Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: MACARTHUR EL-INT Campus ID: 071902129 District Name: EL PASO ISD

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

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

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

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

										Two or			EL (Current
			All	African			American		Pacific	More	Econ	Special	and
A		Dec. 1. 0040 47	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	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%
Grade Level of Above)	Reading/ELA	2017-18 through 2021-		32 /0	51 /0	00 /0	4370	/4/0	40 /0	50 %	3370	1970	2970
		22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-											
		27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-		E 40/	500/	700/	000/	000/	000/	700/	F F 0/	450/	500/
		32 2032-33	62% 72%	54% 66%	58% 69%	73% 80%	62% 72%	82% 87%	63% 73%	70% 78%	55% 67%	45% 60%	52% 65%
		2032-33 Baseline 2016-17	12%	00%	69%	80%	12%	87%	13%	78%	67%	60%	00%
	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 2027 20 through 2024	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%	40 % 62%	70%
		Baseline 2016-17		0070		0070		0.70			0070	02/0	
EL Progress		Rates											41%
		2017-18 through 2021-											
		22											42%
		2022-23 through 2026- 27											44%
		2027-28 through 2031-											44 70
		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- 27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-		9270	9270	9270	9270	9270	9270	9270	9270	9270	9270
		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):

targeted support and improvement plans under subsection (d)(2); <u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

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					African			Americar	ı	Pacific	or More	Econ	Non Econ								Foste	ər
		State	Distric	tCampus										CWD	CWOE) EL	Male	Femalel	Migrant	Homeless		
STAAR Percent	at Appro	aches	s Grade	e Level o	r Above																	
Grade 3 Reading	All	77%	82%	75%	*	73%	100%	-	-	-	*	68%	95%	*	78%	57%	65%	83%	-	-	-	100%
- :	Students CWD	51%	61%	*		*	*					*		*		*	*	*				*
	CWOD		85%	78%	*	76%	*	-	-	-	*	71%	- 95%	-	- 78%	62%	69%	85%	-	-	-	100%
	EL	70%	80%	57%	-	57%	-	-	-	-	-	57%	-	*	62%	57%		71%	-	-	-	-
	Male	74%	80%	65%	*	59%	-	-	-	-	*	57%	88%	*	69%	*	65%	-	-	-	-	*
	Female	79%	83%	83%	*	83%	100%	-	-	-	-	77%	100%	*	85%	71%	-	83%	-	-	-	100%
Mathematics	All Students	77%	80%	77%	*	74%	100%	-	-	-	*	68%	100%	*	80%	57%	74%	79%	-	-	-	100%
	CWD	52%	59%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD		83%	80%	*	78%	*	-	-	-	*	71%	100%	-	80%	62%	79%	80%	-	-	-	100%
	EL	74%	78%	57%	-	57%	-	-	-	-	-	57%	-	*	62%	57%		*	-	-	-	-
	Male	77%	81%	74%	*	70%	-	-	-	-	*	65%	100%	*	79%	*	74%	-	-	-	-	*
	Female	78%	79%	79%		77%	100%	-	-	-	-	70%	100%		80%		-	79%	-	-	-	100%
Grade 4 Reading	All	72%	74%	69%	-	67%	*	-	-	-	*	64%	81%	*	74%	42%	70%	69%	_	-	-	83%
•	Students																					
	CWD	46%	44%	- ***	-	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	*
	CWOD		79%	74%	-	71%	*	-	-	-	*	71%	81% *	-	74%		75% *	74%	-	-	-	*
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	Female		77%	69%	-	68%	*	-	_	-	*	65%	78%	*	74%	*	-	69%	-	-	-	*
Mathematics	All	77%	80%	70%	-	68%	*	-	-	-	*	65%	81%	*	75%	67%	67%	72%	-	-	-	83%
:	Students					*																
	CWD CWOD	49%	50% 84%	* 75%	-	* 72%	*	-	-	-	-*	* 72%	- 81%	*	- 75%	-	* 71%	* 78%	-	-	-	*
	EL	72%	64 <i>%</i> 73%	67%	-	67%	-	-	-	-	-	64%	0170 *	-	67%		63%	1070	-	-	-	-
	Male	77%	79%	67%	-	64%	*	-	-	-	-	59%	86%	*	71%		67%	-	-	-	_	*
	Female	78%	80%	72%	-	72%	*	-	-	-	*	70%	78%	*	78%	*	-	72%	-	-	-	*
Grade 5																						
Reading	All Students	83%	88%	86%	*	87%	*	-	*	*	*	85%	90%	*	91%	62%	88%	85%	-	*	-	88%
	CWD	54%	62%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	*
	CWOD		91%	91%	*	90%	*	-	*	*	*	89%	95% *	-	91%		87%	96% *	-	*	-	100%
	EL Male	73% 81%	80% 86%	62% 88%	-	67% 87%	-	-	*	-	- *	64% 83%	100%	*	70% 87%		70% 88%		-	*	-	*
	Female		89%	85%	-	87%	*	-	*	-	*	88%	80%	*	96%	*	-	- 85%	-	-	-	*
Mathematics	All	90%	92%	90%	*	91%	*	-	*	*	*	87%	95%	*	94%	69%	91%	88%	-	*	-	88%
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	Male	89%	92%	91%	*	91%	*	-	*	*	*	87%	100%	*	90%		91%	-	-	*	-	*
	Female		92%	88%	-	91%	*	-	*	-	*	88%	90%	*	100%		-	88%	-	-	-	*
Science	All	75%	79%	67%	*	69%	*	-	*	*	*	59%	84%	*	72%	46%	63%	73%	-	*	-	75%
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	CWOD		82%	72%	*	73%	*	-	*	*	*	63%	89%	-	- 72%	60%	63%	83%	-	*	-	86%
	EL	62%	66%	46%	-	50%	-	-	*	-	-	45%	*	*	60%	46%	50%	*	-	*	-	*
	Male	76%	80%	63%	*	64%	*	-	*	*	*	57%	78%	*		50%	63%	-	-	*	-	*
	Female	75%	77%	73%	-	74%	*	-	*	-	*	63%	90%	*	83%	*	-	73%	-	-	-	*
Grade 6																						
Reading	All Students		65%	63%	*	60%	75%	-	-	*	*	59%	71%		70%			56%	*	*	-	71%
	CWD		32%	32%	-	33%	-	-	-	-	*	35%	*	32%	-		44%	*	*	*	-	*
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	Female		67%	56%	*	50%	83%	-	-	-	*	48%	76%	*	63%	*	-	56%	*	*	-	89%
Mathematics		76%	71%	73%	*	70%	92%	-	-	*	100%	69%	81%	56%	77%	55%	77%	69%	*	*	-	86%
:	Students CWD	50%	43%	56%		54%					*	59%	*	56%		750/	63%	*	*	*		*
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		CWD	29%			-		*	-	-	-				*	-	-	*		-	-	-	*
$C_{VVOD} = 50\% = 52\% = 51\% = $					42%	-	37%	*	-	-	-	*	34%	56% *	-	42%	8%	33%	48%	-	-	-	*
EL 38% 35% 8% - 8% 9% * - 8% 8% 13% * - Male 48% 49% 33% - 32% * 29% 43% * 33% 13% 33%						-		- *	-	-	-	-			- *				_	-	-	-	-
Male 40% 43% 33% - 32% 29% 43% 33% 33% Female 47% 47% 45% - 40% * * 35% 67% * 48% * - 45% -						-		*	-	-	-	*			*					-	-	-	*

