# Texas Education Agency
## 2017-18 Federal Report Card for Texas Public Schools
**Campus Name:** FRANKLIN H S
**Campus ID:** 071902010
**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 Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Educ | EL (Current and Former) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Academic Performance (At Meets Grade Level or Above) | Reading/ELA | Baseline 2016-17 Rates | 44% | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 19% | 29% |
| | | 2017-18 through 2021-22 | 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% |
| | | 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% | 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% |
| EL Progress | | Baseline 2016-17 Rates | | | | | | | | | | | 41% |
| | | 2017-18 through 2021-22 | | | | | | | | | | | 42% |
| | | 2022-23 through 2026-27 | | | | | | | | | | | 44% |
| | | 2027-28 through 2031-32 | | | | | | | | | | | 46% |
| Graduation Rate:4-Year Longitudinal Rate | | Baseline 2016-17 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 2026-27 | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% |
| | | 2027-28 through 2031-32 | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% |

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;
a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
c. Graduation Rate: Federal Graduation Status
d. ELP Indicator: English Learner Language Proficiency Status
e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

## STAAR Percent at Approaches Grade Level or Above
### End of Course

| Course | Group | State | District | 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 | Homeless | Foster Care | Military |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English I | All Students | 64% | 56% | **69%** | 81% | 66% | 83% | - | 73% | * | 73% | 58% | 79% | 22% | 76% | 30% | 62% | 75% | * | * | - | 78% |
| | CWD | 25% | 20% | **22%** | * | 19% | 35% | - | * | - | * | 19% | 29% | 22% | - | * | 24% | 18% | - | * | - | * |
| | CWOD | 68% | 61% | **76%** | 84% | 74% | 90% | - | 75% | * | 70% | 67% | 85% | - | 76% | 37% | 71% | 81% | * | * | - | 80% |
| | EL | 30% | 23% | **30%** | - | 30% | * | - | * | - | * | 26% | 39% | * | 37% | 30% | 24% | 37% | * | * | - | * |
| | Male | 57% | 51% | **62%** | 63% | 59% | 82% | - | 64% | - | * | 51% | 76% | 24% | 71% | 24% | 62% | - | * | * | - | 63% |
| | Female | 71% | 63% | **75%** | 92% | 73% | 84% | - | 88% | * | 100% | 66% | 82% | 18% | 81% | 37% | - | 75% | * | * | - | 94% |
| English II | All Students | 66% | 60% | **72%** | 80% | 69% | 90% | * | 83% | - | * | 62% | 82% | 26% | 79% | 33% | 68% | 77% | * | * | - | 90% |
| | CWD | 25% | 18% | **26%** | * | 23% | 33% | - | * | - | - | 19% | 38% | 26% | - | * | 28% | 23% | * | - | - | - |
| | CWOD | 71% | 65% | **79%** | 82% | 76% | 97% | * | 78% | - | * | 70% | 86% | - | 79% | 39% | 75% | 83% | * | * | - | 90% |
| | EL | 27% | 25% | **33%** | - | 34% | * | - | * | - | * | 33% | 33% | * | 39% | 33% | 28% | 39% | * | * | - | * |
| | Male | 61% | 55% | **68%** | 80% | 63% | 92% | * | 71% | - | * | 53% | 82% | 28% | 75% | 28% | 68% | - | * | * | - | 88% |
| | Female | 72% | 66% | **77%** | * | 75% | 87% | * | 83% | - | * | 72% | 81% | 23% | 83% | 39% | - | 77% | * | - | - | 88% |
| Algebra I | All Students | 82% | 84% | **88%** | 100% | 88% | 87% | - | 100% | - | 86% | 86% | 91% | 53% | 95% | 78% | 88% | 89% | * | * | - | 96% |
| | CWD | 47% | 53% | **53%** | * | 53% | * | - | * | - | * | 58% | 44% | 53% | - | 44% | 56% | 49% | - | * | - | * |
| | CWOD | 86% | 88% | **95%** | 100% | 95% | 95% | - | 100% | - | 83% | 94% | 97% | - | 95% | 89% | 95% | 95% | * | - | - | 96% |
| | EL | 67% | 72% | **78%** | - | 78% | - | - | * | - | * | 76% | 85% | 44% | 89% | 78% | 75% | 81% | * | - | - | * |
| | Male | 78% | 81% | **88%** | * | 87% | 88% | - | 100% | - | * | 85% | 91% | 56% | 95% | 75% | 88% | - | * | - | - | 93% |
| | Female | 87% | 87% | **89%** | 100% | 89% | 84% | - | * | - | * | 87% | 91% | 49% | 95% | 81% | - | 89% | * | * | - | 100% |
| Biology | All Students | 86% | 79% | **86%** | 100% | 84% | 92% | - | 100% | * | 78% | 78% | 93% | 47% | 91% | 59% | 83% | 89% | 83% | * | - | 92% |
| | CWD | 56% | 51% | **47%** | * | 46% | * | - | * | - | - | 46% | 48% | 47% | - | 33% | 54% | 32% | - | * | - | * |
| | CWOD | 89% | 82% | **91%** | 100% | 89% | 96% | - | 100% | * | 78% | 84% | 96% | - | 91% | 66% | 88% | 93% | 83% | - | - | 91% |
| | EL | 64% | 55% | **59%** | - | 59% | * | - | 100% | - | * | 55% | 72% | 33% | 66% | 59% | 52% | 69% | * | - | - | * |
| | Male | 83% | 76% | **83%** | 100% | 82% | 89% | - | 100% | - | * | 76% | 92% | 54% | 88% | 52% | 83% | - | * | - | - | 95% |
| | Female | 88% | 81% | **89%** | 100% | 87% | 95% | - | 100% | * | 100% | 81% | 94% | 32% | 93% | 69% | - | 89% | * | * | - | 88% |

