# **Texas Education Agency** 2017-18 Federal Report Card for Texas Public Schools Campus Name: CLENDENIN EL Campus ID: 071902149 District Name: EL PASO ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system; The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student

group, and 10 tests or students for All student group.

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

			All	African			American		Pacific	Two or More	Econ	Special	EL (Current and
				American	Hispanic	White	Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets		Baseline 2016-17			•								
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22 2022-23 through 2026-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		27 2027-28 through 2031-	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through 2021-		31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-		31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27 2027-28 through 2031-		41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031-											44%
Creduction Detect Veen Lengituding		32 Deceline 2010 17											46%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		22 2022-23 through 2026-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		27 2027-28 through 2031-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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.

											Two											
					African			American		Pacific	or More	Econ	Non								Foster	
		State	District	Campus	sAmerican	Hispanic\								CWD	CWOE	) EL	Male	FemaleN	ligrantHo			
STAAR Percent	at Annro	achos	Grade		r Above																	
Grade 3		acrice	Grade	Level o	ABOVE																	
Reading	All Students	77%	82%	88%	*	87%	*	-	*	-	*	85%	100%	60%	92%	97%	84%	90%	-	*	-	*
·	CWD	51%	61%	60%	-	60%	-	-	-	-	-	56%	*	60%	-	*	*	*	-	-	-	-
	CWOD		85%	92%	*	91%	*	-	*	-	*	90%	100%	-	92%	100%	93%	92%	-	*	-	*
	EL	70%	80%	97%	-	97%	-	-	-	-	-	96%	100%	*	100%			100%	-	-	-	-
	Male	74%	80%	84%	*	84%	-	-	-	-	-	80%	100%	*	93%	94%		-	-	*	-	*
	Female	79%	83%	90%		89%		-		-		89%	100%		92%	100%	-	90%	-	-	-	-
Mathematics		77%	80%	92%	*	91%	*	-	*	-	*	90%	100%	73%	95%	94%	91%	93%	-	*	-	*
	Students CWD	52%	59%	73%		73%						70%	*	73%	-	83%	*	*				
	CWOD		83%	95%	*	95%	*		*		*	94%	100%	-	- 95%	96%		97%	-	*	-	*
	EL	74%	78%	94%	-	94%	-	-	-	-	-	93%	100%	83%	96%	94%		94%	-	-	-	-
	Male	77%	81%	91%	*	90%	-	-	-	-	-	88%	100%	*	93%	94%	91%	-	-	*	-	*
	Female	78%	79%	93%	*	92%	*	-	*	-	*	92%	100%	*	97%	94%	-	93%	-	-	-	*
Grade 4																						
Reading	All	72%	74%	75%	*	74%	-	-	-	-	-	71%	90%	54%	79%	71%	76%	73%	-	-	-	*
	Students	400/				<b>-</b> 40/						<b>F</b> 40/		= 40/			000/					
	CWD	46%	44%	54%	-	54%	-	-	-	-	-	54%	-	54%	-	×	60%	700/	-	-	-	-
	CWOD EL	75% 60%	79% 61%	79% 71%		78% 71%	-	-	-	-	-	76% 65%	90% *	- *	79% 84%	84%	79% 75%	78% 67%	-	-	-	*
	Male	70%	72%	76%	*	75%	-		-		-	73%	86%	60%	79%	75%		-	-	-	-	*
	Female		77%	73%	-	73%	-	-	-	-	-	70%	*	*	78%	67%	-	73%	-	-	-	-
Mathematics		77%	80%	92%	*	93%	*	-	-	-	-	90%	100%	63%	98%	96%	97%	85%	-	-	-	*
	Students CWD	400/	E00/	629/		67%	*					620/		620/		*	0.00/	*				
	CWOD	49% 81%	50% 84%	63% 98%	-	67% 98%	*	-	-	-	-	63% 97%	- 100%	63%	-	100%	82%	96%	-	-	-	-
	EL	72%	73%	96%	-	96%	-	-	-	-	-	95%	*	*	100%		100%		-	-	-	*
	Male	77%	79%	97%	*	97%	*	-	_	-	_	96%	100%	82%				-	-	-	-	*
	Female		80%	85%	-	88%	*	-	-	-	-	83%	*	*	96%	92%	-	85%	-	-	-	-
Grade 5 Reading	All Students	83%	88%	92%	*	92%	-	-	-	-	-	91%	100%	79%	95%	91%	89%	97%	-	-	-	*
	CWD	54%	62%	79%	*	77%	-	-	-	-	-	77%	*	79%	-	*	78%	*	-	-	-	*
	CWOD		91%	95%	-	95%	-	-	-	-	-	94%	100%	-	95%	93%	92%	100%	-	-	-	*
	EL	73%	80%	91%	-	91%	-	-	-	-	-	90%	*	*	93%	91%	88%	100%	-	-	-	-
	Male	81%	86%	89%	-	89%	-	-	-	-	-	88%	100%	78%	92%		89%	-	-	-	-	*
	Female	86%	89%	97%	*	96%	-	-	-	-	-	96%	*	*	100%	100%	-	97%	-	-	-	*
Mathematics	All Students	90%	92%	96%	*	96%	-	-	-	-	-	95%	100%	86%	98%	97%	96%	97%	-	-	-	*
	CWD	70%	74%	86%	*	85%	-	-	-	-	-	85%	*	86%	-	*	89%	*	-	-	-	*
	CWOD		95%	98%	-	98%	-	-	-	-	-	98%	100%	-	98%	100%			-	-	-	*
	EL	86%	89%	97%	-	97%	-	-	-	-	-	97%	*	*	100%				-	-	-	-
	Male Female	89%	92% 92%	96% 97%	*	96% 96%	-	-	-	-	-	95% 96%	100% *	0970 *	97% 100%	96% 100%		- 97%	-	-	-	*
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Science	All Students		79%	90%		92%	-	-	-	-	-	90%	90%	64%	97%	94%	93%	86%	-	-	-	
	CWD		55%	64%	*	69%	-	-	-	-	-	69%	*	64%	-	*	78%	*	-	-	-	*
	CWOD		82%	97%	-	97%	-	-	-	-	-	96%	100%	-	97%		97%		-	-	-	*
	EL	62%	66%	94%	-	94%	-	-	-	-	-	93%	* 100%	700/	96%		92%		-	-	-	-
	Male Female	76%	80% 77%	93% 86%	- *	93% 89%	-	-	-	-	-	92% 88%	100%	/8%		92% 100%	93%	- 86%	-	-	-	*
	remale	15%	1170	00%		09%	-	-	-	-	-	0070			90%	100%	-	00%	-	-	-	
STAAR Percent Grade 3	at Meets	Grad	e Level	or Abov	/e																	
Reading	All		46%	48%	*	47%	*	-	*	-	*	44%	67%	30%	51%	61%	41%	54%	-	*	-	*
:	Students																					
	CWD		32%	30%	-	30%	-	-	-	-	-	33%	*	30%	-	*	*	*	-	-	-	-
	CWOD		48%	51%	*	50%	*	-	*	-	*	46%	73%	- *		61%		56%	-	*	-	*
	EL Mala	32%	42%	61%	- *	61%	-	-	-	-	-	63% 22%	50%	*		61%		81%	-	- *	-	- *
	Male Female	40%	45% 46%	41% 54%	*	42% 51%	- *	-	-*	-	- *	32% 53%	71% 60%	*	44% 56%	41% 81%		- 54%	-	_	-	*
	i cinale		-070	<b>U-1</b> /0		0170		-		-		0070	0070		0070	0170	-	0-770	-	-	-	
Mathematics	All Students		48%	57%	*	57%	*	-	*	-	*	53%	75%	27%	62%	65%	56%	57%	-	*	-	*