											Two											
					African			America	n	Pacific	or More	Econ	Non Econ							F	oster	,
												Disadv	Disadv	CWD					grantHome			Military
Reading	All Students	53%	54%	47%	*	48%	*	-	*	*	*	41%	60%	*	52%	8%	45%	50%	- *		-	38%
	CWD	30%	32%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*			-	*
	CWOD		58%	52%	*	52%	*	-	*	*	*	46% 9%	63% *	- *	52%	10%	48%	57% *	- *		-	43%
	EL Male	35% 50%	38% 51%	8% 45%	- *	8% 43%	-	-	*	- *	- *	9% 35%	70%	*	10% 48%	8% 10%	10% 45%	-	- *		-	*
	Female		58%	50%	-	52%	*	-	*	-	*	50%	50%	*	57%	*	-	50%			-	*
Mathanatia	^!!	E70/	c00/	470/	*	500/	*		*	*	*	440/	c00/	*	F-00/	240/	400/	400/	*			200/
Mathematic	cs All Students	57%	60%	47%		50%		-				41%	60%		52%	31%	48%	46%	-		-	38%
	CWD	34%	39%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*			-	*
	CWOD		64%	52%	*	55%	*	-	*	*	*	46%	63% *	-	52%	40%		52%	- *		-	43%
	EL Male	46% 57%	48% 60%	31% 48%	- *	33% 57%	- *	-	*	- *	*	27% 39%	70%	*	40% 52%	31% 30%	30% 48%	<u>.</u>	- ^		-	*
	Female		60%	46%	-	43%	*	-	*	-	*	44%	50%	*	52%	*	-	46%			-	*
0	A 11	400/	400/	000/	+	0.40/					÷	040/	000/	÷	000/	4 5 0/	0.40/	000/				05%
Science	All Students	40%	42%	29%	-	24%	-	-	-	-	-	31%	26%		32%	15%	34%	23%	- "		-	25%
	CWD	25%	27%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*			-	*
	CWOD		44%	32%	*	27%	*	-	*	*	*	34%	28% *	-	32%	20%		26%	- *		-	29%
	EL Male	24% 42%	26% 45%	15% 34%	-	17% 27%	-	-	*	- *	*	18% 35%	33%	*	20% 37%	15% 20%		-	- ^		-	*
	Female		38%	23%	-	22%	*	-	*	-	*	25%	20%	*	26%	*	-	23%			-	*
Grade 6 Reading	All	38%	34%	33%	*	31%	42%	_	_	*	*	28%	42%	16%	36%	14%	36%	28%	* *		_	43%
Reading	Students	5070	04 /0	5570		5170	42 /0	-	-			2070	42 /0	1070	5070	1470	5070	2070			-	4370
	CWD	22%	17%	16%	-	17%	-	-	-	-	*	24%	*	16%	-	38%	19%	*	* *		-	*
	CWOD EL	40% 14%	36% 9%	36% 14%	*	35% 14%	42%	-	-	*	*	29% 16%	50% *	- 38%	36% 5%	5%	41%	31%	- * * *		-	60%
	⊏∟ Male	34%	9% 31%	36%	-	38%	- *	-	-	*	*	37%	35%	30 <i>%</i> 19%	5% 41%	14% 20%		-			-	*
	Female		37%	28%	*	22%	67%	-	-	-	*	18%	53%	*	31%	*	-	28%	* *		-	56%
Mathamatic		420/	260/	409/	*	200/	400/			*	000/	250/	400/	200/	410/	240/	470/	210/	* *			640/
Mathematic	cs All Students	43%	36%	40%		38%	42%	-	-		80%	35%	48%	32%	41%	24%	47%	31%			-	64%
	CWD	23%	20%	32%	-	29%	-	-	-	-	*	47%	*	32%	-	63%	38%	*	* *		-	*
	CWOD		38%	41%	*	40%	42%	-	-	*	*	32%	58%	-	41%	10%	49%	32%	- *		-	80%
	EL Male	24% 44%	16% 38%	24% 47%	- *	24% 49%	- 17%	-	-	- *	- *	27% 50%	* 42%	63% 38%	10% 49%	24% 40%	40% 47%	7%	* *		-	-
	Female		34%	31%	*	24%	67%	-	-	-	*	20%	59%	*	32%	7%	-	31%	* *		-	78%
Grade 7 Reading	All	47%	42%	51%	80%	47%	64%	_	*	_	*	42%	65%	38%	53%	9%	41%	59%	_ *		-	61%
rtodding	Students	11 /0	1270	0170	0070	11 /0	01/0					1270	0070	0070	0070	070	1170	0070				0170
	CWD	23%	22%	38%	*	37%	*	-	-	-	-	39%	*	38%	-	*	46%	*			-	*
	CWOD EL	50% 16%	44% 11%	53% 9%	*	49% 9%	70% -	-	*	-	*	43% 5%	67% *	-	53% 6%	6% 9%	40% *	63% 8%	- *		-	69% -
	Male	42%	37%	41%	*	40%	*	-	-	-	-	36%	50%	46%	40%	*	41%	-			-	40%
	Female		48%	59%	*	54%	100%	-	*	-	*	47%	78%	*	63%	8%	-	59%	- *		-	88%
Mathematic		39%	35%	48%	80%	44%	73%		*		*	41%	59%	39%	49%	16%	41%	54%	*			58%
Mainemail	Students	3970	3370	40 /0	00 /0	44 /0	1370	-		-		41/0	3970	3970	4970	10 /0	41/0	J4 /0	-		-	30%
	CWD	20%	19%	39%	*	35%	*	-	*	-	-	37%	*	39%	-	*	50%	22%			-	*
	CWOD		37%	49%	*	46%	70%	-	*	-	*	42%	60% *	-	49%		39%	57%	- *		-	63%
	EL Male	17% 38%	14% 36%	16% 41%	- *	16% 39%	- 50%	-	-	-	-	13% 34%	52%	50%	17% 39%	16% *	41%	25%	2 2		-	- 45%
	Female		35%	54%	*	49%	100%	-	*	-	*	46%	66%	22%	57%	25%	-	54%	- *		-	75%
Crede 0																						
Grade 8 Reading	All	48%	43%	52%	*	52%	60%	*	*	*	*	48%	60%	44%	53%	24%	46%	57%	- *		-	80%
riouung	Students	.0./0		0270		0270	0070						0070		0070			01.70				0070
	CWD	23%	20%	44%	*	40%	*	-	-	*	-	27%	71%	44%	-	*	46%	40%			-	*
	CWOD EL	51% 13%	46% 7%	53% 24%	-	54% 24%	56% -	-	-	-	-	51% 31%	58% *	- *			46% 10%	58% 36%			2	*
	Male	44%	39%	46%	*	46%	50%	*	*	*	-	38%	63%	46%			46%	-	- *		-	*
	Female		48%	57%	*	58%	*	-	-	-	*	57%	57%	40%		36%	-	57%	- *		-	*
Mathematic	cs All	50%	42%	38%	*	39%	17%	*	-	*	-	37%	38%	53%	34%	26%	32%	44%	- *		-	*
	Students																					
	CWD	25%	23%	53%	*	50%	*	-	-	*	-	45%	67%	53%	-	*	42%	*			-	*
	CWOD EL	53% 30%	45% 21%	34% 26%	*	37% 26%	-	*	-	-	-	36% 29%	30% *	- *			29% 18%	39% 38%	- *		-	*
	Male	48%	41%	32%	*	36%	*	*	-	*	-	33%	29%	42%			32%	-	- *		-	*
	Female	53%	44%	44%	*	43%	*	-	-	-	-	42%	50%	*	39%	38%	-	44%			-	-
Science	All	50%	46%	57%	*	56%	70%	*	*	*	*	48%	74%	61%	56%	27%	57%	57%	- *			80%
CUCIUC	Students	00 /0	-U /0	UT /0		50 /0	10/0					-U /0	, - /0	UT /0	00 /0	21/0	UI /0	01 /0			-	0070
	CWD	23%	22%	61%	*	60%	*	-	-	*	-	45%	86%	61%	-	*	54%	*			-	*
	CWOD		49% 15%	56% 27%	*	55% 27%	67% -	*	*	-	*	48% 29%	73% *	- *			57% 9%	55% 45%	- *		-	*
	EL Male	19% 51%	15% 47%	27% 57%	-	27% 56%	- 67%	- *	*	- *	-	29% 47%	75%	54%	30% 57%	27% 9%	9% 57%	45% -			2	*
	Female			57%	*	56%	*	-	-	-	*	49%	74%	*		45%	-	57%	- *		-	*
End of Course																						
End of Cours Algebra I	e All	53%	59%	88%	*	86%	*	-	*	-	*	90%	86%	*	88%	*	90%	87%	- *		-	*
.3	Students			/ •																		
	CWD	19%	23%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-			-	-
	CWOD EL	58% 29%	64% 34%	88% *	-	86% *	-	-	-	-	-	90% *	85% -	-	88% *	*	89% -	87% *			2	-
	Male	49%	55%	90%	-	89%	*	-	*	-	-	90%	90%	*	89%	-	90%	-			-	*
	Female	58%	63%	87%	*	84%	*	-	-	-	*	89%	82%	-	87%	*	-	87%	- *		-	*

