Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: RICHARDSON MIDDLE Campus ID: 071902055 District Name: EL PASO ISD

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

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

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

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

										Two or			EL (Current
			All	African			American			More	Econ	Special	and
A		D I' 0040 47	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets	Deeding/CLA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	Reading/ELA	2017-18 through 2021-		32%	31%	60%	43%	74%	45%	50%	33%	19%	29%
		22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-		100/	100/	000/	5 40/	700/	500/	000/	100/	0.40/	000/
		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	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17											
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021-											
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026- 27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-		4170	4370	0370	5570	00 /0	51 /0	0170	4370	5470	4370
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
		Baseline 2016-17											
EL Progress		Rates											41%
		2017-18 through 2021-											400/
		22 2022-23 through 2026-											42%
		27											44%
		2027-28 through 2031-											
Graduation Rate:4-Year Longitudinal		32 Baseline 2016-17											46%
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Nate		2017-18 through 2021-		0070	01 /0	5070	0070	5070	0070	52 /0	0070	1070	12/0
		22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-											
		27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-							.		- · · · ·		
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

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

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

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

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i); The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing

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

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

Part (ii): Student Achievement by Proficiency Level

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

											Two											
					A fui a au			A		Desifie	or	F	Non								F	_
		State	District	Campus	African American	Hispani		America Indian		Pacific slander				/CWD	CWOE) EL	Male	Female	Migrantl		Foster Care	
	t at Annra	achor	Grada		Abovo	-													-			-
STAAR Percen Grade 6	t at Appro	aches	Soluce	Level OI	ADOVE																	
Reading	All Students		65%	72%	71%	72%	72%	*	*	*	85%	64%	81%	36%	77%	*	69%	76%	-	*	-	75%
	CWD	35%	32%	36%	*	47%	*	*	-	-	*	39%	*	36%	-	*	35%	*	-	-	-	*
	CWOD		69%	77%	76%	75%	79%	*	*	*	92%	69%	84%	-	77%	*	74%	79%	-	*	-	79%
	EL	42%	32%	*	-	- */	-	-	-	*	-	*	*	*		*	*	*	-	-	-	*
	Male	63%	63% 67%	69% 76%	54%	71% 72%	71% 74%	*	- *	- *	83%	63%	75% 85%	35%	74%	*	69%	- 76%	-	*	-	57%
	Female	: 1 2 /0	07 /0	10/0	91%	1 2 /0	/4/0	-			86%	66%	00 /0		79%		-	1070	-	-	-	89%