Two

											Two		Non									
					African			American	1	Pacific	or More	Econ	Non Econ								Foster	
					sAmericar		White	Indian							CWOD			Female	MigrantH	lomeless	Care	Military
	CWD	30%	35%	27% 62%	-	27%	-	-	-	-	-	30%	*	27%	-	50%		*	-	-	-	- *
	CWOD EL	40% 39%	50% 43%	65%		62% 65%		-	-	-	-	58% 61%	82% 83%	- 50%	62% 68%	68% 65%			-	-	-	-
	Male	47%	50%	56%	*	58%	-	-	-	-	-	52%	71%	*	63%	71%			-	*	-	*
	Female	45%	46%	57%	*	55%	*	-	*	-	*	54%	80%	*	61%	59%	-	57%	-	-	-	*
Grade 4																						
Reading	All	45%	47%	41%	*	41%	-	-	-	-	-	37%	60%	31%	43%	29%	39%	42%	-	-	-	*
	Students CWD	28%	23%	31%	-	31%	-	-	-	-	-	31%	-	31%	-	*	30%	*	-	-	-	-
	CWOD		50%	43%	*	43%	-	-	-	-	-	38%	60%	-	43%	37%			-	-	-	*
	EL	29%	31%	29%	-	29%	-	-	-	-	-	20%	*	*	37%	29%			-	-	-	*
	Male	43%	45%	39%	*	41%	-	-	-	-	-	35%	57% *	30%	42%	33%		- 42%	-	-	-	*
	Female	4170	48%	42%	-	42%	-	-	-	-	-	39%			43%	25%	-	4270	-	-	-	-
Mathematics	All Students	48%	48%	52%	*	54%	*	-	-	-	-	46%	80%	25%	58%	46%	51%	52%	-	-	-	*
	CWD	29%	25%	25%	-	27%	*	-	-	-	-	25%	-	25%	-	*	27%	*	-	-	-	-
	CWOD		52%	58%	*	61%	*	-	-	-	-	53%	80% *	- *	58%				-	-	-	*
	EL Male	38% 48%	35% 49%	46% 51%	-	46% 55%	- *	-	-	-	-	35% 43%	86%	^ 27%	58% 60%	46% 58%			-	-	-	*
	Female		49 <i>%</i> 47%	52%	-	53 % 54%	*	-	-	-	-	43 % 50%	*	×21 /0	57%	33%		- 52%	-	-	-	-
Grade 5 Reading	All	53%	54%	52%	*	53%	-	-	-	-	-	51%	60%	50%	52%	55%	52%	52%	-	-	-	*
:	Students																					
	CWD CWOD	30%	32% 58%	50% 52%	-	54% 52%	-	-	-	-	-	54% 50%	* 67%	50% -	- 52%	* 54%	67% 49%		-	-	-	*
	EL	35%	38%	52 % 55%	-	52 % 55%	-	-	-	-	-	50 % 52%	*	*	52 %	55%			-	-	-	-
	Male	50%	51%	52%	-	52%	-	-	-	-	-	53%	50%	67%	49%	54%		-	-	-	-	*
	Female	56%	58%	52%	*	54%	-	-	-	-	-	48%	*	*	58%	57%	-	52%	-	-	-	*
Mathematics		57%	60%	83%	*	82%	-	-	-	-	-	80%	100%	71%	85%	85%	80%	86%	-	-	-	*
:	Students CWD	240/	20%	710/	*	60%						69%	*	710/		*	78%	*				*
	CWD	34% 60%	39% 64%	71% 85%	-	69% 85%	-	-	-	-	-	83%	100%	71% -	- 85%	86%	81%		-	-	-	*
	EL	46%	48%	85%	-	85%	-	-	-	-	-	84%	*	*	86%	85%			-	-	-	-
	Male	57%	60%	80%	-	80%	-	-	-	-	-	78%	100%	78%	81%		80%		-	-	-	*
	Female	58%	60%	86%	*	86%	-	-	-	-	-	84%	*	*	92%	100%	<b>-</b>	86%	-	-	-	*
Science	All	40%	42%	53%	*	54%	-	-	-	-	-	56%	40%	50%	54%	56%	60%	43%	-	-	-	*
	Students CWD	25%	27%	50%	*	54%	-	-	-	-	-	54%	*	50%	-	*	67%	*	-	-	-	*