## STAAR Percent at Meets Grade Level or Above
### End of Course

| Course | Group | State | District | 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 | Homeless | Foster Care | Military |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English I | All Students | 43% | 35% | **46%** | 67% | 42% | 60% | - | 73% | * | 55% | 32% | 59% | 10% | 52% | 9% | 38% | 53% | * | * | - | 67% |
| | CWD | 14% | 9% | **10%** | * | 8% | 18% | - | * | - | * | 9% | 10% | 10% | - | * | 12% | 4% | - | * | - | * |
| | CWOD | 47% | 39% | **52%** | 74% | 48% | 66% | - | 75% | * | 60% | 37% | 64% | - | 52% | 12% | 44% | 59% | * | * | - | 69% |
| | EL | 10% | 7% | **9%** | - | 9% | * | - | * | - | * | 6% | 16% | * | 12% | 9% | 4% | 15% | * | - | - | * |
| | Male | 37% | 30% | **38%** | 63% | 34% | 55% | - | 64% | - | * | 26% | 53% | 12% | 44% | 4% | 38% | - | * | * | - | 53% |
| | Female | 51% | 41% | **53%** | 69% | 50% | 66% | - | 88% | * | 80% | 40% | 64% | 4% | 59% | 15% | - | 53% | * | * | - | 82% |
| English II | All Students | 47% | 40% | **53%** | 55% | 49% | 74% | * | 67% | - | * | 37% | 66% | 14% | 58% | 13% | 48% | 58% | * | * | - | 64% |
| | CWD | 14% | 9% | **14%** | * | 13% | 27% | - | * | - | - | 7% | 24% | 14% | - | * | 17% | 9% | * | - | - | - |
| | CWOD | 51% | 44% | **58%** | 65% | 54% | 80% | * | 67% | - | * | 43% | 70% | - | 58% | 14% | 53% | 63% | * | * | - | 64% |
| | EL | 9% | 9% | **13%** | - | 14% | * | - | * | - | * | 11% | 19% | * | 14% | 13% | 9% | 18% | * | - | - | * |
| | Male | 41% | 34% | **48%** | 53% | 43% | 72% | * | 43% | - | * | 31% | 63% | 17% | 53% | 9% | 48% | - | * | * | - | 58% |
| | Female | 54% | 46% | **58%** | * | 55% | 77% | * | 75% | - | * | 45% | 69% | 9% | 63% | 18% | - | 58% | * | - | - | 69% |
| Algebra I | All Students | 53% | 59% | **66%** | 87% | 65% | 70% | - | 85% | - | 29% | 59% | 74% | 24% | 74% | 44% | 65% | 67% | * | * | - | 70% |
| | CWD | 19% | 23% | **24%** | * | 24% | * | - | * | - | * | 28% | 16% | 24% | - | 12% | 30% | 15% | - | * | - | * |
| | CWOD | 58% | 64% | **74%** | 92% | 73% | 78% | - | 91% | - | 33% | 67% | 82% | - | 74% | 54% | 74% | 75% | * | * | - | 69% |
| | EL | 29% | 34% | **44%** | - | 43% | - | - | * | - | * | 37% | 63% | 12% | 54% | 44% | 40% | 48% | * | - | - | * |
| | Male | 49% | 55% | **65%** | * | 65% | 63% | - | 90% | - | * | 61% | 72% | 30% | 74% | 40% | 65% | - | * | - | - | 73% |
| | Female | 58% | 63% | **67%** | 82% | 65% | 77% | - | * | - | * | 56% | 76% | 15% | 75% | 48% | - | 67% | * | * | - | 67% |
| Biology | All Students | 57% | 44% | **55%** | 73% | 50% | 71% | - | 91% | * | 56% | 40% | 69% | 16% | 60% | 14% | 52% | 57% | 0% | * | - | 64% |
| | CWD | 22% | 15% | **16%** | * | 14% | * | - | * | - | - | 14% | 20% | 16% | - | 0% | 17% | 12% | - | * | - | * |
| | CWOD | 61% | 47% | **60%** | 79% | 55% | 76% | - | 90% | * | 56% | 45% | 71% | - | 60% | 14% | 58% | 61% | 0% | - | - | 63% |
| | EL | 20% | 12% | **14%** | - | 12% | * | - | 80% | - | * | 10% | 26% | 0% | 18% | 14% | 12% | 18% | * | - | - | * |
| | Male | 55% | 43% | **52%** | 67% | 48% | 66% | - | 86% | - | * | 39% | 67% | 17% | 58% | 12% | 52% | - | * | - | - | 55% |
| | Female | 59% | 45% | **57%** | 78% | 53% | 76% | - | 100% | * | 60% | 41% | 70% | 12% | 61% | 18% | - | 57% | * | * | - | 75% |