Two or

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

STAAR Percent at Masters Grade Level

Grade 3	at maste	13 012		C1																		
Reading	All	24%	26%	22%	*	16%	80%	-	-	-	*	13%	45%	*	22%	0%	13%	29%	-	-	-	33%
	Students	21/0	2070	/0		1070	0070					1070	1070		2270	0 /0	1070	2070				0070
	CWD	9%	13%	*	-	*	*	-		-	-	*	-	*	-	*	*	*		-	-	*
	CWOD		27%	22%	*	17%	*		_		*	12%	45%	_	22%	0%	14%	28%			_	20%
	EL	15%	20%	0%		0%		-	-	-		0%	4370	*	0%	0%	*	0%	-	-		2070
					-		-	-	-	-	-		-	*		*	4.20/		-	-	-	*
	Male	22%	24%	13%	+	11%	-	-	-	-		9%	25%	*	14%		13%	-	-	-	-	
	Female	26%	27%	29%	^	20%	80%	-	-	-	-	17%	58%	Ŷ	28%	0%	-	29%	-	-	-	40%
		000/	000/			000/	000/					0.404	400/		000/	000/	400/	0.40/				500/
Mathematics		22%	23%	26%	^	23%	60%	-	-	-	^	21%	40%	^	26%	29%	19%	31%	-	-	-	50%
	Students																					
		12%	17%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	24%	24%	26%	*	24%	*	-	-	-	*	20%	40%	-	26%	31%	21%	30%	-	-	-	40%
	EL	17%	19%	29%	-	29%	-	-	-	-	-	29%	-	*	31%	29%	*	*	-	-	-	-
	Male	23%	25%	19%	*	19%	-	-	-	-	*	17%	25%	*	21%	*	19%	-	-	-	-	*
	Female	21%	21%	31%	*	26%	60%	-	-	-	-	23%	50%	*	30%	*	-	31%	-	-	-	60%
Grade 4																						
Reading	All	23%	24%	21%	-	17%	*	-	-	-	*	19%	25%	*	23%	8%	13%	28%	-	-	-	50%
0	Students																					
	CWD	9%	8%	*	_	*	*	_	_	_	_	*	-	*	_	-	*	*	_	_	_	*
					-	400/	*	-	-	-	*	0.00/			-	-	4 = 0/	200/	-	-	-	*
	CWOD		27%	23%	-	19%		-	-	-		23%	25%	-	23%		15%	30%	-	-	-	
	EL	12%	12%	8%	-	8%	-	-	-	-	-	9%		-	8%	8%			-	-	-	-
	Male	22%	23%	13%	-	10%	*	-	-	-	-	19%	0%		15%	*	13%	-	-	-	-	*
	Female	25%	26%	28%	-	24%	*	-	-	-	*	20%	44%	*	30%	*	-	28%	-	-	-	*
Mathematics	All	26%	24%	19%	-	17%	*	-	-	-	*	14%	31%	*	19%	0%	8%	28%	-	-	-	50%
:	Students																					
		11%	9%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	*
	CWOD		27%	19%	-	16%	*	-	-	-	*	13%	31%	-	19%	0%	5%	30%	-	-	-	*
	EL	18%	15%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
		27%	25%	8%	-	9%	*	-	-	-	-	12%	0%	*	5%	0%	8%	-	-	-	-	*
	Female		24%	28%		24%	*				*	15%	56%	*	30%	*	0.0	28%				*
	I emaie	2070	2470	20 /0	-	2470		-	-	-		1370	50 /0		30 /0		-	2070	-	-	-	
Grade 5																						
Reading	A II	26%	24%	20%	*	20%	*		*	*	*	18%	25%	*	22%	0%	24%	15%		*		0%
0	All	20 /0	24 /0	20 /0		20 /0		-				10 /0	2370		22 /0	0 /0	24 /0	1370	-		-	0 /0
	Students	0 0/	400/																			
	CWD	9%	10%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	*
	CWOD		27%	22%	*	21%	*	-	*	*	*	20%	26%	-	22%		26%	17%	-	*	-	0%
	EL	12%	13%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	-	*	-	*
	Male	24%	22%	24%	*	22%	*	-	*	*	*	22%	30%	*	26%	0%	24%	-	-	*	-	*
	Female	28%	27%	15%	-	17%	*	-	*	-	*	13%	20%	*	17%	*	-	15%	-	-	-	*
Mathematics	All	30%	29%	17%	*	17%	*	-	*	*	*	15%	20%	*	19%	0%	21%	12%	-	*	-	0%
:	Students																					