	CWOD		44%	54%	-	54%	-	-	-	-	-	56%	44%	-	54%	56%			-	-	-	*
	EL	24%	26%	56%	-	56%	-	-	-	-	-	53%	*	*	56%	56%			-	-	-	-
	Male Female	42%	45% 38%	60% 43%	-*	60% 44%	-	-	-	-	-	59% 50%	67% *	67% *	58% 48%	64% 29%		- 43%	-	-	-	*
STAAR Percent Grade 3	at Maste	rs Gr	ade Lev	/el																		
Reading	All	24%	26%	25%	*	24%	*	-	*	-	*	21%	42%	0%	29%	27%	16%	32%	-	*	-	*
:	Students CWD	9%	13%	0%		0%						0%	*	0%		*	*	*				
	CWD		27%	29%	*	28%	*	-	*	-	*	25%	45%	- 0.20	- 29%	32%	19%	36%	-	*	-	*
	EL	15%	20%	27%	-	27%	-	-	-	-	-	30%	17%	*	32%				-	-	-	-
	Male	22%		16%	*	16%	-	-	-	-	-	8%	43%	*	19%	12%			-	*	-	*
	Female	26%	27%	32%	*	30%	*	-	*	-	*	31%	40%	*	36%	44%	-	32%	-	-	-	*
Mathematics	All	22%	23%	23%	*	23%	*	-	*	-	*	18%	50%	27%	22%	24%	22%	24%	-	*	-	*
	Students																					
	CWD	12%	17%	27%	- *	27%	-	-	-	-	- *	30%	*	27%	-	50%		*	-	-	-	-
	CWOD EL	24% 17%	24% 19%	22% 24%	-	22% 24%	-	-	-	-	-	15% 14%	55% 67%	- 50%	22% 18%		22% 24%		-	-	-	-
	Male	23%	25%	22%	*	23%	-	-	-	-	-	12%	57%	*	22%		22%		-	*	-	*
	Female	21%	21%	24%	*	24%	*	-	*	-	*	22%	40%	*	22%	24%	-	24%	-	-	-	*
Grade 4																						
Reading	All	23%	24%	22%	*	22%	-	-	-	-	-	20%	30%	8%	26%	13%	18%	27%	-	-	-	*
:	Students	<b>.</b>	00/			<b>.</b>						<b>0</b> 0/		<b>.</b>			4.00/					
	CWD CWOD	9% 25%	8% 27%	8% 26%	- *	8% 26%	-	-	-	-	-	8% 24%	- 30%	8% -	- 26%	*	10% 21%		-	-	-	- *
	EL	12%	12%	13%	-	13%	-	-	-	-	-	10%	*	*	16%		17%		-	-	-	*
	Male	22%	23%	18%	*	19%	-	-	-	-	-	15%	29%	10%		17%	18%	-	-	-	-	*
	Female	25%	26%	27%	-	27%	-	-	-	-	-	26%	*	*	30%	8%	-	27%	-	-	-	-
Mathematics	All Students		24%	31%	*	32%	*	-	-	-	-	25%	60%	13%	35%	38%	31%	30%	-	-	-	*
	CWD	11%	9%	13%	-	13%	*	-	-	-	-	13%	-	13%	-	*	9%	*	-	-	-	-
	CWOD	28%	27%	35%	*	37%	*	-	-	-	-	29%	60%	-	35%	47%	40%		-	-	-	*
	EL Mala	18%	15%	38%	- *	38%	- *	-	-	-	-	30%	*	*	47%		50%		-	-	-	*
	Male Female	27% 25%		31% 30%	-	33% 31%	*	-	-	-	-	18% 33%	86% *	9% *	40% 30%	50% 25%	31% -	- 30%	-	-	-	-
<b>a</b>		_0/0		20/0		2.70						/0			2070	_0 /0		2070				
Grade 5 Reading	All	26%	24%	15%	*	15%	-	-	-	-	-	17%	0%	21%	13%	6%	13%	17%	-	-	-	*
	Students												- / 0									
	CWD	9%	10%	21%	*	23%	-	-	-	-	-	23%	*	21%	-	*	33%		-	-	-	*
	CWOD EL	27% 12%	27% 13%	13% 6%	-	13% 6%	-	-	-	-	-	15% 6%	0% *	- *	13% 4%	4% 6%	8% 8%	21% 0%	-	-	-	-
	Male	24%		13%	-	13%	-	-	-	-	-	15%	0%	33%	8%	8%	13%		-	-	-	*