## STAAR Percent at Masters Grade Level
### End of Course

2017-18 Federal Report Card

| | | State | District | 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 | Homeless | Foster Care | Military |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English I | All Students | 7% | 5% | **7%** | 10% | 6% | 16% | - | 14% | * | 27% | 4% | 11% | 1% | 9% | 0% | 4% | 12% | * | * | - | 11% |
| | CWD | 3% | 1% | **1%** | * | 1% | 0% | - | * | - | * | 1% | 0% | 1% | - | * | 1% | 0% | - | * | - | * |
| | CWOD | 7% | 5% | **9%** | 11% | 6% | 18% | - | 15% | * | 30% | 5% | 12% | - | 9% | 0% | 4% | 13% | * | * | - | 11% |
| | EL | 0% | 0% | **0%** | - | 0% | * | - | * | - | * | 0% | 0% | * | 0% | 0% | 0% | 0% | * | - | - | * |
| | Male | 5% | 3% | **4%** | 0% | 2% | 12% | - | 0% | - | * | 2% | 5% | 1% | 4% | 0% | 4% | - | * | * | - | 11% |
| | Female | 9% | 7% | **12%** | 15% | 9% | 21% | - | 38% | * | 60% | 6% | 16% | 0% | 13% | 0% | - | 12% | * | * | - | 12% |
| English II | All Students | 8% | 5% | **8%** | 15% | 5% | 13% | * | 39% | - | * | 5% | 10% | 0% | 9% | 0% | 5% | 10% | * | * | - | 10% |
| | CWD | 4% | 2% | **0%** | * | 0% | 0% | - | * | - | - | 0% | 0% | 0% | - | * | 0% | 0% | * | - | - | - |
| | CWOD | 8% | 6% | **9%** | 18% | 6% | 15% | * | 39% | - | * | 6% | 11% | - | 9% | 0% | 6% | 12% | * | * | - | 10% |
| | EL | 0% | 0% | **0%** | - | 0% | * | - | * | - | * | 0% | 0% | * | 0% | 0% | 0% | 0% | * | - | - | * |
| | Male | 5% | 3% | **5%** | 13% | 4% | 7% | * | 29% | - | * | 3% | 7% | 0% | 6% | 0% | 5% | - | * | * | - | 0% |
| | Female | 10% | 7% | **10%** | * | 7% | 23% | * | 42% | - | * | 7% | 13% | 0% | 12% | 0% | - | 10% | * | - | - | 25% |
| Algebra I | All Students | 31% | 38% | **45%** | 53% | 44% | 51% | - | 69% | - | 29% | 37% | 55% | 14% | 51% | 24% | 46% | 44% | * | * | - | 48% |
| | CWD | 7% | 9% | **14%** | * | 14% | * | - | * | - | * | 15% | 9% | 14% | - | 12% | 20% | 3% | - | * | - | * |
| | CWOD | 34% | 42% | **51%** | 62% | 50% | 57% | - | 73% | - | 33% | 42% | 60% | - | 51% | 28% | 52% | 51% | * | * | - | 46% |
| | EL | 12% | 16% | **24%** | - | 22% | - | - | * | - | * | 19% | 37% | 12% | 28% | 24% | 25% | 23% | * | - | - | * |
| | Male | 28% | 36% | **46%** | * | 44% | 46% | - | 80% | - | * | 40% | 54% | 20% | 52% | 25% | 46% | - | * | * | - | 53% |
| | Female | 34% | 40% | **44%** | 55% | 43% | 55% | - | * | - | * | 32% | 55% | 3% | 51% | 23% | - | 44% | * | * | - | 42% |
| Biology | All Students | 23% | 12% | **14%** | 20% | 12% | 26% | - | 30% | * | 11% | 7% | 21% | 1% | 16% | 1% | 13% | 15% | 0% | * | - | 19% |
| | CWD | 5% | 2% | **1%** | * | 1% | * | - | * | - | - | 0% | 4% | 1% | - | 0% | 0% | 3% | - | * | - | * |
| | CWOD | 25% | 13% | **16%** | 21% | 13% | 28% | - | 33% | * | 11% | 9% | 21% | - | 16% | 2% | 15% | 16% | 0% | - | - | 20% |
| | EL | 3% | 1% | **1%** | - | 1% | * | - | 20% | - | * | 0% | 5% | 0% | 2% | 1% | 1% | 1% | * | - | - | * |
| | Male | 22% | 12% | **13%** | 33% | 10% | 30% | - | 21% | - | * | 7% | 20% | 0% | 15% | 1% | 13% | - | * | - | - | 15% |
| | Female | 23% | 12% | **15%** | 11% | 13% | 22% | - | 44% | * | 20% | 8% | 21% | 3% | 16% | 1% | - | 15% | * | * | - | 25% |

**STAAR Percent at Approaches Grade Level or Above**

All Grades

| | | State | District | 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 | Homeless | Foster Care | Military |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Subjects | All Students | 77% | 75% | **78%** | 89% | 75% | 88% | * | 88% | * | 76% | 69% | 86% | 35% | 84% | 48% | 74% | 82% | 76% | * | - | 88% |
| | CWD | 45% | 45% | **35%** | 75% | 33% | 35% | - | 86% | - | * | 34% | 38% | 35% | - | 22% | 38% | 30% | * | * | - | * |
| | CWOD | 80% | 79% | **84%** | 90% | 82% | 95% | * | 88% | * | 74% | 77% | 90% | - | 84% | 55% | 81% | 87% | 80% | * | - | 89% |
| | EL | 60% | 57% | **48%** | - | 48% | * | - | 64% | - | * | 45% | 54% | 22% | 55% | 48% | 43% | 54% | 75% | - | - | * |
| | Male | 74% | 72% | **74%** | 82% | 71% | 88% | * | 84% | - | 56% | 65% | 84% | 38% | 81% | 43% | 74% | - | 67% | * | - | 85% |
| | Female | 79% | 77% | **82%** | 95% | 80% | 88% | * | 94% | * | 94% | 75% | 87% | 30% | 87% | 54% | - | 82% | 80% | * | - | 93% |
| Reading | All Students | 73% | 70% | **70%** | 80% | 67% | 86% | * | 78% | * | 71% | 60% | 80% | 24% | 78% | 31% | 65% | 76% | 67% | * | - | 84% |
| | CWD | 39% | 37% | **24%** | * | 21% | 35% | - | * | - | * | 19% | 33% | 24% | - | * | 26% | 21% | * | * | - | * |
| | CWOD | 77% | 74% | **78%** | 83% | 75% | 94% | * | 78% | * | 69% | 68% | 85% | - | 78% | 38% | 73% | 82% | 73% | * | - | 85% |
| | EL | 52% | 47% | **31%** | - | 32% | * | - | * | - | * | 29% | 37% | * | 38% | 31% | 26% | 38% | 71% | - | - | * |
| | Male | 69% | 66% | **65%** | 74% | 61% | 87% | * | 67% | * | * | 52% | 79% | 26% | 73% | 26% | 65% | - | * | * | - | 77% |
| | Female | 77% | 74% | **76%** | 89% | 74% | 86% | * | 89% | * | 90% | 69% | 82% | 21% | 82% | 38% | - | 76% | 86% | * | - | 94% |
| Mathematics | All Students | 80% | 80% | **88%** | 100% | 88% | 87% | - | 100% | - | 86% | 86% | 91% | 53% | 95% | 78% | 88% | 89% | * | * | - | 96% |
| | CWD | 52% | 53% | **53%** | * | 53% | * | - | * | - | * | 58% | 44% | 53% | - | 44% | 56% | 49% | - | * | - | * |
| | CWOD | 83% | 84% | **95%** | 100% | 95% | 95% | - | 100% | - | 83% | 94% | 97% | - | 95% | 89% | 95% | 95% | * | - | - | 96% |
| | EL | 70% | 70% | **78%** | - | 78% | - | - | * | - | * | 76% | 85% | 44% | 89% | 78% | 75% | 81% | * | - | - | * |
| | Male | 78% | 79% | **88%** | * | 87% | 88% | - | 100% | - | * | 85% | 91% | 56% | 95% | 75% | 88% | - | * | - | - | 93% |
| | Female | 82% | 81% | **89%** | 100% | 89% | 84% | - | * | - | * | 87% | 91% | 49% | 95% | 81% | - | 89% | * | * | - | 100% |
| Science | All Students | 79% | 77% | **86%** | 100% | 84% | 92% | - | 100% | * | 78% | 78% | 93% | 47% | 91% | 59% | 83% | 89% | 83% | * | - | 92% |
| | CWD | 48% | 49% | **47%** | * | 46% | * | - | * | - | - | 46% | 48% | 47% | - | 33% | 54% | 32% | - | * | - | * |
| | CWOD | 82% | 81% | **91%** | 100% | 89% | 96% | - | 100% | * | 78% | 84% | 96% | - | 91% | 66% | 88% | 93% | 83% | - | - | 91% |
| | EL | 58% | 55% | **59%** | - | 59% | * | - | 100% | - | * | 55% | 72% | 33% | 66% | 59% | 52% | 69% | * | - | - | * |
| | Male | 78% | 76% | **83%** | 100% | 82% | 89% | - | 100% | - | * | 76% | 92% | 54% | 88% | 52% | 83% | - | * | - | - | 95% |
| | Female | 80% | 78% | **89%** | 100% | 87% | 95% | - | 100% | * | 100% | 81% | 94% | 32% | 93% | 69% | - | 89% | * | * | - | 88% |