		13%	14%	*	-	*	-	-	*	-	-	*	*	*	-	*	*	*	-	-	-	*
	CWOD		31%	19%	*	19%	*	-	*	*	*	17%	21%	-	19%	0%	23%	13%	-	*	-	0%
	EL	19%	20%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	-	*	-	*
	Male	29%	29%	21%	*	22%	*	_	*	*	*	17%	30%	*	23%		21%	-	_	*	_	*
	Female		29%	12%	_	13%	*	-	*	_	*	13%	10%	*	13%	*	21/0	12%	-	_	-	*
	i cinaic	0070	2570	12/0		1070						1070	1070		10 /0			12 /0				
Science	All	16%	16%	5%	*	4%	*	-	*	*	*	3%	11%	*	6%	0%	6%	4%		*	-	0%
	Students			• /0								0.0			0.0	0.0	0,0					0,0
	CWD	0%	9%	*		*			*			*	*	*		*	*	*				*
		9%			-	E0/	-	-	*	-	-	20/			-	00/	70/		-	-	-	00/
	CWOD		17%	6%	-	5%		-			-	3%	11%	-	6%	0%	7%	4%	-		-	0%
	EL	7%	8%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	-	*	-	*
	Male	18%	17%	6%	*	5%	*	-	*	*	*	4%	11%	*	7%	0%	6%	-	-	*	-	*
	Female	15%	14%	4%	-	4%	*	-	*	-	*	0%	10%	*	4%	*	-	4%	-	-	-	*
Grade 6																						
Reading	All	18%	15%	14%	*	14%	8%	-	-	*	*	12%	19%	0%	18%	0%	17%	11%	*	*	-	0%
	Students																					
	CWD	8%	6%	0%	-	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	*	*	*	-	*
	CWOD		16%	18%	*	18%	8%	_	_	*	*	15%	23%	-	18%		21%	13%	_	*	_	0%
	EL	4%	3%	0%	_	0%	-		_	_	-	0%	*	0%	0%	0%	0%	*	*	*	_	-
		4 <i>/</i> 0 15%	13%	17%	*	16%	*	-	-	*	*	17%	160/	0%	21%		17%				-	*
	Male Female		13%	11%	*	12%	0%	-	-		*	7%	16% 24%	0% *	13%	0%	-	- 11%	-	-	-	0%
	Female	22 /0	10 /0	11 /0		12 /0	0 /0	-	-	-		1 /0	24 /0		1370		-	1170			-	0 /0
		400/	4.40/	400/	*	470/	470/			+	400/	4 5 0/	000/	400/	400/	70/	000/	440/		*		040/
Mathematics		18%	14%	18%	^	17%	17%	-	-	^	40%	15%	23%	12%	19%	7%	23%	11%	^	^	-	21%
	Students																					
	CWD	9%	8%	12%	-	13%	-	-	-	-	*	18%	*	12%	-	25%		*	*	*	-	*
	CWOD	19%	15%	19%	*	18%	17%	-	-	*	*	15%	28%	-	19%	0%	26%	11%	-	*	-	30%
	EL	6%	4%	7%	-	7%	-	-	-	-	-	8%	*	25%	0%	7%	7%	7%	*	*	-	-
	Male	18%	15%	23%	*	22%	17%	-	-	*	*	24%	23%	13%	26%	7%	23%	-	-	-	-	*
	Female		13%	11%	*	10%	17%	-	-	-	*	7%	24%	*	11%	7%	-	11%	*	*	-	22%
Grade 7																						
Reading	All	28%	23%	29%	40%	27%	36%	-	*	-	*	23%	38%	5%	33%	4%	17%	39%	-	*	-	28%
	Students	-0/0	2070	/0		_1 /0	0070					_0/0	00/0	0.70	0070	. /0		2070				-070
		100/	Q 0/_	E0/	*	5%	*					60/	*	E0/		*	Q0/	*				*
		10%	8%	5%	*			-	-	-	- *	6%		5%	-		8%		-	-	-	
	CWOD		25%	33%	*	30%	40%	-	*	-		27%	40%	-	33%		19%	43%	-	*	-	31%
	EL	6%	4%	4%	-	4%	-	-	-	-	-	0%	*	*	6%	4%	*	8%	-	-	-	-
		24%	20%	17%	*	16%	*	-	-	-	-	14%	21%	8%	19%	*	17%	-	-	-	-	10%
	Male				*		60%	-	*		*	29%	53%	*	43%	8%	-	39%				50%
	Male Female	33%	27%	39%	*	36%	00 /0			-		23/0	5570		40 /0	0 /0	-	3970	-	*	-	50 /0
		33%	27%	39%	*	36%	00 /8			-		2370	5570		4370	0 /0	-	3970	-	*	-	50 %
Mathematics	Female	33% 18%	27% 15%	39% 25%	* 60%	36% 22%	27%	-	*	-	*	23%	28%	22%	25%		- 25%	25%		*	-	32%
	Female All							-	*	-				22%					-	*	-	
	Female							-	*	-				22% 22%					-	*	-	