											Two										
											or	_	Non								
		State	District	Campus	African American	Hispanic		Americar Indian		Pacific Islander				CWD	cwon	EL	Male	FemaleMig	rantHomeles	Foste s Care	
	Female			17%	*	18%	-	-	-	-	-	20%	*	*	21%	0%	-	17%		-	*
Mathematics	s All	30%	29%	45%	*	46%	_	_	_	_	_	48%	30%	50%	44%	45%	13%	48%		_	*
	Students	5070	2370	43 /0		4070	-	-	-	-	-	4070	5070	50 /0	44 /0	4370	4070	4070		-	
	CWD	13%	14%	50%	*	54%	-	-	-	-	-	54%	*	50%	-	*	67%	*		-	*
	CWOD		31%	44%	-	44%	-	-	-	-	-	46%	33%	-	44%			54%		-	*
	EL	19% 29%	20% 29%	45%	-	45% 43%	-	-	-	-	-	45%	* 33%	* 67%	43% 38%			43%		-	-
	Male Female		29%	43% 48%	- *	43% 50%	-	-	-	-	-	45% 52%	33%	*	56% 54%	46% 43%	43%	- 48%			*
	i cinaic	0070	2070	40 /0		5070						02 /0			0470	4070		4070			
Science	All	16%	16%	15%	*	15%	-	-	-	-	-	14%	20%	7%	17%	16%	16%	14%		-	*
	Students																				
	CWD	9%	9%	7%	*	8%	-	-	-	-	-	8%	*	7%	-	*	11%	*		-	*
	CWOD EL	7%	17% 8%	17% 16%	-	17% 16%	-	-	-	-	-	16% 13%	22% *	- *	17% 15%	15% 16%		17% 14%		-	_
	Male	18%	17%	16%	-	16%	-	-	-	-	-	13%	33%	11%	17%	16%		-		-	*
	Female		14%	14%	*	15%	-	-	-	-	-	17%	*	*	17%	14%	-	14%		-	*
AR Percent	t at Annre	acho	Grado		r Abovo																
I Grades	i ai Appro	aches	Graue	Level Of	ADOVE																
All Subjects	All	77%	75%	90%	89%	90%	*	-	*	-	*	88%	97%	71%	94%	92%	90%	89%	- *	-	96
-	Students																				
	CWD	45%		71%	*	72%	*	-	-	-	-	70%	*	71%	-	72%		61%		-	
	CWOD		79%	94%	100%	94%	*	-	*	-	*	93%	99%	-	94%	96%		94%	- *	-	10
	EL	60%	57%	92%	-	92%	-	-	-	-	-	91%	100%		96%	92%		92%		-	
	Male	74%	72%	90%	*	90%	*	-	-	-	-	88%		77%		92%		-	- *	-	10
	Female	79%	77%	89%		90%		-		-		88%	96%	61%	94%	92%	-	89%		-	89
Reading	All	73%	70%	86%	*	85%	*	-	*	-	*	83%	97%	67%	89%	88%	84%	88%	- *	-	10
	Students					2070						0070	5170	51 /0	2070	2070	51/0	0070		-	10
	CWD	39%	37%	67%	*	66%	-	-	-	-	-	65%	*	67%	-	60%	65%	69%		-	
	CWOD	77%	74%	89%	*	89%	*	-	*	-	*	88%	97%	-	89%	93%	89%	90%	- *	-	10
	EL	52%	47%	88%	-	88%	-	-	-	-	-	86%	100%	60%	93%	88%	87%	89%		-	
	Male	69%	66%	84%	*	83%	-	-	-	-	-	81%	95%	65%	89%	87%	84%	-	- *	-	10
	Female	77%	74%	88%	*	87%	*	-	*	-	*	86%	100%	69%	90%	89%	-	88%		-	
<i>l</i> athematics	s All Students	80%	80%	93%	*	94%	*	-	*	-	*	92%	100%	77%	97%	96%	95%	92%	- *	-	10
	CWD	52%	53%	77%	*	78%	*	-	-	-	-	76%	*	77%	-	81%	88%	56%		-	
	CWOD		84%	97%	*	97%	*	-	*	-	*	96%	100%	-	97%	99%		98%	- *	-	10
	EL	70%	70%	96%	-	96%	-	-	-	-	-	95%	100%	81%	99%	96%	96%	94%		-	
	Male	78%	79%	95%	*	95%	*	-	-	-	-	94%	100%	88%	97%	96%	95%	-	- *	-	10
	Female	82%	81%	92%	*	92%	*	-	*	-	*	91%	100%	56%	98%	94%	-	92%		-	1
Science	All	79%	77%	90%	*	92%						90%	90%	64%	97%	94%	03%	86%			
	Students		1170	30 /6		52 /0	-	-	-	-	-	30 /0	3070	0470	5170	34 /0	3370	0070		-	
	CWD	48%	49%	64%	*	69%	-	-	-	-	-	69%	*	64%	-	*	78%	*		-	