**STAAR Percent at Meets Grade Level or Above**

All Grades

| | | State | District | 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 | Homeless | Foster Care | Military |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Subjects | All Students | 47% | 44% | **54%** | 69% | 50% | 68% | * | 79% | * | 52% | 41% | 66% | 15% | 59% | 18% | 49% | 58% | 10% | * | - | 66% |
| | CWD | 23% | 22% | **15%** | 13% | 14% | 18% | - | 57% | - | * | 14% | 17% | 15% | - | 4% | 18% | 10% | * | * | - | * |
| | CWOD | 50% | 47% | **59%** | 76% | 56% | 74% | * | 81% | * | 55% | 47% | 71% | - | 59% | 22% | 56% | 63% | 10% | * | - | 66% |
| | EL | 26% | 24% | **18%** | - | 17% | * | - | 57% | - | * | 14% | 27% | 4% | 22% | 18% | 14% | 23% | 6% | - | - | * |
| | Male | 45% | 43% | **49%** | 64% | 46% | 64% | * | 73% | - | 38% | 38% | 63% | 18% | 56% | 14% | 49% | - | 8% | * | - | 59% |
| | Female | 50% | 46% | **58%** | 74% | 55% | 74% | * | 87% | * | 65% | 45% | 69% | 10% | 63% | 23% | - | 58% | 10% | * | - | 75% |
| Reading | All Students | 46% | 42% | **49%** | 61% | 45% | 67% | * | 70% | * | 59% | 35% | 62% | 12% | 55% | 11% | 43% | 56% | 8% | * | - | 65% |
| | CWD | 22% | 19% | **12%** | * | 10% | 23% | - | * | - | * | 8% | 17% | 12% | - | * | 14% | 7% | * | * | - | * |
| | CWOD | 48% | 45% | **55%** | 69% | 51% | 73% | * | 73% | * | 63% | 40% | 67% | - | 55% | 13% | 49% | 61% | 9% | * | - | 66% |
| | EL | 21% | 20% | **11%** | - | 11% | * | - | * | - | * | 8% | 17% | * | 13% | 11% | 6% | 16% | 0% | - | - | * |
| | Male | 41% | 38% | **43%** | 57% | 38% | 64% | * | 57% | * | 28% | 58% | 14% | 49% | 6% | 43% | - | * | * | - | 56% | |
| | Female | 50% | 46% | **56%** | 67% | 52% | 70% | * | 84% | * | 80% | 42% | 66% | 7% | 61% | 16% | - | 56% | 14% | * | - | 78% |
| Mathematics | All Students | 48% | 48% | **66%** | 87% | 65% | 70% | - | 85% | - | 29% | 59% | 74% | 24% | 74% | 44% | 65% | 67% | * | * | - | 70% |
| | CWD | 26% | 26% | **24%** | * | 24% | * | - | * | - | * | 28% | 16% | 24% | - | 12% | 30% | 15% | - | * | - | * |
| | CWOD | 51% | 51% | **74%** | 92% | 73% | 78% | - | 91% | - | 33% | 67% | 82% | - | 74% | 54% | 74% | 75% | * | - | - | 69% |

| | | State | District | 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 | Homeless | Foster Care | Military |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | EL | 33% | 32% | **44%** | - | 43% | - | - | * | - | * | 37% | 63% | 12% | 54% | 44% | 40% | 48% | * | - | - | * |
| | Male | 47% | 48% | **65%** | * | 65% | 63% | - | 90% | - | * | 61% | 72% | 30% | 74% | 40% | 65% | - | * | - | - | 73% |
| | Female | 49% | 48% | **67%** | 82% | 65% | 77% | - | * | - | * | 56% | 76% | 15% | 75% | 48% | - | 67% | * | * | - | 67% |
| Science | All Students | 49% | 44% | **55%** | 73% | 50% | 71% | - | 91% | * | 56% | 40% | 69% | 16% | 60% | 14% | 52% | 57% | 0% | * | - | 64% |
| | CWD | 23% | 21% | **16%** | * | 14% | * | - | * | - | - | 14% | 20% | 16% | - | 0% | 17% | 12% | - | * | - | * |
| | CWOD | 52% | 47% | **60%** | 79% | 55% | 76% | - | 90% | * | 56% | 45% | 71% | - | 60% | 18% | 58% | 61% | 0% | - | - | 63% |
| | EL | 21% | 17% | **14%** | - | 12% | * | - | 80% | - | * | 10% | 26% | 0% | 18% | 14% | 12% | 18% | * | - | - | * |
| | Male | 50% | 44% | **52%** | 67% | 48% | 66% | - | 86% | - | * | 39% | 67% | 17% | 58% | 12% | 52% | - | * | - | - | 55% |
| | Female | 49% | 43% | **57%** | 78% | 53% | 76% | - | 100% | * | 60% | 41% | 70% | 12% | 61% | 18% | - | 57% | * | * | - | 75% |