Mathematic	s All Students	76%	71%	73%	67%	74%	72%	*	*	*	77%	67%	79%	44%	76%	62%	70%	76%	-	*	-	77%
	CWD	50%	43%	44%	*	41%	*	*	-	-	*	44%	*	44%	-	*	41%	*	-	-	-	*
	CWOD	79%	75%	76%	71%	78%	70%	*	*	*	83%	71%	81%	-	76%	67%	74%	78%	-	*	-	78%
	EL	61%	49%	62%	-	55%	-	-	*	*	-	60%	*	*	67%	62%		63%	-	-	-	*
	Male	76%	71%	70%	54%	71%	76%	*	-	- *	83%	61%	79%	41%	74%	*	70%	-	-	*	-	63%
	Female	977%	71%	76%	82%	76%	68%	-	*	*	71%	73%	79%	*	78%	63%	- 0	76%	-	-	-	87%
Grade 7																						
Reading	All Students	73%	70%	80%	68%	80%	89%	*	*	*	*	74%	87%	50%	82%	36%	73%	85%	-	*	-	77%
	CWD	37%	36%	50%	*	60%	*	-	-	*	-	43%	*	50%	-	*	46%	*	-	-	-	*
	CWOD	77%	73%	82%	74%	81%	91%	*	*	*	*	78%	88%	-	82%	*	77%	86%	-	*	-	84%
	EL	44%	35%	36%	-	*	*	-	*	-	-	*	*	*	*	36%		*	-	*	-	*
	Male	69%	65%	73%	53%	75%	86%	- *	*	*	-	66%	84%	46% *	77%	*	73%	-	-	*	-	62%
	Female	9%	75%	85%	86%	83%	92%	Ŷ	^	^	^	82%	89%	^	86%	^	-	85%	-	-	-	88%
Mathematic	s All Students	71%	67%	75%	68%	74%	84%	*	*	*	*	72%	77%	53%	77%	43%	75%	74%	-	*	-	79%
	CWD	42%	35%	53%	*	45%	*	-	-	*	-	50%	*	53%	-	*	57%	*	-	-	-	*
	CWOD		71%	77%	67%	77%	86%	*	*	*	*	75%	78%	-	77%	*	78%	75%	-	*	-	84%
	EL	52%	44%	43%	-	*	*	-	*	-	-	*	*	*	*	43%		*	-	*	-	*
	Male	69%	66%	75%	53%	77%	93%	-	*	*	-	74%	78%	57% *	78%	*	75%		-	*	-	77%
	Female	973%	68%	74%	86%	72%	78%	Ŷ	^	^	^	71%	77%	^	75%	^	-	74%	-	-	-	80%
Grade 8																						
Reading	All Students		81%	93%	94%	92%	97%	*	*	*	100%	92%	94%	73%	94%	73%	92%	94%	-	-	-	93%
	CWD	49%	47%	73%	*	60%	*	-	-	-	-	70%	*	73%	-	*	70%	*	-	-	-	*
	CWOD	88%	85%	94%	93%	94%	96%	*	*	*	100%	93%	95%	-	94%	80%	94%	94%	-	-	-	94%
	EL	58%	44%	73%	*	70%	-	-	-	-	-	75%	*	*	80%		83%	*	-	-	-	*
	Male	82%	79%	92%	100%	88%	100%	- *	*	-	*	92%	91%	70%	94%	83%	92%	-	-	-	-	95%
	Female	88%	84%	94%	86%	95%	94%					91%	97%		94%		-	94%	-	-	-	91%
Mathematic	s All Students	85%	85%	85%	86%	84%	85%	*	*	-	100%	83%	87%	53%	88%	55%	81%	88%	-	-	-	79%
	CWD	53%	58%	53%	*	*	*	-	-	-	-	60%	*	53%	-	*	50%	*	-	-	-	*
	CWOD	89%	89%	88%	89%	88%	82%	*	*	-	100%	86%	90%	-	88%	60%	85%	90%	-	-	-	88%
	EL	73%	72%	55%	*	50%	-	-	-	-	-	*	*	*	60%		71%	*	-	-	-	*
	Male	82%	82%	81%	73%	80%	88%	-	*	-	*	80%	83%	50%		71%	81%	-	-	-	-	69%
	Female		88%	88%	100%	88%	83%	*	-	-	*	88%	89%	*	90%		-	88%	-	-	-	86%
Science	All Students			82%	77% *	81%	90%	×	100%	*	100%	80%	85%		84%			87%	-	-	-	87%
	CWD CWOD			60% 84%	79%	50% 83%	89%	-	- 100%	- *	- 100%	70% 81%	88%	60%	-	*	60% 79%	88%	-	-	-	92%
	EL	46%	40%	50%	1970	55%	- 09	-	-	-	-	56%	*	*	55%			*	-	-	-	9270
	Male			77%	71%	73%	93%	_	*	_	*	75%	79%	60%			, 77%	-	-	-	_	77%
	Female			87%	86%	87%	88%	*	*	*	*	85%	90%	*	88%	*	-	87%	-	-	-	94%
End of Course		000/	0.40/		4000/	4000/	4000/					4000/	4000/		40.00/		4000/	4000/				1000/
Algebra I	All		84%	100%	100%	100%	100%	-	*	*	*	100%	100%	-	100%	*	100%	100%	-	-	-	100%
	Students CWD		53%			_	_	_	_	-			_	_	_	_	_	_	_	-	_	-
	CWD			- 100%	- 100%	- 100%	- 100%	-	*	- *	*	- 100%	-	-	- 100%	-	-	- 100%	-	-	-	- 100%
	EL	67%		*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	78%	81%	100%	100%	100%	100%	-	*	-	*	100%		-	100%		100%		-	-	-	100%
	Female	87%	87%	100%	*	100%	*	-	*	*	*	100%	100%	-	100%	*	-	100%	-	-	-	100%