	CWOD		81%	97%	-	97%	-	-	-	-	-	96%	100%	-	97%	96%		96%		-	
	EL	58%	55%	94%	-	94%	-	-	-	-	-	93%	*	*	96%	94%		100%		-	
	Male	78%	76%	93%	-	93%	-	-	-	-	-	92%	100%	78%	97%	92%	93%	-		-	
	Female	80%	78%	86%	*	89%	-	-	-	-	-	88%	*	*	96%	100%	-	86%		-	
AR Percent	t at Meets	Grad	e Level	or Abov	e																
Grades																					
All Subjects	All		44%	56%	33%	56%	*	-	*	-	*	53%	69%	43%	58%	58%	56%	55%	- *	-	57
	Students		22%	43%	*	44%	*					44%	*	43%		4 4 0/	400/	220/			
	CWD CWOD	23%	22% 47%	43% 58%	33%	44 <i>%</i> 59%	*	-	-	-	- *	44 % 56%	72%	43%	- 58%	44% 61%		33% 59%		-	60
	EL	26%	24%	58%	-	59% 58%	_	-	_	-	_	55%	81%	- 44%	58% 61%	58%		59% 55%		-	00
	Male	45%	43%	56%	*	57%	*	-	-	-	_	52%	72%	48%		60%		-	- *	-	43
	Female		46%	55%	*	55%	*	-	*	-	*	54%	64%		59%	55%	-	55%		-	78
Reading	All	46%	42%	47%	*	48%	*	-	*	-	*	45%	63%	39%	49%	50%	45%	50%	- *	-	40
	Students																				
	CWD	22%	19%	39%	*	40%	-	-	-	-	-	41%	*	39%	-	40%		31%		-	
	CWOD		45%	49%	*	49%	*	-	*	-	*	45%	67%	-	49%		45%	53%	- *	-	44
	EL	21%	20%	50%	-	50%	-	-	-	-	-	47%	67%	40%		50%		57%		-	
	Male	41%		45%	*	46%	- *	-	-	-	-	42%	60%	43%		45%		-	- *	-	1
	Female	50%	46%	50%		49%		-		-		48%	67%	31%	53%	57%	-	50%		-	
		48%	48%	64%	*	65%	*	-	*	-	*	61%	84%	44%	69%	67%	65%	64%	- *	-	8
			26%	44%	*	43%	*	-	-	-	-	43%	*	44%	-	44%	46%	38%		-	
	s All Students CWD	26%	51%	69%	*	70%	*	-	*	-	*	65%	87%	-	69%	72%		69%	- *	-	78
	Students			67%	-	67%	-	-	-	-	-	63%	92%		72%	67%		58%		-	
	Students CWD				*	66%	*	-	-	-	-	60%	85%	46%	70%	73%		-	- *	-	6
	Students CWD CWOD EL Male	51% 33% 47%		65%		64%	*	-	*	-	*	62%	83%	38%	69%	58%	-	64%		-	
	Students CWD CWOD EL	51% 33% 47%	32%		*	04 /0															
Science	Students CWD CWOD EL Male Female	51% 33% 47% 49%	32% 48% 48%	65%	*	54%	-	-	-	-	-	56%	40%	50%	54%	56%	60%	43%		-	
Science	Students CWD CWOD EL Male Female All Students	51% 33% 47% 49% 49%	32% 48% 48% 44%	65% 64% 53%		54%	-	-	-	-	-		40%		54%	56%		43%		-	
Science	Students CWD CWOD EL Male Female All Students CWD	51% 33% 47% 49% 49% 23%	32% 48% 48% 44% 21%	65% 64% 53% 50%		54% 54%	-	-	-	-	-	54%	*	50% 50%	-	*	67%	*		-	
Science	Students CWD CWOD EL Male Female All Students CWD CWOD	51% 33% 47% 49% 49% 23% 52%	32% 48% 48% 44% 21% 47%	65% 64% 53% 50% 54%	* * -	54% 54% 54%	-		-	-	-	54% 56%	40% * 44% *		- 54%	* 56%	67% 58%	* 48%		-	
Science	Students CWD CWOD EL Male Female All Students CWD CWOD EL	51% 33% 47% 49% 49% 23% 52% 21%	32% 48% 48% 44% 21% 47% 17%	65% 64% 53% 50% 54% 56%		54% 54% 54% 56%	-		-	-	-	54% 56% 53%	* 44% *	50% - *	- 54% 56%	* 56% 56%	67% 58% 64%	*	  	-	:
Science	Students CWD CWOD EL Male Female All Students CWD CWOD	51% 33% 47% 49% 49% 23% 52% 21% 50%	32% 48% 48% 44% 21% 47% 17% 44%	65% 64% 53% 50% 54%	* * -	54% 54% 54%	-				-	54% 56%	* 44%	50% - *	- 54%	* 56%	67% 58% 64%	* 48% 29%	   	-	

