-	-	*
•	Students CWD	25%	27%	8%	*	*	*					*	*	8%		*	*	*				*
	CWOD		44%	34%	*	36%	20%	-	-	-	_	35%	31%	-	34%	36%	49%	21%	-	-		_
	EL	24%	26%	33%	-	33%	-	-	-	-	-	33%	-	*	36%	33%	*	*	-	-	-	-
	Male	42%	45%	43%	*	49%	20%	-	-	-	-	50%	20%	*	49%	*	43%	-	-	-	-	*
	Female	38%	38%	20%	*	19%	*	-	-	-	-	17%	30%	*	21%	*	-	20%	-	-	-	*
STAAR Percent	at Maste	rs Gra	ade Lev	/el																		
Grade 3																						
Reading	All	24%	26%	31%	*	29%	*	-	-	-	-	27%	50%	13%	33%	31%	29%	33%	-	-	*	*
,	Students CWD	9%	13%	13%		13%						13%		13%		*	*	*				
	CWOD		27%	33%	*	32%	*	-	-	-	-	29%	50%	-	33%	33%	32%	34%	-	-	*	*
	EL	15%	20%	31%	_	31%	_	_	_	-	_	26%	*	*	33%	31%		35%	-	_	_	_
	Male	22%		29%	-	26%	*	-	-	-	-	24%	*	*	32%	17%		-	-	-	-	-
	Female	26%	27%	33%	*	32%	*	-	-	-	-	29%	44%	*	34%	35%	-	33%	-	-	*	*
Mathamatica	AII	220/	220/	220/	*	050/	*					400/	400/	420/	0.40/	220/	250/	040/			*	*
Mathematics	All Students		23%	23%		25%		-	-	-	-	19%	42%	13%	24%	23%	25%	21%	-	-		
	CWD	12%	17%	13%	_	13%	_	_	_	_	_	13%	_	13%	_	*	17%	*	_	_	_	_
	CWOD		24%	24%	*	26%	*	-	-	-	-	20%	42%	-	24%	25%		22%	-	-	*	*
	EL	17%	19%	23%	-	23%	-	-	-	-	-	17%	*	*	25%	23%		25%	-	-	-	-
	Male	23%	25%	25%	-	26%	*	-	-	-	-	24%	*	17%	27%	17%		-	-	-	-	-
	Female	21%	21%	21%	•	24%	•	-	-	-	-	15%	44%	•	22%	25%	-	21%	-	-	•	•
Grade 4																						
Reading	All	23%	24%	32%	*	28%	*	-	-	-	*	33%	28%	*	35%	17%	30%	34%	-	-	-	*
:	Students											*	*					*				
	CWD	9%	8%	*	*	*	-	-	-	-	-			*	- 250/	400/	2.40/		-	-	-	-
	CWOD EL	12%	27% 12%	35% 17%	-	31% 17%	_	-	-	-	_	36% 20%	31%	*	35% 18%	18% 17%	34%	36% 13%	-	-	-	_
	Male	22%	23%	30%	*	25%	*	_	_	_	*	31%	25%	*	34%	*	30%	-	-	_	_	*
	Female		26%	34%	-	31%	*	-	-	-	-	35%	30%	*	36%	13%	-	34%	-	-	-	-
Mathematics	All	26%	24%	28%	*	27%	*	-	-	-	*	32%	17%	0%	31%	8%	27%	29%	-	-	-	*
	Students CWD		9%	0%		0%						*	*	0%		*	*	*				
	CWD	11% 28%	9% 27%	0% 31%	*	30%	*	-	-	-	*	35%	19%	U 70 -	31%	9%	31%	31%	-	-	-	*
	EL	18%	15%	8%	-	8%	-	-	-	-	-	0%	*	*	9%	8%	*	*	-	-	-	-
	Male	27%	25%	27%	*	25%	*	-	-	-	*	31%	13%	*	31%	*	27%	-	-	-	-	*
	Female	25%	24%	29%	-	28%	*	-	-	-	-	32%	20%	*	31%	*	-	29%	-	-	-	-
Grade 5																						
Grade 5 Reading	All	26%	24%	22%	*	23%	13%	_	_	_	_	25%	10%	8%	24%	8%	26%	17%	-	-	_	*
	Students			/•												•	- / 0					
	CWD	9%	10%	8%	*	14%	*	-	-	-	-	*	0%	8%	-	*	0%	14%	-	-	-	*
	CWOD		27%	24%	*	24%	20%	-	-	-	-	25%	15%	-	24%	9%	30%	18%	-	-	-	-
	EL Mala	12%	13%	8% 26%	*	8%	200/	-	-	-	-	8% 24%	- 0%		9%	8% 17%	17%	*	-	-	-	*
	Male Female	24%	22% 27%	26% 17%	*	29% 19%	20%	-	-	-	-	34% 17%	0% 20%	0% 14%	30% 18%	17% *	26%	- 17%	-	-	-	*
	. omale		/0	/0		1070						/0	_0 /0	. 170	. 0 /0			70				