STAAR Percent at Meets Grade Level or Above

Grade 6

Reading	All Students	State 38%	District 34%	Campus 43%	African sAmerican 46%	Hispanio 41%		American Indian		Pacific Islander *			Non Econ Disady 46%	CWD 8%	CWOE 47%) EL *	Male 37%		ligrantHomele: - *	Foste ss Care	
	CWD	22%	17%	8%	*	12%	*	*	-	-	*	11%	*	8%	-	*	12%	*		-	*
	CWOD		36%	47% *	52%	45% *	52%	*	*	*	67%	44% *	50%	-	47%	*	41%	52% *	- *	-	54% *
	EL Male	14% 34%	9% 31%	37%	- 31%	35%	- 41%	*	-	-	- 67%	37%	36%	12%	41%	*	37%	-	*	-	33%
	Female	42%	37%	49%	64%	47%	53%	-	*	*	57%	41%	56%	*	52%	*	-	49%		-	63%
Mathematics	All	43%	36%	39%	38%	38%	42%	*	*	*	62%	31%	47%	20%	41%	15%	36%	42%	- *	-	39%
:	Students CWD	23%	20%	20%	*	24%	*	*			*	28%	*	20%		*	24%	*			*
	CWOD		38%	41%	43%	40%	42%	*	*	*	67%	31%	50%	-	- 41%	11%	38%	44%	- *	-	41%
	EL	24%	16%	15%	-	18%	-	-	*	*	-	20%	*	*	11%	15%	*	13%		-	*
	Male Female	44% 42%	38% 34%	36% 42%	31% 45%	34% 42%	41% 42%	*	- *	- *	67% 57%	32% 29%	40% 53%	24% *	38% 44%	* 13%	36%	- 42%	- *	-	20% 54%
o																					
Grade 7 Reading	All	47%	42%	55%	48%	53%	71%	*	*	*	*	52%	60%	22%	58%	7%	50%	59%	- *	-	55%
	Students																				
	CWD CWOD	23% 50%	22% 44%	22% 58%	* 52%	20% 55%	* 74%	- *	-*	*	- *	21% 55%	* 61%	22% -	- 58%	*	23% 54%	* 61%		-	* 61%
	EL	16%	11%	58 % 7%	-	*	*	-	*	-	-	*	*	*	*	7%	*	*	- *	-	*
	Male	42%	37%	50%	35%	49%	71%	-	*	*	-	48%	53%	23%	54%	*	50%	-	- *	-	42%
	Female	53%	48%	59%	64%	56%	71%	×	*	*	*	55%	65%	*	61%	*	-	59%		-	63%
Mathematics	All	39%	35%	48%	23%	52%	55%	*	*	*	*	45%	51%	21%	50%	21%	47%	48%	- *	-	44%
:	Students CWD	20%	19%	21%	*	18%	*	-	-	*	-	21%	*	21%	-	*	21%	*		-	*
	CWOD		37%	50%	22%	55%	57%	*	*	*	*	48%	53%	-	50%	*	51%	49%	- *	-	47%
	EL	17%	14%	21%	-	*	*	-	*	-	-	*	*	*	*	21%		*	- *	-	*
	Male Female	38% 40%	36% 35%	47% 48%	18% 29%	55% 50%	47% 61%	- *	*	*	- *	44% 46%	53% 50%	21% *	51% 49%	*	47% -	- 48%	- ^	-	38% 48%
Grade 8 Reading	All	48%	43%	53%	48%	53%	53%	*	*	*	75%	52%	54%	7%	56%	0%	41%	63%		-	57%
	Students																				
	CWD CWOD	23% 51%	20% 46%	7% 56%	* 52%	10% 56%	* 59%	- *	- *	- *	- 75%	10% 56%	* 57%	7%	- 56%	* 0%	10% 44%	* 66%		-	* 63%
	EL	13%	7%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*		-	*
	Male	44%	39%	41%	35%	38%	57%	-	*	-	*	37%	48%	10%	44%	0%	41%	-		-	50%
	Female	53%	48%	63%	64%	66%	50%	^	^	Ŷ	Ŷ	68%	58%	*	66%	^	-	63%		-	63%
Mathematics	All	50%	42%	43%	19%	43%	55%	*	*	-	80%	43%	42%	27%	44%	9%	48%	38%		-	47%