**STAAR Percent at Masters Grade Level**

All Grades

| | | State | District | 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 | Homeless | Foster Care | Military |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Subjects | All Students | 21% | 18% | **16%** | 23% | 14% | 24% | * | 34% | * | 24% | 11% | 20% | 3% | 18% | 5% | 14% | 18% | 0% | * | - | 20% |
| | CWD | 8% | 7% | **3%** | 0% | 4% | 0% | - | 14% | - | * | 4% | 3% | 3% | - | 3% | 5% | 1% | * | * | - | * |
| | CWOD | 23% | 20% | **18%** | 25% | 16% | 27% | * | 36% | * | 26% | 13% | 22% | - | 18% | 5% | 16% | 20% | 0% | * | - | 20% |
| | EL | 9% | 8% | **5%** | - | 4% | * | - | 29% | - | * | 4% | 7% | 3% | 5% | 5% | 5% | 5% | 0% | - | - | * |
| | Male | 20% | 18% | **14%** | 18% | 13% | 21% | * | 29% | - | 13% | 11% | 18% | 5% | 16% | 5% | 14% | - | 0% | * | - | 17% |
| | Female | 22% | 19% | **18%** | 26% | 16% | 27% | * | 42% | * | 35% | 12% | 23% | 1% | 20% | 5% | - | 18% | 0% | * | - | 25% |
| Reading | All Students | 19% | 16% | **7%** | 12% | 6% | 15% | * | 25% | * | 29% | 4% | 10% | 0% | 9% | 0% | 4% | 11% | 0% | * | - | 11% |
| | CWD | 7% | 6% | **0%** | * | 0% | 0% | - | * | - | * | 1% | 0% | 0% | - | * | 1% | 0% | * | * | - | * |
| | CWOD | 20% | 17% | **9%** | 14% | 6% | 17% | * | 27% | * | 31% | 5% | 12% | - | 9% | 0% | 5% | 12% | 0% | * | - | 11% |
| | EL | 7% | 7% | **0%** | - | 0% | * | - | * | - | * | 0% | 0% | * | 0% | 0% | 0% | 0% | 0% | - | - | * |
| | Male | 16% | 14% | **4%** | 9% | 3% | 10% | * | 10% | - | * | 3% | 6% | 1% | 5% | 0% | 4% | - | * | * | - | 5% |
| | Female | 22% | 19% | **11%** | 17% | 8% | 22% | * | 42% | * | 50% | 7% | 15% | 0% | 12% | 0% | - | 11% | 0% | * | - | 19% |
| Mathematics | All Students | 23% | 23% | **45%** | 53% | 44% | 51% | - | 69% | - | 29% | 37% | 55% | 14% | 51% | 24% | 46% | 44% | * | * | - | 48% |
| | CWD | 10% | 10% | **14%** | * | 14% | * | - | * | - | * | 15% | 9% | 14% | - | 12% | 20% | 3% | - | * | - | * |
| | CWOD | 25% | 25% | **51%** | 62% | 50% | 57% | - | 73% | - | 33% | 42% | 60% | - | 51% | 28% | 52% | 51% | * | - | - | 46% |
| | EL | 13% | 13% | **24%** | - | 22% | - | - | * | - | * | 19% | 37% | 12% | 28% | 24% | 25% | 23% | * | - | - | * |
| | Male | 23% | 23% | **46%** | * | 44% | 46% | - | 80% | - | * | 40% | 54% | 20% | 52% | 25% | 46% | - | * | - | - | 53% |
| | Female | 24% | 23% | **44%** | 55% | 43% | 55% | - | * | - | * | 32% | 55% | 3% | 51% | 23% | - | 44% | * | * | - | 42% |
| Science | All Students | 22% | 16% | **14%** | 20% | 12% | 26% | - | 30% | * | 11% | 7% | 21% | 1% | 16% | 1% | 13% | 15% | 0% | * | - | 19% |
| | CWD | 7% | 5% | **1%** | * | 1% | * | - | * | - | - | 0% | 4% | 1% | - | 0% | 0% | 3% | - | * | - | * |
| | CWOD | 24% | 17% | **16%** | 21% | 13% | 28% | - | 33% | * | 11% | 9% | 21% | - | 16% | 2% | 15% | 16% | 0% | - | - | 20% |
| | EL | 5% | 4% | **1%** | - | 1% | * | - | 20% | - | * | 0% | 5% | 0% | 2% | 1% | 1% | 1% | * | - | - | * |
| | Male | 23% | 17% | **13%** | 33% | 10% | 30% | - | 21% | - | * | 7% | 20% | 0% | 15% | 1% | 13% | - | * | - | - | 15% |
| | Female | 21% | 15% | **15%** | 11% | 13% | 22% | - | 44% | * | 20% | 8% | 21% | 3% | 16% | 1% | - | 15% | * | * | - | 25% |