Mathematics											Two		N1									
Mathematics					African			Americar	1	Pacific	or More	Econ	Non Econ								Foste	r
Mathematics		State	District	Campus	American	Hispani	cWhite	Indian	Asian	IslanderF	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	MigrantH	omeless	Care	Militar
		30%	29%	28%	*	31%	13%	-	-	-	-	29%	25%	0%	33%	17%	43%	15%	-	-	-	*
	Students CWD	13%	14%	0%	*	0%	*					0%	0%	0%		*	0%	0%				*
	CWOD		31%	33%	*	34%	20%	-	-	-	-	32%	38%	-	33%	18%		18%	-	-	-	_
	EL	19%	20%	17%	_	17%	2070	_	_	_	_	17%	-	*	18%	17%		0%	_	_	_	_
	Male	29%	29%	43%	*	49%	20%	-	_	_	_	47%	30%	0%	49%	33%		-	_	_	_	*
	Female		29%	15%	*	17%	*	-	-	-	-	14%	20%	0%	18%	0%	-	15%	-	-	-	*
Science	All	16%	16%	7%	*	6%	13%	-	-	-	-	6%	10%	8%	7%	0%	7%	7%	-	-	-	*
	Students CWD	9%	9%	8%	*	*	*					*	*	8%		*	*	*				*
	CWOD		9% 17%	7%	*	7%	0%	-	-	-	-	6%	8%	0 70	- 7%	0%	8%	5%	-	-	-	_
	EL	7%	8%	0%	_	0%	-	-	_	_	_	0%	-	*	0%	0%	*	*	_	_	_	_
	Male	18%	17%	7%	*	9%	0%	-	-	-	-	9%	0%	*	8%	*	7%	-	-	-	-	*
	Female	15%	14%	7%	*	5%	*	-	-	-	-	3%	20%	*	5%	*	-	7%	-	-	-	*
TAAR Percent	t at Appro	aches	s Grade	Level or	r Above																	
All Grades All Subjects	All	77%	75%	88%	80%	88%	98%	_	_	_	*	89%	88%	71%	91%	80%	80%	88%	_	_	*	87%
All Subjects	Students	11 /0	7570	00 /6	0070	00 /0	30 /0	-	-	-		0370	00 /0	7 1 70	3170	0070	0370	00 /0	-	-		01 /0
	CWD	45%	45%	71%	*	71%	89%	-	-	-	-	71%	72%	71%	-	56%	73%	69%	-	-	-	78%
	CWOD		79%	91%	100%	90%	100%	-	-	-	*	91%	92%	-	91%		91%	90%	-	-	*	100%
	EL.	60%	57%	80%	-	80%	-	-	-	-	- *	80%	80%	56%	83%		87%	77%	-	-	-	-
	Male	74%	72%	89%	88%	87%	100%	-	-	-	*	89%	88%	73%	91%	87%		-	-	-	-	100%
	Female	19%	77%	88%	71%	88%	95%	-	-	-	-	89%	87%	69%	90%	77%	-	88%	-	-		80%
Reading	All	73%	70%	88%	83%	87%	100%	-	-	-	*	88%	88%	67%	90%	86%	86%	89%	-	-	*	83%
	Students	200/	270/	670/	*	640/	*					610/	700/	670/		*	620/	720/				*
	CWD	39%	37% 74%	67% 90%	*	64% 90%	100%	-	-	-	*	61% 91%	78% 90%	67%	90%	900/	63% 90%	73% 91%	-	-	*	*
	EL	52%	47%	86%	_	86%	-		-		_	87%	*	*	89%	86%		85%	-		_	_
	Male	69%	66%	86%	*	84%	100%	-	_	_	*	86%	86%	63%	90%		86%	-	_	_	_	*
	Female		74%	89%	*	89%	100%		-	-	-	89%	90%	73%	91%	85%	-	89%	-	-	*	*
Mathamatic	- AII	900/	900/	039/	1000/	020/	1000/				*	020/	0.40/	0.50/	040/	0.40/	0.40/	020/			*	1000/
Mathematics	s All Students	80%	80%	93%	100%	92%	100%	-	-	-		93%	94%	85%	94%	84%	94%	92%	-	-		100%
	CWD	52%	53%	85%	*	82%	*	-	-	-	-	78%	100%	85%	-	*	88%	82%	-	-	-	*
	CWOD	83%	84%	94%	*	94%	100%	-	-	-	*	95%	93%	-	94%	85%	96%	93%	-	-	*	*