:	Students CWD	25%	23%	27%	*	*	*	-	-	-	-	40%	*	27%	-	*	40%	*		-	*
	CWOD	53%	45%	44%	21%	45%	53%	*	*	-	80%	43%	45%	-	44%		49%	40%		-	52%
	EL Male	30% 48%	21% 41%	9% 48%	* 27%	10% 46%	- 75%	-	-	-	-	* 46%	* 50%	* 40%	10% 49%		14% 48%	*		-	* 50%
	Female		41%	40 % 38%	10%	40%	42%	*	-	-	*	40%	35%	*	49%	*	-	- 38%		-	45%
Solonoo	All	50%	46%	60%	52%	59%	63%	*	80%	*	88%	55%	65%	20%	62%	250/	620/	58%			70%
Science	Students	50%	40%	00%	5270	59%	03%		00%		00 70	55%	05%	20%	02 70	23%	0270	30%		-	70%
	CWD	23%	22%	20%	*	10%	*	-	-	-	-	30%	*	20%	-	*	30%	*		-	*
	CWOD EL	53% 19%	49% 15%	62% 25%	55% *	63% 27%	63%	-	80%	-	88%	58% 22%	68% *	- *	62% 27%	27%	65% *	60% *		-	76% *
	Male	51%	47%	62%	53%	59%	71%	-	*	-	*	57%	70%	30%	65%	*	62%	-		-	68%
	Female	50%	45%	58%	50%	59%	56%	*	*	*	*	54%	62%	*	60%	*	-	58%		-	72%
End of Course																					
Algebra I	All Students	53%	59%	100%	100%	100%	100%	-	*	*	*	100%	100%	-	100%	*	100%	100%		-	100%
	CWD	19%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
	CWOD EL	58% 29%	64% 34%	100% *	100%	100% *	100%	-	*	*	*	100% *	100%	-	100%	*	100%	100%		-	100%
	Male	49%	55%	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	-	100%	-		-	100%
	Female	58%	63%	100%	*	100%	*	-	*	*	*	100%	100%	-	100%	*	-	100%		-	100%
		_																			
Grade 6	at Maste	rs Gra	de Lev	el																	
Reading	All	18%	15%	19%	17%	18%	28%	*	*	*	23%	14%	25%	0%	22%	*	12%	26%	- *	-	26%
:	Students CWD	8%	6%	0%	*	0%	*	*	-	-	*	0%	*	0%	-	*	0%	*	. -	-	*
	CWOD	20%	16%	22%	19%	21%	30%	*	*	*	25%	16%	27%	-	- 22%	*	14%	28%	- *	-	29%
	EL Mala	4%	3%	*	-	*	-	- *	-	*	-	*	*	*	*	*	*	*		-	*
	Male Female	15% 22%	13% 18%	12% 26%	0% 36%	13% 24%	24% 32%	-	- *	- *	0% 43%	10% 18%	15% 34%	0% *	14% 28%	*	12% -	- 26%	- *	-	10% 39%
M-11 11								÷	±												
	All Students	18%	14%	19%	29%	18%	22%	~	Ŷ	^	15%	12%	26%	4%	21%	0%	15%	23%	- *	-	20%
	CWD	9%	8%	4%	*	6%	*	*	-	-	*	6%	*	4%	-	*	6%	*		-	*
	CWOD EL	19% 6%	15% 4%	21% 0%	33%	19% 0%	24%	*	*	*	17%	13% 0%	28% *	- *	21% 0%	0% 0%	16% *	25% 0%	- *	-	22%
	EL Male	6% 18%	4% 15%	0% 15%	- 23%	0% 13%	- 24%	- *	-	-	- 0%	0% 10%	21%	6%	0% 16%	0% *		0% -		-	7%
	Female		13%	23%	36%	22%	21%	-	*	*	29%	14%	31%	*	25%	0%	-	23%		-	31%
Grade 7																					
Reading	All	28%	23%	31%	16%	29%	55%	*	*	*	*	23%	41%	6%	33%	0%	23%	38%	- *	-	39%
:	Students CWD	10%	8%	6%	*	0%	*	_	_	*	_	0%	*	6%	_	*	0%	*	-	_	*
	000	10/0	070	0 /0		0 /0		-	-		-	0 /0		J /0	-		J /0			-	