											Two											
											or	_	Non									
					African			Americar		Pacific			Econ								Foster	
					American		Vhite	Indian	Asia	nislander	Races								MigrantHo	meless	Care	
All Subjects		21%	18%	25%	11%	25%	*	-	*	-	*	24%	34%	19%	26%	24%	23%	27%	-	*	-	22%
	Students																					
	CWD	8%	7%	19%	*	20%	*	-	-	-	-	20%	*	19%	-		23%	12%	-	-	-	*
	CWOD		20%	26%	17%	26%	*	-	*	-	*	24%	36%	-	26%		23%	30%	-	*	-	25%
	EL	9%	8%	24%	-	24%	-	-	-	-	-	21%	42%	22%	24%		24%	24%	-	-	-	*
	Male	20%	18%	23%	*	23%	*	-	-	-	-	19%	41%	23%			23%	-	-	*	-	14%
	Female	22%	19%	27%	*	28%	*	-	*	-	*	28%	21%	12%	30%	24%	-	27%	-	-	-	33%
Reading	All	19%	16%	20%	*	20%	*	-	*	-	*	19%	25%	11%	22%	16%	15%	26%	-	*	-	20%
	Students																					
	CWD	7%	6%	11%	*	11%	-	-	-	-	-	12%	*	11%	-	7%	17%	0%	-	-	-	*
	CWOD	20%	17%	22%	*	22%	*	-	*	-	*	21%	27%	-	22%	17%	15%	30%	-	*	-	22%
	EL	7%	7%	16%	-	16%	-	-	-	-	-	15%	17%	7%	17%	16%	11%	23%	-	-	-	*
	Male	16%	14%	15%	*	16%	-	-	-	-	-	13%	25%	17%	15%	11%	15%	-	-	*	-	0%
	Female	22%	19%	26%	*	25%	*	-	*	-	*	26%	25%	0%	30%	23%	-	26%	-	-	-	*
Mathematics	s All	23%	23%	33%	*	34%	*	-	*	-	*	31%	47%	31%	34%	35%	34%	33%	-	*	-	30%
	Students																					
	CWD	10%	10%	31%	*	32%	*	-	-	-	-	32%	*	31%	-	38%	33%	25%	-	-	-	*
	CWOD	25%	25%	34%	*	35%	*	-	*	-	*	30%	50%	-	34%	35%	34%	34%	-	*	-	33%
	EL	13%	13%	35%	-	35%	-	-	-	-	-	30%	67%	38%	35%	35%	40%	28%	-	-	-	*
	Male	23%	23%	34%	*	35%	*	-	-	-	-	28%	60%	33%	34%	40%	34%	-	-	*	-	33%
	Female	24%	23%	33%	*	34%	*	-	*	-	*	34%	25%	25%	34%	28%	-	33%	-	-	-	*
Science	All	22%	16%	15%	*	15%	-	-	-	-	-	14%	20%	7%	17%	16%	16%	14%	-	-	-	*
	Students																					
	CWD	7%	5%	7%	*	8%	-	-	-	-	-	8%	*	7%	-	*	11%	*	-	-	-	*
	CWOD	24%	17%	17%	-	17%	-	-	-	-	-	16%	22%	-	17%	15%	17%	17%	-	-	-	*
	EL	5%	4%	16%	-	16%	-	-	-	-	-	13%	*	*	15%	16%		14%	-	-	-	-
	Male	23%	17%	16%	-	16%	-	-	-	-	-	13%	33%	11%	17%	16%	16%	-	-	-	-	*
	Female			14%	*	15%	-	-	-	-	-	17%	*	*	17%	14%		14%	-	-	-	*
	. Siniara																	/ 0				