	EL	70%	70%	84%	-	84%	-	-	-	-	-	84%	*	*	85%	84%		79%	-	-	-	-
	Male	78%	79%	94%	*	94%	100%		-	-	*	94%	95%	88%	96%		94%	-	-	-	-	*
	Female	82%	81%	92%	•	92%	100%	-	-	-	-	92%	93%	82%	93%	79%	-	92%	-	-	•	•
Science	All	79%	77%	77%	*	78%	88%	-	-	-	-	79%	70%	50%	82%	42%	81%	74%	-	-	-	*
	Students CWD	48%	49%	50%	*	*	*					*	*	50%		*	*	*				*
	CWOD		81%	82%	*	80%	100%	_	-	_	-	79%	92%	30 /0	82%	45%	84%	79%	_	_		_
	EL	58%	55%	42%	_	42%	-	-	_	_	_	42%	-	*	45%	42%	*	*	_	_	_	_
	Male	78%	76%	81%	*	80%	100%	-	-	-	-	81%	80%	*	84%	*	81%	-	-	-	-	*
	Female	80%	78%	74%	*	76%	*	-	-	-	-	78%	60%	*	79%	*	-	74%	-	-	-	*
TAAR Percent All Grades	t at Meets	Grad	e Level	or Abov	e																	
All Subjects			44%	54%	33%	54%	55%	-	-	-	*	55%	50%	26%	58%	46%	55%	53%	-	-	*	27%
	Students CWD	23%	22%	26%	*	27%	33%					32%	16%	26%		00/	200/	21%				33%
	CWD		47%	58%	56%	57%	61%	-	-	-	*	57%	59%	20%	- 58%		30% 60%	56%	-	-	*	17%
	EL	26%	24%	46%	-	46%	-	_	_	_	_	43%	80%	0%	50%		45%	47%	-	_	_	-
	Male	45%	43%	55%	25%	55%	62%	-	-	-	*	58%	44%	30%	60%	45%		-	-	-	-	20%
	Female		46%	53%	43%	53%	47%	-	-	-	-	52%	54%	21%	56%	47%	-	53%	-	-	*	30%
															/							
Reading	All Students	46%	42%	58%	50%	56%	81%	-	-	-	*	59%	54%	26%	62%	50%	57%	58%	-	-	*	33%
	CWD	22%	19%	26%	*	27%	*	-	_	_	_	33%	11%	26%	_	*	31%	18%	_	_	_	*
	CWOD		45%	62%	*	59%	92%	-	-	-	*	62%	63%	-	62%	54%		62%	-	-	*	*
	EL	21%	20%	50%	-	50%	-	-	-	-	-	47%	*	*	54%	50%		53%	-	-	-	-
	Male	41%	38%	57%	*	53%	100%	-	-	-	*	57%	57%	31%	62%		57%	-	-	-	-	*
	Female	50%	46%	58%	*	58%	63%	-	-	-	-	60%	52%	18%	62%	53%	-	58%	-	-	*	*
Mathematics		48%	48%	59%	33%	60%	44%	-	-	-	*	59%	56%	33%	62%	46%	59%	58%	-	-	*	33%
	Students CWD	26%	26%	33%	*	36%	*					39%	22%	33%	_	*	38%	27%				*
	CWOD		51%	62%	*	63%	46%	-	-	-	*	62%	63%	-	62%	50%		61%	-	-	*	*
	EL	33%	32%	46%	-	46%	-	_	-	-	-	42%	*	*	50%	46%		50%	-	-	-	-
	Male		48%	59%	*	60%	50%	-	-	-	*	63%	43%	38%	63%		59%	-	-	-	-	*
		49%	48%	58%	*	61%	38%	-	-	-	-	56%	66%	27%	61%	50%	-	58%	-	-	*	*
	Female					32%	25%	_	_	_	_	32%	25%	8%	34%	33%	43%	20%	_			*
Science	All	49%	44%	31%		02 /0														-	-	
Science	All Students				*	*						*	*	ρ0/		*	*	*		-	-	*
Science	All Students CWD	23%	21%	8%	*	*	*	-	-	-	-			8%	- 34%	* 36%	* 49%	* 21%	-	-	-	*
Science	All Students	23% 52%	21% 47%	8% 34%	* *	* 36%		-	-	-	-	35%	* 31% -	8% - *	- 34% 36%	* 36% 33%	* 49% *	* 21% *	- - -	- - -	-	* -
Science	All Students CWD CWOD	23%	21%	8%	* * *	*	*	- - - -	- - -	- - -	-		31%			* 36% 33% *	* 49% * 43%	* 21% *	- - - -	-	- - - -	* - - *