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2017-18+Federal+Report+Card&... 5/13

/2019									2017	-10 ге		Teboi	t Galu									
											Two or		Non									
		State	District	Campus	African sAmerican	Hispani		America: Indian		Pacific slander				CWD	cwon	EL	Male	FemaleM	ligrantHo		Foster Care	
	CWOD	19%	16%	25%	*	23%	30%	-	*	-	*	22%	30%	-	25%	6%	24%	27%	-	*	-	38%
	EL Male	5% 17%	3% 15%	8% 25%	- *	8% 23%	- 17%	-	-*	-	-	8% 23%	* 28%	* 29%	6% 24%	8% *	* 25%	8% -	-	-	-	- 27%
	Female		15%	25%	*	21%	40%	-	*	-	*	23%	28%	11%	27%	8%	-	25%	-	*	-	38%
Grade 8																						
Reading	All Students	26%	21%	23%	*	23%	30%	*	*	*	*	19%	32%	0%	26%	10%	19%	27%	-	*	-	40%
	CWD	8%	4%	0%	*	0%	*	-	-	*	-	0%	0%	0%	-	*	0%	0%	-	-	-	*
	CWOD EL	28% 4%	23% 2%	26% 10%	*	26% 10%	33%	*	*	-	*	21% 13%	38%	- *	26% 11%	11% 10%		29% 9%	-	*	-	*
	Male	22%	18%	19%	*	19%	17%	*	*	*	-	16%	25%	0%	23%		19%	-	-	*	-	*
	Female	30%	25%	27%	*	27%	*	-	-	-	*	22%	39%	0%	29%	9%	-	27%	-	*	-	*
Mathematic		15%	7%	10%	*	11%	0%	*	-	*	-	12%	4%	18%	8%	11%	16%	2%	-	*	-	*
	Students CWD	9%	5%	18%	*	21%	*	-	-	*	-	18%	17%	18%	-	*	25%	*	-	-	-	*
	CWOD	16%	7%	8%	*	9%	*	*	-	-	-	11%	0%	-	8%	12%	13%	3%	-	*	-	*
	EL Male	6% 14%	3% 7%	11% 16%	- *	11% 19%	- *	- *	-	- *	2	14% 19%	* 7%	* 25%	12% 13%	11% 9%	9% 16%	13%	-	- *	-	*
	Female		7%	2%	*	3%	*	-	-	-	-	3%	0%	*	3%	13%	-	2%	-	-	-	-
Science	All	27%	22%	27%	*	29%	10%	*	*	*	*	25%	32%	28%	27%	5%	32%	23%	_	*	-	20%
Colorido	Students														2170	070						2070
	CWD CWOD	8% 20%	7% 24%	28% 27%	*	33% 28%	* 11%	- *	-*	*	-	27% 25%	29% 33%	28%	- 27%	* 5%	31% 32%	* 23%	-	- *	-	*
	EL	6%	4%	5%	-	5%	-	-	-	-	-	6%	*	*	5%	5%	0%	9%	-	-	-	*
	Male	29%	24%	32%	*	34%	17%	*	*	*	-	27%	42%	31% *	32%	0%	32%	-	-	*	-	*
	Female	25%	20%	23%		24%		-	-	-		24%	22%		23%	9%	-	23%	-		-	
End of Course		240/	200/	C 49/	*	F00/	*		*		*	CC0/	c.00/	*	c.20/	*	F F 0/	700/		*		*
Algebra I	All Students	31%	38%	64%		58%		-		-		66%	62%		63%		55%	70%	-		-	
	CWD	7%	9%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD EL	34% 12%	42% 16%	63% *	- -	57% *	_	-	_	-	_	66% *	60% -	-	63% *	*	53% -	70% *	-	-	-	_
	Male	28%	36%	55%	- *	50%	*	-	*	-	-	60%	50%	*	53%	-	55%	-	-	-	-	*
	Female	34%	40%	70%	Â	64%	^	-	-	-	Ŷ	68%	73%	-	70%	î	-	70%	-	^	-	Ŷ
			0																			
TAAR Percen All Grades	t at Appro	acnes	s Grade	Levelo	or Above																	
All Subjects		77%	75%	78%	91%	76%	90%	*	75%	75%	85%	73%	87%	50%	81%	53%	76%	79%	*	94%	-	85%
	Students CWD	45%	45%	50%	100%	49%	67%	-	*	*	*	47%	60%	50%	-	36%	56%	40%	*	*	-	40%
	CWOD	80%	79%	81%	90%	80%	92%	*	100%	100%	88%	77%	90%	-	81%	57%	80%	83%		94%	-	96%
	EL Male	60% 74%	57% 72%	53% 76%	- 96%	54% 74%	- 85%	-	* 86%	- 75%	- 67%	53% 71%	58% 85%	36% 56%	57% 80%		52% 76%	55%		86% 100%	-	100% 79%