'*'      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 | 74 | 68 | 73 | 81 | * | 82 | - | * | 72 | 67 | 57 |
| CWD | 67 | - | 60 | 94 | - | * | - | - | 61 | 67 | * |
| CWOD | 75 | 68 | 74 | 80 | * | 85 | - | * | 73 | - | 59 |
| EL | 57 | - | 54 | * | - | * | - | * | 48 | * | 57 |
| Male | 75 | 65 | 72 | 86 | * | * | - | - | 70 | 69 | 59 |
| Female | 74 | * | 73 | 76 | * | 78 | - | * | 74 | 63 | 56 |
| **Mathematics** | | | | | | | | | | | |
| All Students | 86 | 95 | 86 | 87 | - | 95 | - | * | 84 | 56 | 77 |
| CWD | 56 | * | 56 | * | - | * | - | - | 58 | 56 | 44 |
| CWOD | 90 | 94 | 90 | 91 | - | 100 | - | * | 89 | - | 88 |
| EL | 77 | - | 76 | - | - | * | - | - | 73 | 44 | 77 |
| Male | 85 | * | 84 | 85 | - | 95 | - | * | 84 | 59 | 72 |
| Female | 87 | 93 | 87 | 91 | - | * | - | * | 83 | 50 | 83 |

**Part (iii)(II): Graduation Rate**
This section provides information on high school graduation rates.

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL | Homeless | Foster Care |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Federal Graduation Rates** | | | | | | | | | | | | | |
| **4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017** | | | | | | | | | | | | | |
| All Students | 93.5% | 81.8% | 93.5% | 94.5% | * | 94.1% | - | * | 89.9% | 77.4% | 78.3% | 100.0% | - |
| CWD | 77.4% | - | 75.6% | 87.5% | - | - | - | - | 64.3% | 77.4% | 44.4% | * | - |

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL | Homeless | Foster Care |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CWOD | 95.0% | 81.8% | 95.3% | 95.2% | * | 94.1% | - | * | 93.2% | - | 83.3% | 100.0% | - |
| EL | 78.3% | * | 80.0% | * | - | 80.0% | - | - | 72.7% | 44.4% | 78.3% | - | - |
| Male | 92.5% | 80.0% | 91.8% | 96.1% | - | 100.0% | - | * | 88.4% | 82.1% | 82.2% | 100.0% | - |
| Female | 94.6% | 83.3% | 95.4% | 92.5% | * | 88.9% | - | * | 91.3% | 64.3% | 70.8% | * | - |

'*'  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 |
|---|---|---|
| 282 | 39 | 14% |

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

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

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

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Success (Student Achievement Domain Score: STAAR Component Only)** | | | | | | | | | | | |
| STAAR Component Score | 49 | 60 | 46 | 60 | * | 67 | * | 51 | 40 | 18 | 24 |
| **School Quality (College, Career, and Military Readiness Performance)** | | | | | | | | | | | |
| %Students meeting CCMR | 62% | 80% | 59% | 74% | * | 82% | - | * | 52% | 27% | 25% |

'*'  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 | Y | Y | Y | Y | | N | | | Y | N | N |
| Interim Goals (2023-2027) | 52% | 42% | 46% | 66% | 51% | 78% | 53% | 62% | 43% | 31% | 39% |
| Target Met | N | Y | Y | Y | | N | | | N | N | N |
| Interim Goals (2028-2032) | 62% | 54% | 58% | 73% | 62% | 82% | 63% | 70% | 55% | 45% | 52% |
| Target Met | N | Y | N | 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 | | | N | N | N |
| **Mathematics** | | | | | | | | | | | |
| Interim Goals (2018-2022) | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 23% | 40% |
| Target Met | Y | | Y | Y | | | | | Y | Y | Y |
| Interim Goals (2023-2027) | 54% | 41% | 49% | 65% | 53% | 85% | 57% | 61% | 45% | 34% | 49% |
| Target Met | Y | | Y | Y | | | | | Y | N | Y |
| Interim Goals (2028-2032) | 63% | 54% | 59% | 73% | 63% | 88% | 66% | 69% | 57% | 48% | 59% |
| Target Met | Y | | Y | Y | | | | | Y | N | N |
| Long-Term Goals | 73% | 66% | 70% | 80% | 73% | 91% | 75% | 77% | 68% | 62% | 70% |
| Target Met | N | | N | N | | | | | N | N | N |
| **English Learner Language Proficiency Status** | | | | | | | | | | | |
| Interim Goals (2018-2022) | | | | | | | | | | | 42% |
| Target Met | | | | | | | | | | | Y |
| Interim Goals (2023-2027) | | | | | | | | | | | 44% |
| Target Met | | | | | | | | | | | Y |
| Interim Goals (2028-2032) | | | | | | | | | | | 46% |
| Target Met | | | | | | | | | | | N |
| Long-Term Goals | | | | | | | | | | | 46% |
| Target Met | | | | | | | | | | | N |
| **Federal Graduation Status** | | | | | | | | | | | |
| Interim Goals (2018-2022) | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| Target Met | Y | | Y | Y | | | | | N | N | N |
| Interim Goals (2023-2027) | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% |
| Target Met | Y | | Y | Y | | | | | N | N | N |
| Interim Goals (2028-2032) | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% |
| Target Met | N | | N | Y | | | | | N | N | N |

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL + |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Long-Term Goals | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% |
| Target Met | N | | N | Y | | | | | N | N | N |