4/2019									2017	- то ге		vepon	Galu									
		State	Distric	tCampus	African American	Hispani	cWhite	America			Two or More rRaces		Non Econ Disady	vCWD	CWOE) EL	Male	Female	Migranth	lomeless	Foste	
	CWOD		25%	33%	19%	31%	57%	*	*	*	*	26%	42%	-	33%	*	26%		-	*	-	44%
	EL	6%	4%	0%	-	*	*	-	*	-	-	*	*	*	*	0%		*	-	*	-	*
	Male Female	24% 33%	20% 27%	23% 38%	6% 29%	23% 33%	43% 63%	- *	*	*	- *	16% 30%	34% 45%	0% *	26% 38%	*	23%	- 38%	-	-	-	27% 48%
	i cinale	0070	2170	0070	2070	0070	0070					00 /0	4070		0070		_	0070	-	_	_	4070
Mathematics	All	18%	15%	26%	13%	26%	39%	*	*	*	*	22%	31%	5%	28%	7%	24%	28%	-	*	-	26%
:	Students CWD	7%	6%	5%	*	0%	*	_	_	*	_	0%	*	5%	-	*	0%	*		-	_	*
	CWOD		16%	28%	15%	28%	40%	*	*	*	*	25%	32%	-	28%	*	27%	29%	-	*	-	28%
	EL	5%	3%	7%	-	*	*	-	*	- *	-	*	*	*	*	7%	*	*	-	*	-	*
	Male Female	17% 18%	15% 15%	24% 28%	12% 14%	26% 27%	27% 48%	- *	*	*	-	23% 22%	25% 35%	0% *	27% 29%	*	24%	- 28%	-	-	-	15% 33%
	i onidio			2070		2.70							0070		2070			2070				0070
Grade 8	A.II	26%	21%	29%	32%	28%	27%	*	*	*	38%	27%	32%	0%	210/	00/	16%	41%				24%
Reading	All Students	20%	2170	29%	3270	2070	2170				3070	21 70	3270	070	31%	070	1070	4170	-	-	-	2470
	CWD	8%	4%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	*
	CWOD EL	28% 4%	23% 2%	31% 0%	34%	30% 0%	30%	-	-	-	38%	29% 0%	33% *	- *	31% 0%	0% 0%		43% *	-	-	-	27% *
	Male	22%	18%	16%	12%	13%	29%	-	*	-	*	14%	18%	0%	17%	0%		-	-	-	-	14%
	Female	30%	25%	41%	57%	41%	25%	*	*	*	*	40%	42%	*	43%	*	-	41%	-	-	-	31%
Mathematics	All	15%	7%	6%	0%	5%	10%	*	*	-	20%	5%	7%	0%	6%	0%	6%	6%	-	-	-	11%
	Students	1070	170	0,0	0,0		1070				2070	070	170	0,0	070	070	070	0,0				1170
	CWD	9% 16%	5%	0% 6%	*	*	* 1.20%	- *	- *	-	-	0%	*	0%	-	*	0%	*	-	-	-	*
	CWOD EL	16% 6%	7% 3%	6% 0%	0% *	5% 0%	12% -	-	-	-	20%	5% *	8% *	- *	6% 0%	0% 0%		6% *	-	-	-	12% *
	Male	14%	7%	6%	0%	5%	0%	-	*	-	*	6%	7%	0%	7%	0%		-	-	-	-	6%
	Female	16%	7%	6%	0%	5%	17%	*	-	-	*	4%	8%	*	6%	*	-	6%	-	-	-	14%
Science	All	27%	22%	30%	26%	27%	43%	*	40%	*	63%	27%	35%	7%	32%	8%	31%	30%	-	-	-	37%
	Students				*		*						*									*
	CWD CWOD	8% 29%	7% 24%	7% 32%	* 28%	0% 29%	* 44%	- *	- 40%	- *	- 63%	10% 28%	* 37%	7% -	- 32%	* 9%	10% 33%	* 32%	-	-	-	* 39%
	EL	6%	4%	8%	*	9%		-		-	-	11%	*	*	9%	8%		*	-	-	-	*
	Male	29%	24%	31%	29%	21%	64%	-	*	-	*	26%	37%	10%	33%	*	31%		-	-	-	36%
	Female	25%	20%	30%	21%	33%	25%	*	*	*	*	28%	33%	*	32%	*	-	30%	-	-	-	38%
End of Course																						
Algebra I	All	31%	38%	94%	90%	95%	100%	-	*	*	*	90%	97%	-	94%	*	96%	93%	-	-	-	94%
:	Students CWD	7%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		42%	94%	90%	95%	100%	-	*	*	*	90%	97%	-	94%	*	96%	93%	-	-	-	94%
	EL	12%	16%	* 96%	- 83%	*	- 100%	-	-	-	-	* 92%	- 100%	-	*	*	- 96%	*	-	-	-	-
	Male Female	28% 34%	36% 40%	93%	o3% *	100% 92%	100%	-	*	*	*	92% 88%	96%	-	96% 93%	*	90%	93%	-	-	-	83% 100%