STAAR Percent at Masters Grade Level

Two Non African American Pacific More Econ Foster Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military All Subjects 18% 27% 18% 23% 6% 26% Students CWD 8% 7% 6% 6% 11% 7% 4% 6% 0% 7% 11% CWOD 23% 20% 26% 33% 26% 26% 26% 28% 26% 19% 30% 23% 0% EL 9% 8% 18% 18% 15% 50% 0% 19% 18% 16% 19% 13% Male 20% 18% 27% 27% 24% 29% 17% 5% 30% 16% 27% 0% Female 22% 19% 22% 29% 22% 21% 20% 28% 7% 23% 19% 22% 10% Reading ΑII 19% 16% 28% 50% 27% 31% 28% 26% 7% 30% 22% 28% 28% 17% Students CWD 6% 11% 6% CWOD 20% 29% 32% 30% 24% 32% 17% 30% 38% 30% 29% 7% 7% 22% 22% 20% 24% 22% 19% 24% Male 16% 14% 28% 27% 38% 30% 19% 6% 32% 19% 28% Female 22% 19% 28% 27% 25% 27% 31% 9% 29% 24% 28% 0% Mathematics All 23% 23% 27% 0% 28% 19% 27% 26% 4% 30% 18% 33% 22% Students CWD 10% 10% 4% 5% 6% 0% 4% 6% 0% CWOD 25% 25% 30% 30% 23% 29% 32% 30% 20% 37% 24% 13% 13% 20% 18% 19% 13% 18% 18% 18% EL Male 23% 23% 33% 34% 25% 35% 24% 6% 37% 19% 33% 22% Female 24% 13% 20% 28% 0% 24% Science ΑII 22% 16% 6% 13% 6% 10% 8% 7% 0% 7% 7% Students CWD 7% 8% 7% 6% 7% 0% **CWOD 24%** 17% 7% 0% 8% 8% 5% 0% EL 5% 4% 0% 0% 0% 0% 23% 0% 7% 17% 7% 9% 0% 9% 8%

5%

15%

Part (iii): Academic Growth and Graduation Rate

Male

Female 21%

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

20%

5%

3%

	All	African	Hamania	White	American Indian	Asian	Pacific	Two or More	Econ	CWD	EL
Academic Growth Score	Students	American	Hispanic	wnite	indian	Asian	Islander	Races	Disadv	CWD	EL
Reading											
All Students	76	*	74	95	-	-	-	*	74	81	72
CWD	81	*	77	*	-	-	-	-	70	81	*
CWOD	76	-	74	93	-	-	-	*	74	-	75
EL	72	-	72	-	-	-	-	-	75	*	72
Male	75	*	73	92	-	-	-	*	70	72	63
Female	77	*	75	*	-	-	-	-	78	89	80
Mathematics											
All Students	84	*	85	60	-	-	-	*	84	86	91
CWD	86	*	96	*	-	-	-	-	95	86	*
CWOD	83	-	84	71	-	-	-	*	83	-	90
EL	91	-	91	-	-	-	-	-	90	*	91
Male	84	*	84	*	-	-	-	*	86	89	90
Female	84	*	86	*	-	-	-	-	83	83	92

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 Gra	advetion Beta	(C=0.42).	Class of 20	47									
	aduation Rate	(GI 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

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

Indicates zero observations reported for this group.