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

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii):** STAAR Participation

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

| | | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Participation Rate** | | | | | | | | | | | | | | | | | |
| All Subjects | All Students | 99% | 100% | 99% | 99% | * | 99% | * | 100% | 99% | 99% | 98% | 99% | 100% | 99% | 99% | 95% |
| | CWD | 98% | 100% | 98% | 98% | - | 100% | - | * | 98% | 97% | 98% | - | 98% | 98% | 97% | * |
| | CWOD | 99% | 100% | 99% | 99% | * | 99% | * | 100% | 99% | 99% | - | 99% | 100% | 99% | 99% | 95% |
| | EL | 100% | - | 99% | 100% | - | 100% | - | 100% | 99% | 100% | 98% | 100% | 100% | 99% | 100% | 100% |
| | Male | 99% | 100% | 99% | 99% | * | 100% | - | 100% | 99% | 99% | 98% | 99% | 99% | 99% | - | 92% |
| | Female | 99% | 100% | 99% | 98% | * | 97% | * | 100% | 99% | 99% | 97% | 99% | 100% | - | 99% | 100% |
| Reading | All Students | 99% | 100% | 99% | 100% | * | 98% | * | 100% | 99% | 99% | 98% | 99% | 100% | 99% | 99% | 92% |
| | CWD | 98% | 100% | 98% | 97% | - | * | - | * | 98% | 98% | 98% | - | 100% | 99% | 97% | * |
| | CWOD | 99% | 100% | 99% | 100% | * | 97% | * | 100% | 99% | 100% | - | 99% | 100% | 99% | 100% | 91% |
| | EL | 100% | - | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| | Male | 99% | 100% | 99% | 99% | * | 100% | - | 100% | 99% | 99% | 99% | 99% | 100% | 99% | - | * |
| | Female | 99% | 100% | 99% | 100% | * | 95% | * | 100% | 99% | 99% | 97% | 100% | 100% | - | 99% | 100% |
| Mathematics | All Students | 98% | 100% | 99% | 96% | - | 100% | - | 100% | 99% | 98% | 97% | 99% | 98% | 98% | 99% | * |
| | CWD | 97% | * | 97% | 100% | - | * | - | * | 97% | 97% | 97% | - | 96% | 97% | 98% | - |
| | CWOD | 99% | 100% | 99% | 95% | - | 100% | - | 100% | 99% | 98% | - | 99% | 99% | 99% | 99% | * |
| | EL | 98% | - | 98% | - | - | * | - | * | 98% | 100% | 96% | 99% | 98% | 97% | 100% | * |
| | Male | 98% | * | 98% | 98% | - | 100% | - | 100% | 98% | 99% | 97% | 99% | 97% | 98% | - | * |
| | Female | 99% | 100% | 99% | 94% | - | * | - | * | 99% | 98% | 98% | 99% | 100% | - | 99% | * |
| Science | All Students | 99% | 100% | 99% | 98% | - | 100% | * | 100% | 99% | 99% | 97% | 99% | 99% | 99% | 99% | 100% |
| | CWD | 97% | * | 97% | 100% | - | * | - | - | 97% | 96% | 97% | - | 97% | 98% | 94% | - |
| | CWOD | 99% | 100% | 100% | 98% | - | 100% | * | 100% | 99% | 99% | - | 99% | 100% | 99% | 99% | 100% |
| | EL | 99% | - | 99% | * | - | 100% | - | * | 99% | 100% | 97% | 100% | 99% | 99% | 100% | 100% |
| | Male | 99% | 100% | 99% | 98% | - | 100% | - | * | 99% | 100% | 98% | 99% | 99% | 99% | - | * |
| | Female | 99% | 100% | 99% | 98% | - | 100% | * | 100% | 99% | 99% | 94% | 99% | 100% | - | 99% | * |
| **Non-Participation Rate** | | | | | | | | | | | | | | | | | |
| All Subjects | All Students | 1% | 0% | 1% | 1% | * | 1% | * | 0% | 1% | 1% | 2% | 1% | 0% | 1% | 1% | 5% |
| | CWD | 2% | 0% | 2% | 2% | - | 0% | - | * | 2% | 3% | 2% | - | 2% | 2% | 3% | * |
| | CWOD | 1% | 0% | 1% | 1% | * | 1% | * | 0% | 1% | 1% | - | 1% | 0% | 1% | 1% | 5% |
| | EL | 0% | - | 1% | 0% | - | 0% | - | 0% | 1% | 0% | 2% | 0% | 0% | 1% | 0% | 0% |
| | Male | 1% | 0% | 1% | 1% | * | 0% | - | 0% | 1% | 1% | 2% | 1% | 1% | 1% | - | 8% |
| | Female | 1% | 0% | 1% | 2% | * | 3% | * | 0% | 1% | 1% | 3% | 1% | 0% | - | 1% | 0% |
| Reading | All Students | 1% | 0% | 1% | 0% | * | 2% | * | 0% | 1% | 1% | 2% | 1% | 0% | 1% | 1% | 8% |
| | CWD | 2% | 0% | 2% | 3% | - | * | - | * | 2% | 2% | 2% | - | 0% | 1% | 3% | * |
| | CWOD | 1% | 0% | 1% | 0% | * | 3% | * | 0% | 1% | 0% | - | 1% | 0% | 1% | 0% | 9% |
| | EL | 0% | - | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| | Male | 1% | 0% | 1% | 1% | * | 0% | - | 0% | 1% | 1% | 1% | 1% | 0% | 1% | - | * |
| | Female | 1% | 0% | 1% | 0% | * | 5% | * | 0% | 1% | 1% | 3% | 0% | 0% | - | 1% | 0% |
| Mathematics | All Students | 2% | 0% | 1% | 4% | - | 0% | - | 0% | 1% | 2% | 3% | 1% | 2% | 2% | 1% | * |
| | CWD | 3% | * | 3% | 0% | - | * | - | * | 3% | 3% | 3% | - | 4% | 3% | 3% | - |
| | CWOD | 1% | 0% | 1% | 5% | - | 0% | - | 0% | 1% | 2% | - | 1% | 1% | 1% | 1% | * |
| | EL | 2% | - | 2% | - | - | * | - | * | 2% | 0% | 4% | 1% | 2% | 3% | 0% | * |
| | Male | 2% | * | 2% | 2% | - | 0% | - | 0% | 2% | 1% | 3% | 1% | 3% | 2% | - | * |
| | Female | 1% | 0% | 1% | 6% | - | * | - | * | 1% | 2% | 3% | 1% | 0% | - | 1% | * |
| Science | All Students | 1% | 0% | 1% | 2% | - | 0% | * | 0% | 1% | 1% | 3% | 1% | 1% | 1% | 1% | 0% |
| | CWD | 3% | * | 3% | 0% | - | * | - | - | 3% | 4% | 3% | - | 3% | 2% | 6% | - |
| | CWOD | 1% | 0% | 0% | 2% | - | 0% | * | 0% | 1% | 1% | - | 1% | 0% | 1% | 1% | 0% |
| | EL | 1% | - | 1% | * | - | 0% | - | * | 1% | 0% | 3% | 0% | 1% | 1% | 0% | 0% |
| | Male | 1% | 0% | 1% | 2% | - | 0% | - | * | 1% | 0% | 2% | 1% | 1% | 1% | - | * |
| | Female | 1% | 0% | 1% | 2% | - | 0% | * | 0% | 1% | 1% | 6% | 1% | 0% | - | 1% | * |