	Female		77%	79%	86%	77%	94%	-	67%	-	95%	74%	89%	40%	83%	55%	-	79%		89%	-	91%
Reading	All	73%	70%	75%	89%	73%	87%	*	83%	*	87%	70%	85%	44%	80%	47%	74%	77%	* 4	100%	-	82%
	Students																					
	CWD CWOD	39% 77%	37% 74%	44% 80%	* 88%	42% 78%	* 90%	- *	* 100%	*	* 93%	42% 75%	47% 89%	44% -	- 80%	33% 50%	51% 78%	31% 81%	- 1	* 100%	-	* 96%
	EL	52%	47%	47%	-	47%	-	-	*	-	-	45%	58%	33%	50%	47%	46%	48%	*	*	-	*
	Male Female	69%	66% 74%	74% 77%	100% 78%	71% 75%	82% 92%	*	*	*	* 90%	69% 72%	82% 87%	51% 31%	78% 81%	46% 48%	74% -	- 77%	- *	*	-	73% 90%
	i emaie	1170	7470		1070	1370		-		-		1270									-	
Mathematic	s All Students	80%	80%	80%	95%	78%	93%	*	71%	*	93%	76%	89%	55%	84%	61%	78%	82%	*	86%	-	88%
	CWD	52%	53%	55%	*	54%	*	-	*	*	*	52%	65%	55%	-	48%	60%	47%	*	*	-	50%
	CWOD		84%	84%	94%	82%	95%	*	100%	*	93%	80%	91%	- 48%	84%		81%	86%	- 6	83%	-	98%
	EL Male	70% 78%	70% 79%	61% 78%	- 100%	61% 76%	- 91%	- *	*	*	- *	60% 73%	67% 86%	40% 60%	63% 81%		58% 78%	64% -	-	*	-	81%
	Female	82%	81%	82%	89%	80%	96%	-	*	-	100%	78%	91%	47%	86%	64%	-	82%	*	*	-	94%
Science	All	79%	77%	77%	88%	76%	85%	*	*	*	*	71%	88%	57%	79%	51%	76%	77%	-	*	-	85%
	Students																					*
	CWD CWOD	48% 82%	49% 81%	57% 79%	* 86%	58% 79%	* 83%	- *	*	*	-	47% 74%	75% 90%	57% -	- 79%	*	60% 79%	* 79%	-	- *	-	* 91%
	EL	58%	55%	51%	-	53%	-	-	*	-	-	54%	*	*	60%	51%	52%	50%	-	*	-	*
	Male Female	78%	76% 78%	76% 77%	*	78% 75%	75% 100%	*	*	*	*	71% 72%	88% 88%	60% *	79% 79%		76% -	- 77%	-	*	-	88% *
		0070		,0									0070			0070						
TAAR Percen	t at Meets	Grad	e Level	or Ahov	ve																	
All Grades											_		_									
All Subjects	All Students	47%	44%	46%	54%	44%	61%	*	63%	25%	53%	40%	58%	34%	48%	21%	43%	49%	*	67%	-	59%
	CWD	23%	22%	34%	100%	32%	67%	-	*	*	*	32%	40%	34%	-		38%	28%	*	*	-	36%
	A		47% 24%	48% 21%	49%	46% 21%	60%	*	83% *	40%	53%	42% 21%	60% 16%	- 21%	48% 21%		44% 18%	51% 24%		63% 71%	-	64% 17%
	CWOD FI	26%		i /0		43%	- 40%	*	71%	- 25%	33%	39%	52%	38%	44%	18%	43%	-	- 4	89%	-	49%
	EL Male	26% 45%	43%	43%	56%				56%		64%	42%	64%	28%	51%	24%		49%	*	4 4 0 /		070/
	EL	45%		43% 49%	56% 52%	46%	81%	-	50%	-	04 /0	42 /0	0470	2070	0170	24 /0	-	49%	^ .	44%	-	67%
Reading	EL Male Female All	45% 50% 46%	43%				81% 59%	- *	83%	-	40%	38%	57%	28%		16%	- 40%	49%		44% 43%	-	67% 58%
Reading	EL Male Female All Students	45% 50% 46%	43% 46% 42%	49% 44%	52% 53%	46% 43%	59%			*	40%	38%	57%	28%		16%		49%	*	43%	-	58%
Reading	EL Male Female All	45% 50% 46% 22%	43% 46%	49%	52%	46%										16% 19%	- 40% 33% 41%		* ,		-	
Reading	EL Male Female All Students CWD	45% 50% 46% 22%	43% 46% 42% 19%	49% 44% 28%	52% 53% *	46% 43% 26%	59% *	*	83% *	*	40% *	38% 27%	57% 32%	28% 28%	47% -	16% 19% 16% 16%	33% 41% 15%	49% 21%	* ,	43% *	-	58% *