Indicates there are no students in the group.

Total EL in Class 138

Proficiency of EL

Rate of Proficiency 22%

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

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a

Student Success (Student Achie	All Students vement Don			White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	55	*	55	59	-	-	-	*	56	*	48
School Quality (College, Career,	and Military	Readiness	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.
- Indicates the student group is not applicable to this report. 'n/a'

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	014/0	
STAAR Performance Status	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ		Y						Υ	Υ	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ		Υ						Υ	N	Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						Υ	N	Υ
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Υ						Υ	Υ	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ						Υ	Υ	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		Υ						Υ	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 Profi	ciency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											
Target Met											Υ
											Y 44%
Interim Goals (2028-2032)											Y 44% Y
Interim Goals (2028-2032) Target Met											Y 44%
Target Met											Y 44% Y 46% Y
											Y 44% Y 46%
Target Met Long-Term Goals											Y 44% Y 46% Y 46%
Target Met Long-Term Goals Target Met Federal Graduation Status	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	Y 44% Y 46% Y 46% Y
Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	Y 44% Y 46% Y 46%
Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022) Target Met											Y 44% Y 46% Y 46% Y
Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022) Target Met Interim Goals (2023-2027)	90% 92%	90% 92%	90% 92%	90% 92%	90% 92%	90% 92%	90% 92%	90% 92%	90% 92%	90% 92%	Y 44% Y 46% Y 46% Y
Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	Y 44% Y 46% Y 46% Y 90% 92%
Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032)											Y 44% Y 46% Y 46% Y
Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	Y 44% Y 46% Y 46% Y 90% 92%

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%	100%	100%	-
•	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	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%	-
	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%	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%	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	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%	-
	Male	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
Non-Participation	Female n Rate	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
All Subjects	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
•	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	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%	-
	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%	-	-	-	*	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%	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	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%	-
	Male .	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	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		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)
In-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	6	*	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	*	*	*	*	*	*	*	*	*	

	Famala	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL *	Students with Disabilities (Students with Disabilities Section 504)
	Female	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Total											
Releifais to Law Efficicement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities	iotai											
In-School Suspensions												
III-Ochool Guspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
2 a	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	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	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
56 141 56	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement		*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
All Chudomto	Total											
All Students Chronic Absenteeism												
Chronic Absenteeism	Male	20	*	20	*	*	*	*	*	0	0	*
	Female	13	*	20 11	*	*	*	*	*	8	8 5	*
	Total	33	*	31	*	*	*	*	*	10	13	*
	iolai	33		J1						10	13	

	iotai
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	*
On the basic 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	24	*	20	*	*	*	*	*	8	8
	Female	21	*	17	*	*	*	*	*	8	*
	Total	45	*	37	*	*	*	*	*	16	10
Accelerated Coursework											
Advanced Placement Courses	Male	_	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	_	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	_	-	-	-	_	-	-	-	-	_
	Female	-	-	-	-	-	-	-	-	-	-
	Total	_	_	_	_	_	_	_	_	_	_

Total

Indian or Students Pacific Two or More Total Alaska with African 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.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 1.0	Percent 2.6%
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	1.0	2.7%

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.

	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%	-	-
Biology	4,861	1%	44	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Grades All Subjects	99,020	1%	1,084	1%	-	-
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 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
Glade 4	rtcading	Black	44	49	34	31	19	17	3	3
			49	46	31	32	16	19	3	4
		Hispanic								•
		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
	Mathomatico	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
			9 *		32 *		40 *		13 *	
		American Indian		31		44		21		3 25
		Asian	8	8	18 *	25	40 *	42	34	
		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
	•	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	29 27	5	9 5	n/a	n/a
		English Language Learners	02	00	33	21	3	3	II/a	II/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disady	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1
		English Languago Loanlois	0.1		U2	20	•	Ü	•	•

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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