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	70	*	71	-	-	-	-	-	70	75	65
CWD	75	-	75	-	-	-	-	-	75	75	*
CWOD	70	*	70	-	-	-	-	-	69	-	67
EL	65	-	65	-	-	-	-	-	64	*	65
Male	70	*	71	-	-	-	-	-	71	77	71
Female	71	-	71	-	-	-	-	-	69	*	53
Mathematics											
All Students	82	*	83	*	-	-	-	-	80	90	85
CWD	90	-	90	*	-	-	-	-	90	90	88
CWOD	80	*	82	*	-	-	-	-	78	-	85
EL	85	-	85	-	-	-	-	-	85	88	85
Male	79	*	81	*	-	-	-	-	75	87	83
Female	86	-	85	*	-	-	-	-	88	100	91

#### 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 Gra	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

 $\mathbf{Q}$ 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
170	36	21%

\*\* 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.

Student Success (Student Achie		African American nain Score		White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	57	*	57	*	-	*	-	*	55	44	58
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.
'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	otudenta	American	mapanie	Winte	maran	Asian	isiunuei	Races	Disauv	0110	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		Y						Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		Y						Y	Ň	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Profi Interim Goals (2018-2022) Target Met	ciency Statu	IS									42% Y
Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											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%
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						
Campus American Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female Migrant	

https://rptsvr1.tea.texas.gov/cgi/sas/broker?\_service=marykay&year4=2018&year2=18&\_debug=0&single=N&title=2017-18+Federal+Report+Card&\_... 6/11

		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 Rat	e	oumpuo	Anonoun	mopuno		indian	Aoluli	lolulluol	nuooo	Diodav	Diouur	0112	01102		maio	i ontaio	ingram
All Subjects	All Students	99%	100%	99%	*	-	*	-	*	99%	100%	97%	100%	100%	99%	99%	-
	CWD	97%	*	97%	*	-	-	-	_	97%	100%	97%	-	100%	97%	97%	_
	CWOD	100%	100%	99%	*	_	*	_	*	99%	100%	-	100%	99%	100%	99%	_
	EL	100%	-	100%		_		_	-	99%	100%	100%	99%	100%	99%	100%	_
	Male	99%	*	99%	*	-	-	-	-	99%	100%	97%	100%	99%	99%	100 /0	-
	Female	99%	100%	99%	*	-	*	-	*	99%	100%	97%	99%	100%	-	99%	-
Reading	All Students	100%	*	100%	*	-	*	_	*	99%	100%	97%	100%	100%	99%	100%	-
	CWD	97%	*	97%	-	-	-	-	-	97%	*	97%	-	100%	96%	100%	-
	CWOD	100%	*	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	_
	EL	100%	_	100%	-	-	-	-	_	100%	100%	100%	100%	100%	100%	100%	_
	Male	99%	*	99%	_	_	_	-	-	99%	100%	96%	100%	100%	99%	-	_
	Female	100%	*	100%	*	-	*	-	*	100%	100%	100%	100%	100 %	-	100%	-
	remale	100 %		100 %		-		-		100 /6	100 %	100 /6	100 %	100 %	-	100 /6	-
Mathematics	All Students		*	99%	*	-	*	-	*	99%	100%	95%	100%	100%	99%	99%	-
	CWD	95%	*	95%	*	-	-	-	-	95%	*	95%	-	100%	96%	94%	-
	CWOD	100%	*	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	*	99%	*	-	-	-	-	99%	100%	96%	100%	100%	99%	-	-
	Female	99%	*	99%	*	-	*	-	*	99%	100%	94%	100%	100%	-	99%	-
Science	All Students	97%	*	97%	-	-	-	-	-	97%	100%	100%	97%	97%	98%	97%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	97%	-	97%	-	-	-	-	-	96%	100%	-	97%	96%	97%	96%	-
	EL	97%	-	97%	-	-	-	-	-	97%	*	100%	96%	97%	96%	100%	-
	Male	98%	-	98%	-	-	-	-	-	98%	100%	100%	97%	96%	98%	-	_
	Female	97%	*	96%	-	-	-	-	_	96%	*	100%	96%	100%	-	97%	_
Non-Participation		0170		0070						0070		10070	0070	10070		0170	
All Subjects	All Students	1%	0%	1%	*		*	_	*	1%	0%	3%	0%	0%	1%	1%	_
All Oubjeets	CWD	3%	*	3%	*	_	_	_	_	3%	0%	3%	-	0%	3%	3%	
	CWOD	0%	0%	1%	*	_	*	_	*	1%	0%	-	0%	1%	0%	1%	-
	EL	0%	-	0%		-	-	-	-	1%	0%	0%	1%	0%	1%	0%	-
	Male	1%	-	1%	-		-	-		1%	0%	3%	0%	1%	1%		-
			00/		*	-	-	-	-							-	-
	Female	1%	0%	1%		-		-		1%	0%	3%	1%	0%	-	1%	-
Reading	All Students	0%	*	0%	*	-	*	-	*	1%	0%	3%	0%	0%	1%	0%	-
	CWD	3%	*	3%	-	-	-	-	-	3%	*	3%	-	0%	4%	0%	-
	CWOD	0%	*	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	*	1%	-	-	-	-	-	1%	0%	4%	0%	0%	1%	-	-
	Female	0%	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	*	1%	*	-	*	-	*	1%	0%	5%	0%	0%	1%	1%	-
	CWD	5%	*	5%	*	-	-	-	-	5%	*	5%	_	0%	4%	6%	-
	CWOD	0%	*	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	*	1%	*	_	-	_	_	1%	0%	4%	0%	0%	1%	-	-
	Female	1%	*	1%	*	-	*	_	*	1%	0%	6%	0%	0%	-	1%	-
						-		-									-
Science	All Students		*	3%	-	-	-	-	-	3%	0%	0%	3%	3%	2%	3%	-
	CWD	0%	×	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	3%	-	3%	-	-	-	-	-	4%	0%	-	3%	4%	3%	4%	-
	EL	3%	-	3%	-	-	-	-	-	3%	*	0%	4%	3%	4%	0%	-
	Male	2%	-	2%	-	-	-	-	-	3%	0%	0%	3%	4%	2%	-	-
	Female	3%	*	4%	-	-	-	-	-	4%	*	0%	4%	0%	-	3%	-