											Two											
											or		Non									
		.	District	^	African			American		Pacific			Econ					-			Foster	
	Female			Campus 49%	American 44%	Hispani 46%	79%	Indian -	Asian	Islandei -	50%	41%	Disadv 65%		52%	18%	Male -	Female M 49%	wigrant	Homeless	- Care	68%
	A 11	400/	400/	470/	500/	450/	C10/	*	420/	*	700/	400/	F00/	200/	400/	250/	450/	400/	*	740/		c.00/
Mathematics	Students	48%	48%	47%	58%	45%	61%		43%		73%	42%	58%	36%	49%	25%	45%	49%		71%	-	62%
	CWD	26%	26%	36%	*	33%	*	-	*	*	*	37%	35%	36%	-	29%	40%	30%	*	*	-	42%
	CWOD	51%	51%	49%	53%	47%	60%	*	60%	*	71%	43%	60%	-	49%	24%	46%	51%	-	67%	-	67%
	EL	33%	32%	25%	-	25%	-	-	*	-	-	25%	25%	29%	24%	25%	23%	26%	*	*	-	*
	Male	47%	48%	45%	50%	46%	36%	*	*	*	*	42%	51%	40%	46%	23%	45%	-	-	*	-	48%
	Female	49%	48%	49%	67%	45%	83%	-	*	-	80%	42%	64%	30%	51%	26%	-	49%	*	*	-	74%
Science	All	49%	44%	49%	50%	48%	69%	*	*	*	*	43%	61%	48%	49%	23%	50%	48%	-	*	-	46%
	Students																					
	CWD	23%	21%	48%	*	47%	*	-	*	*	-	33%	75%	48%	-	*	47%	*	-	-	-	*
	CWOD		47%	49%	43%	48%	67%	*	*	*	*	44%	59%	-	49%		50%	48%	-	*	-	45%
	EL	21%	17%	23%	-	24%	-	-	*	-	-	25%	*	*	27%		14%	36%	-	*	-	*
	Male	50%	44%	50%	*	48%	63%	*	*	*	*	43%	64%	47%	50%		50%	-	-	*	-	63%
	Female	49%	43%	48%	*	47%	80%	-	*	-	*	43%	58%	*	48%	36%	-	48%	-	*	-	*
STAAR Percent	at Maeto	re Gr	ado Lov	ol																		
All Grades	at maste	15 01		C1																		
All Subjects	All	21%	18%	22%	30%	21%	29%	*	31%	25%	32%	19%	29%	12%	24%	7%	21%	24%	*	33%	-	23%
,	Students	2.70		//	0070	2.70	2070		0.70	2070	0270		2070	/*	2.70			2.70		0070		2070
	CWD	8%	7%	12%	20%	11%	22%	-	*	*	*	13%	9%	12%	-	6%	14%	7%	*	*	-	12%
	CWOD		20%	24%	32%	23%	29%	*	42%	40%	34%	20%	31%	-	24%	7%	22%	26%	-	31%	-	26%
	EL	9%	8%	7%	-	7%	-	-	*	-	-	7%	3%	6%	7%	7%	5%	9%	*	14%	-	0%
	Male	20%	18%	21%	36%	20%	15%	*	43%	25%	25%	19%	24%	14%	22%	5%	21%	-	-	33%	-	18%
	Female		19%	24%	24%	22%	42%	-	22%	-	36%	19%	34%	7%	26%	9%	-	24%	*	33%	-	28%
Reading	All	19%	16%	22%	32%	20%	33%	*	33%	*	27%	17%	31%	3%	25%	4%	17%	26%	*	14%	-	21%
	Students	1070	1070	/0	0270	2070	0070		0070		2170	11 /0	01/0	0,0	2070	170	11 /0	2070		11/0		2170
	CWD	7%	6%	3%	*	1%	*	-	*	*	*	3%	0%	3%	-	0%	2%	3%	*	*	-	*
	CWOD		17%	25%	35%	23%	33%	*	40%	*	29%	20%	34%	-	25%	4%	20%	29%	-	17%	-	24%
	EL	7%	7%	4%	-	4%	-	-	*	-		3%	8%	0%	4%	4%	3%	4%	*	*	-	*
	Male	16%	14%	17%	40%	16%	18%	*	*	*	*	16%	20%	2%	20%	3%	17%	-	-	*	-	15%
	Female	22%	19%	26%	22%	25%	46%	-	*	-	30%	19%	42%	3%	29%	4%	-	26%	*	*	-	26%
Mathematics	All	23%	23%	23%	37%	21%	30%	*	29%	*	40%	21%	28%	18%	24%	11%	23%	23%	*	43%	-	29%
	Students																					
	CWD	10%	10%	18%	*	17%	*	-	*	*	*	20%	10%	18%	-	14%	22%	10%	*	*	-	17%
	CWOD		25%	24%	35%	22%	31%	*	40%	*	43%	21%	30%	-	24%		23%	25%	-	33%	-	33%
	EL	13%	13%	11%	-	11%	-	-	*	-	-	12%	0%	14%	10%	11%		14%	*	*	-	*
	Male	23%	23%	23%	40%	22%	14%	*	*	*	*	22%	24%	22%	23%	8%	23%	-	-	*	-	22%
	Female	24%	23%	23%	33%	20%	46%	-	*	-	40%	19%	32%	10%	25%	14%	-	23%	*	*	-	35%
Science	All	22%	16%	21%	13%	22%	8%	*	*	*	*	19%	26%	22%	21%	3%	24%	18%	-	*	-	8%
	Students																					
	CWD	7%	5%	22%	*	26%	*	-	*	*	-	20%	25%	22%	-	*	27%	*	-	-	-	*
	CWOD		17%	21%	14%	22%	8%	*	*	*	*	18%	26%	-	21%	3%	23%	18%	-	*	-	9% *
	EL	5%	4%	3%	-	3%	-	- *	*	-	-	4%	*	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	3%	3%	0%	7%	-	*	-	
	Male	23%	17%	24%	÷	26%	13%	^	÷	^	÷	19%	33%	27%	23%	0%	24%	-	-	÷	-	13%
	Female	21%	15%	18%	-	19%	0%	-	-	-	-	18%	18%	-	18%	7%	-	18%	-	-	-	-

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

 \mathbf{v} 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	69	93	68	63	*	100	*	75	69	54	70
CWD	54	*	52	*	-	*	*	*	55	54	71
CWOD	72	92	71	64	*	100	*	82	72	-	70
EL	70	-	70	-	-	*	-	-	71	71	70
Male	65	94	64	60	*	*	*	*	69	58	68
Female	73	93	72	68	-	*	-	72	69	46	73
Mathematics											
All Students	72	77	71	74	*	71	*	79	70	68	71
CWD	68	*	67	*	-	*	*	*	69	68	65
CWOD	72	73	72	74	*	*	*	77	70	-	72
EL	71	-	70	-	-	*	-	-	68	65	71
Male	71	75	72	60	*	*	*	*	71	67	70
Female	72	79	70	91	-	*	-	72	69	70	71

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	luction Dete	(0-0.40).		47									
4-year Longitudinal Cohort Grad	uation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

 \mathbf{Q} Indicates there are no students in the group.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
163	21	13%

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

 \mathbf{Q} Indicates zero observations reported for this group.