'*'     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 with Disabilities | Students with Disabilities (Section 504) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Students Without Disabilities** | | | | | | | | | | | | |
| In-School Suspensions | | | | | | | | | | | | |
| | Male | 27 | * | 20 | 5 | * | * | * | * | 5 | | |
| | Female | 12 | * | 8 | * | * | * | * | * | * | | |
| | Total | 39 | * | 28 | 5 | * | * | * | * | 7 | | |
| Out-of-School Suspensions | | | | | | | | | | | | |
| | Male | 27 | * | 22 | 5 | * | * | * | * | 5 | | |
| | Female | 29 | * | 22 | 5 | * | * | * | * | * | | |
| | Total | 56 | * | 44 | 10 | * | * | * | * | 7 | | |
| 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 | * | * | * | * | * | * | * | * | * | | |
| **Students With Disabilities** | | | | | | | | | | | | |
| In-School Suspensions | | | | | | | | | | | | |
| | Male | 9 | * | 5 | * | * | * | * | * | * | | * |
| | Female | * | * | * | * | * | * | * | * | * | | * |
| | Total | 13 | * | 7 | * | * | * | * | * | * | | * |
| Out-of-School Suspensions | | | | | | | | | | | | |
| | Male | 6 | * | * | * | * | * | * | * | * | | * |
| | Female | * | * | * | * | * | * | * | * | * | | * |
| | Total | 8 | * | 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 | * | * | * | * | * | * | * | * | * | | * |
| | Total | * | * | * | * | * | * | * | * | * | | * |
| Referrals to Law Enforcement | | | | | | | | | | | | |
| | Male | * | * | * | * | * | * | * | * | * | | * |
| | Female | * | * | * | * | * | * | * | * | * | | * |
| | Total | * | * | * | * | * | * | * | * | * | | * |
| **All Students** | | | | | | | | | | | | |
| Chronic Absenteeism | | | | | | | | | | | | |
| | Male | 89 | * | 80 | 5 | * | * | * | * | 11 | 20 | 5 |
| | Female | 93 | * | 74 | 17 | * | * | * | * | 8 | 14 | 5 |
| | Total | 182 | * | 154 | 22 | * | * | * | * | 19 | 34 | 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 | 24 |
| 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 | - | - | - | - | - | - | - | - | - | - |
| | Female | - | - | - | - | - | - | - | - | - | - |
| | Total | - | - | - | - | - | - | - | - | - | - |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | 383 | 11 | 257 | 86 | * | 14 | * | 11 | 8 | * |
| | Female | 418 | 17 | 296 | 83 | * | 17 | * | 5 | 14 | * |
| | Total | 801 | 28 | 553 | 169 | * | 31 | * | 16 | 22 | * |
| International Baccalaureate Courses | Male | - | - | - | - | - | - | - | - | - | - |
| | Female | - | - | - | - | - | - | - | - | - | - |
| | Total | - | - | - | - | - | - | - | - | - | - |

'*'      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.

**Low Poverty**

| | All School | |
|---|---|---|
| | Number | Percent |
| **Inexperienced Teachers, Principals, and Other School Leaders** | 17.6 | 10.4% |
| **Teachers Teaching with Emergency or Provisional Credentials** | 7.6 | 4.7% |
| **Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed** | 25.1 | 15.5% |

'-'      Indicates there are no data available in the group.
         Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

**Part (x):** Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

**Part (xi):** STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

| | State Number of ALT2 | State Rate of ALT2 | District Number of ALT2 | District Rate of ALT2 | Campus Number of ALT2 | Campus Rate of ALT2 |
|---|---|---|---|---|---|---|
| Grade 3 | | | | | | |
| Reading | 6,019 | 1% | 88 | 2% | - | - |
| Mathematics | 6,020 | 1% | 88 | 2% | - | - |
| Grade 4 | | | | | | |
| Reading | 6,061 | 1% | 66 | 2% | - | - |
| Mathematics | 6,056 | 1% | 66 | 2% | - | - |
| Grade 5 | | | | | | |
| Reading | 6,162 | 2% | 82 | 2% | - | - |
| Mathematics | 6,160 | 1% | 82 | 2% | - | - |
| Science | 6,164 | 1% | 82 | 2% | - | - |
| Grade 6 | | | | | | |
| Reading | 5,678 | 1% | 60 | 2% | - | - |
| Mathematics | 5,677 | 1% | 60 | 1% | - | - |

| | 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 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% | 0 | 0% |
| Algebra I | 4,884 | 1% | 41 | 1% | * | * |
| Biology | 4,861 | 1% | 44 | 1% | * | * |
| **All Grades** | | | | | | |
| All Subjects | 99,020 | 1% | 1,084 | 1% | 11 | 0% |
| 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**

| Grade | Subject | Student Group | % Below Basic TX | % Below Basic US | % At or Above Basic TX | % At or Above Basic US | % At or Above Proficient TX | % At or Above Proficient US | % At or Above Advanced TX | % At or Above Advanced 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 |
| | | 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 |

| Grade | Subject | Student Group | % Below Basic | | % At or Above Basic | | % At or Above Proficient | | % At or Above Advanced | |
|-------|---------|---------------|------|------|------|------|------|------|------|------|
| | | | TX | US | TX | US | TX | US | TX | US |
| | | English Language Learners | 61 | 71 | 32 | 23 | 7 | 5 | 1 | 1 |

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

| Grade | Subject | Student Group | % |
|-------|---------|---------------|---|
| Grade 4 | Reading | Students with Disabilities | 81 |
| | | Limited English Proficient | 94 |
| | Mathematics | Students with Disabilities | 79 |
| | | Limited English Proficient | 94 |
| Grade 8 | Reading | Students with Disabilities | 81 |
| | | Limited English Proficient | 94 |
| | Mathematics | Students with Disabilities | 82 |
| | | Limited English Proficient | 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                                      December 2018