\*\* 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 Students with with Disabilities Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions											
	Male	12	*	8	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	14	*	10	*	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	

		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)
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
·	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	. otdi											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	iotai											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students	10101											
Chronic Absenteeism												
Chi chi chi conto cisti	Male	27	*	23	*	*	*	*	*	11	8	*
	Female	17	*	17	*	*	*	*	*	8	5	*
	Total	44	*	40	*	*	*	*	*	19	13	*
	iotai			40						13	10	

	Total
Incidents of Violence	TOLAI
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											
·	Male	19	*	17	*	*	*	*	*	8	*
	Female	21	*	17	*	*	*	*	*	8	*
	Total	40	*	34	*	*	*	*	*	16	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

			Indian or					Students
Total	African		Alaska		Pacific	Two or More		with
students	American Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities

- \*\* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

### **High Poverty**

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 1.8	Percent 5.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.4	4.4%

'-' 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%	6	8%
Mathematics	6,160	1%	82	2%	6	8%
Science	6,164	1%	82	2%	6	8%
Grade 6 Reading	5,678	1%	60	2%	-	-
Mathematics	5,677	1%	60	1%	-	-
Grade 7 Reading	5,298	1%	55	1%	-	-
Mathematics	5,294	1%	55	1%	-	-
Grade 8 Reading	5,088	1%	49	1%	-	-
Mathematics	5,087	2%	49	2%	-	-
Science	5,087	1%	49	1%	-	-
End of Course English I	4,868	1%	40	1%	-	-
English II	4,556	1%	28	0%	-	-

Algebra I	State Number of ALT2 4,884	State Rate of ALT2 1%	District Number of ALT2 41	District Rate of ALT2 1%	Campus Number of ALT2 -	Campus Rate of ALT2 -
Biology	4,861	1%	44	1%	-	-
All Grades All Subjects	99,020	1%	1,084	1%	28	6%
Reading	43,730	1%	468	1%	11	5%
Mathematics	39,178	1%	441	2%	11	5%
Science	16,112	1%	175	1%	6	8%

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

'-' Indicates zero observations reported for this group.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

# State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Al	oove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	5	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
			*	42	23	31	42 *	23	*	4
		Pacific Islander								4
		Two or More Races	33	27	29	31	29	30	8	
		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
		English Language Learners	29	47	44	39	23	14	4	2
		English Language Learners	29	47	44	39	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 Disady	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	29	5	5	n/a	n/a
		English Language Learners	02	00	55	21	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1
		5					•	-	-	

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

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

Grade Subject Student Group

%

- '\*' 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