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

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

Student Success (Student Achie			Hispanic STAAR Co	White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	49	58	47	60	*	56	*	57	44	32	27
School Quality (College, Career,	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

Indicates results are masked due to small numbers to protect student confidentiality.
 Indicates there are no students in the group.
 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	N					Y	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					N	Ν	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N	Ν	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	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	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N	Y	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Ν		Ν	N					Ν	Ν	Ν

English Learner Language Proficiency Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		•	African			American		Pacific	Two or More	Econ	Non Econ						
Participation Rat	e	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	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%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	99%	*
	Male	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	99%	-	100%	*
Reading	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	100%	100%	*
	CWD	100%	*	100%	*	-	*	*	*	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	99%	100%	100%	-
	EL	99%	-	99%	-	-	*	-	-	99%	100%	100%	99%	99%	100%	98%	*
	Male	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	98%	-	100%	*
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%		100%		-		*		100%	100%	100%	-	100%	100%	100%	^
	CWOD	100%	100%	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%	100%	-	-
	Female	100%	100%	100%	100%	-		-	100%	100%	100%	100%	100%	100%	-	100%	
Science	All Students	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	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%	-
Non-Participation																	
All Subjects	All Students	0%	0%	0%	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%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	1%	*
	Male	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	1%	-	0%	*
Reading	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	1%	0%	0%	*
	CWD	0%	*	0%	*	-	*	*	*	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	1%	0%	0%	-
	EL	1%	-	1%	-	-	*	-	-	1%	0%	0%	1%	1%	0%	2%	*
	Male	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	2%	-	0%	*
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	*	-	*	*	*	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	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%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	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%	-

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

2 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	African American	Hienanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (3	Students with Disabilities	
Students Without Disabilities In-School Suspensions		Students	American	mopanic	Winte	Hauve	Asiaii	ISIAIIUEI	Naces		Disabilities (Section 304)	
	Male	16	*	14	*	*	*	*	*	5			
	Female	5	*	5	*	*	*	*	*	*			
	Total	21	*	19	*	*	*	*	*	5			
Out-of-School Suspensions													
	Male	16	*	10	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	18	*	12	*	*	*	*	*	*			
Expulsions													
With Educational Services	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Without Educational Services	Male	*	*	*	*	*	*	*	*				
	Female	*	*	*	*	*	*	*	*	*			
Under Zeine Telenen er Delisier	Total		÷	+	÷	÷	÷	÷	÷	÷			
Under Zero Tolerance Policies	Male	÷	÷	+	÷	÷	÷	÷	÷	÷			
	Female	- +	- +	+	÷	- +	- +	- +	- -	+			
Sahaal Balatad Arreata	Total												
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Referrals to Law Enforcement	Iotai												
Referrais to Law Embrechent	Male	*	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*			
	Total	*	*	*	*	*	*	*	*	*			
Students With Disabilities In-School Suspensions													
	Male	7	*	5	*	*	*	*	*	*		5	
	Female	*	*	*	*	*	*	*	*	*		*	
	Total	7	*	5	*	*	*	*	*	*		7	
Out-of-School Suspensions													
	Male	*	*	*	*	*	*	*	*	*		*	
	Female	*	*	*	*	*	*	*	*	*		*	
	Total	*	*	*	*	*	*	*	*	*		*	
Expulsions													
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*	
	Female	*	*	*	*	*	*	*	*	*		*	
	Total	*	*	*	*	*	*	*	*	*		*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*	
	Female	*	*	*	*		*	*	*	*		*	
Under Zeine Telenen er Delisier	Total	÷	÷	+	÷	÷	÷	÷	÷	÷		* *	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*	
	Female	*	*	*	*	*	*	*	*	*		*	
School-Related Arrests	Total												
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*	
	Female	*	*	*	*	*	*	*	*	*		*	
	Total	*	*	*	*	*	*	*	*	*		*	
Referrals to Law Enforcement	Total												
	Male	*	*	*	*	*	*	*	*	*		*	
	Female	*	*	*	*	*	*	*	*	*		*	
	Total	*	*	*	*	*	*	*	*	*		*	
All Students Chronic Absenteeism													
	Male	42	*	38	*	*	*	*	*	11	8	*	
	Female	36	*	32	*	*	*	*	*	8	5	*	
	Total	78	*	70	*	*	*	*	*	19	13	*	

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total	African			Indian or Alaska		Pacific	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs				•							
Ū.	Male	13	*	11	*	*	*	*	*	5	*
	Female	10	*	8	*	*	*	*	*	*	*
	Total	23	*	19	*	*	*	*	*	7	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
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.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 10.5	Percent 17.8%
Teachers Teaching with Emergency or Provisional Credentials	2.1	3.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.2	3.9%

'-' 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%	6	4%
Mathematics	5,677	1%	60	1%	6	4%
Grade 7 Reading	5,298	1%	55	1%	8	5%
Mathematics	5,294	1%	55	1%	8	5%
Grade 8 Reading	5,088	1%	49	1%	8	6%

Mathematics	State Number of ALT2 5,087	State Rate of ALT2 2%	District Number of ALT2 49	District Rate of ALT2 2%	Campus Number of ALT2 8	Campus Rate of ALT2 9%
Science	5,087	1%	49	1%	8	6%
End of Course English I	4,868	1%	40	1%		-
English II	4,556	1%	28	0%	-	-
Algebra I	4,884	1%	41	1%	-	-
Biology	4,861	1%	44	1%	-	-
All Grades All Subjects	99,020	1%	1,084	1%	52	4%
Reading	43,730	1%	468	1%	22	4%
Mathematics	39,178	1%	441	2%	22	4%
Science	16,112	1%	175	1%	8	4%

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

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

			% Polo	w Basic	% At or Al	bove Basic	% At or Abo		% At or Abo	vo Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading		40	32	32	31	23	27	5	9
Glade 4	Reading	Overall Black	40	32 49	32 34	31	23 19	17	3	9 3
						32			3	
		Hispanic	49	46	31	32 32	16	19		4
		White	21	22	34 *		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 Disady	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
			43 29	47	30 44	32 39	23	14	4	2
		English Language Learners	29	47	44	29	23	15	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
	Mathematics	Black	30 44	53	41	30	13	24 11	9	2
									•	
		Hispanic	38	43	39	37	19	16	4	4
		White	16 *	20	33	37	35 *	31	16 *	13
		American Indian		44		38		14		4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94

Grade	Subject Mathematics	Student Group Students with Disabilities Limited English Proficient	% 79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

Indicates reporting standards not met.
 'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018