STAAR Percent	at Appro	ache	s Grade	e Level o	r Above																	
All Grades	at Appi o	aono	oruut	201010	1745010																	
All Subjects	All	77%	75%	81%	77%	80%	84%	*	97%	73%	86%	77%	85%	51%	83%	50%	5 77%	84%	-	*	-	81%
· · · ·	Students CWD	45%	45%	51%	50%	48%	76%	*	-	*	*	51%	50%	51%	-	47%	5 49%	54%	-	-	-	42%
	CWOD		79%	83%	80%	83%	85%	*	97%	89%	89%	80%	87%	-		51%	6 81%	85%	-	*	-	86%
	EL Male	60% 74%	57% 72%	50% 77%	* 68%	45% 77%	* 87%	- *	* 100%	*	- 92%	45% 74%	62% 82%	47% 49%			55% 77%		-	*	-	74% 71%
	Female		77%	84%	88%	83%	83%	*	95%	86%	82%	80%	87%			46%		- 84%	-	-	-	88%
		700/	700/		700/	0.40/	0.00/	*	000/		000/		070/	500/	050/	400/	700/	0.50/				0.404
Reading	All Students	73%	70%	82%	78%	81%	86%	*	92%	*	88%	77%	87%	50%	85%	46%	o 78%	85%	-	*	-	81%
·	CWD	39%	37%	50%	*	54%	56%	*	-	*	*	48%	56%	50%	-	*	48%		-	-	-	42%
	CWOD		74%	85%	82%	84%	88% *	*	92%	*	92%	81%	89%	-			82%		-	*	-	85%
	EL Male	52% 69%	47% 66%	46% 78%	70%	39% 78%	84%	- *	*	*	- 90%	38% 74%	64% 83%	48%			5 47% 5 78%	45% -	-	*	-	63% 69%
	Female		74%	85%	87%	84%	86%	*	88%	*	87%	80%	90%	56%				85%	-	-	-	89%
Mathematics	ΔII	80%	80%	79%	76%	79%	82%	*	100%	*	80%	76%	83%	100/	82%	510/	770/	81%		*		80%
	Students	00%	00%	19%	70%	79%	0270		100%		0070	70%	0370	49%	02 70	3470	0 / / 70	0170	-		-	00%
	CWD	52%	53%	49%	56%	42%	89%	*	-	*	*	50%	47%	49%	-	*	49%		-	-	-	42%
	CWOD EL	83% 70%	84% 70%	82% 54%	78% *	82% 47%	81% *	*	100%	*	83%	79% 48%	85% 67%	- *			5 81% 5 61%		-	*	-	84% 89%
	Male	78%	79%	54 % 77%	64%	77%	87%	*	*	*	- 90%	40 <i>%</i> 73%	82%	49%	81%				-	*	-	72%
	Female	82%	81%	81%	90%	80%	78%	*	100%	*	73%	78%	83%	50%	82%	48%	, b -	81%	-	-	-	86%
Science	All	79%	77%	82%	77%	81%	90%	*	100%	*	100%	80%	85%	60%	84%	50%	77%	87%		-	_	87%
	Students	1070	1170	0270	1170	0170	5070		10070		100 /0	00 /0	0070	0070	0470	00 /	5 11 70	0170				0170
	CWD	48%	49%	60%	*	50%	*	- *	-	- *	-	70%	*	60%	-	*	60%	*	-	-	-	*
	CWOD EL	82% 58%	81% 55%	84% 50%	79% *	83% 55%	89% -	-	100%	-	100%	81% 56%	88% *	- *		55% 50%	5 79% 5 *	88% *	-	-	-	92% *
	Male	78%	76%	77%	71%	73%	93%	-	*	-	*	75%	79%	60%	79%	*	, 77%		-	-	-	77%
	Female	80%	78%	87%	86%	87%	88%	*	*	*	*	85%	90%	*	88%	*	-	87%	-	-	-	94%
STAAR Percent	at Meets	Grad	e Leve	l or Abov	/e																	
All Grades All Subjects	All	47%	44%	51%	43%	51%	57%	*	57%	27%	66%	47%	55%	17%	54%	1/10/	470/	54%	_	*	_	53%
	All Students	4170	44 %	51%	43%	01%	31%		51%	Z1 70	00%	41 70	JJ%	1770	J4 %	14%	J 41 70	J470	-		-	JJ %
	CWD	23%		17%	10%	16%	33%	*	-	*	*	22%	5%	17%	-		22%	7%	-	-	-	14%
	CWOD EL	50% 26%	47% 24%	54% 14%	46% *	53% 14%	59% *	*	57% *	33%	68%	50% 13%	58% 15%	- 6%	54% 15%		51% 517%		-	*	-	57% 16%
		2070	∠470	1470		1470		-			-	1370	1070	0 /0	1070	1470	5 17 70	11/0	-		-	10 /0

		State	DistrictC	ampus	African sAmericanH	lispani		Americar Indian		Pacific Islander			Non Econ Disady	/CWD	CWOE) EL	Male	FemaleM	igrantHo		Foster Care	
	Male Female	45%	43% 46%	47% 54%	37% 50%	46% 55%	58% 56%	*	80% 45%	* 29%	75% 59%	45% 50%	51% 58%		51% 56%		47%		-	*	-	43% 60%
Reading	All	46%	42%	50%	48%	49%	58%	*	42%	*	60%	48%	53%	12%	54%	5%	42%	57%	-	*	-	54%
-	Students CWD	22%	19%	12%	*	14%	11%	*	_	*	*	14%	6%	12%	_	*	15%	6%	_	_	_	5%
	CWOD		45%	54%	52%	52%	62%	*	42%	*	63%	52%	56%	-	54%	7%	46%		-	*	-	59%
	EL	21%	20%	5%	*	6%	*	-	*	*	-	4%	9%	*	7%	5%	6%	5%	-	*	-	0%
	Male	41%	38%	42%	34%	40%	56%	*	*	*	70%	41%	44%	15%	46%	6%	42%	-	-	*	-	41%
	Female	50%	46%	57%	64%	57%	59%	*	38%	*	53%	55%	60%	6%	60%	5%	-	57%	-	-	-	63%
Mathematics		48%	48%	48%	35%	49%	55%	*	62%	*	64%	44%	53%	22%	51%	18%	47%	49%	-	*	-	48%
	Students	0.001	0.001		4404	0.40/					*	000/	0 01	000/			070/	440/				0.404
	CWD	26%	26%	22%	11%	21%	44%	*	-	*		29%	6%	22%	-	*	27%		-	-	-	21%
	CWOD		51%	51%	38%	51%	56% *		62%		67%	46%	56%	-			50%		-		-	51%
	EL	33%	32%	18%	34%	18%		-	*	*	-	19%	17%	070/	19%		22%	14%	-	*	-	22% 38%
	Male Female	47%	48% 48%	47% 49%	34% 36%	47% 50%	57% 53%	*	44%	*	70% 60%	44% 44%	52% 54%	27% 11%	50% 51%	22%		- 49%	-		-	38% 54%
	Female	49%	48%	49%	30%	50%	53%		44%		60%	44 %	54%	11%	51%	14%	-	49%	-	-	-	54%
Science	All Students	49%	44%	60%	52%	59%	63%	*	80%	*	88%	55%	65%	20%	62%	25%	62%	58%	-	-	-	70%
	CWD	23%	21%	20%	*	10%	*	-	-	-	-	30%	*	20%	-	*	30%	*	-	-	-	*
	CWOD	52%	47%	62%	55%	63%	63%	*	80%	*	88%	58%	68%	-	62%	27%	65%	60%	-	-	-	76%
	EL	21%	17%	25%	*	27%	-	-	-	-	-	22%	*	*	27%	25%	*	*	-	-	-	*
	Male	50%	44%	62%	53%	59%	71%	-	*	-	*	57%	70%	30%	65%	*	62%	-	-	-	-	68%
	Female	49%	43%	58%	50%	59%	56%	*	*	*	*	54%	62%	*	60%	*	-	58%	-	-	-	72%
All Grades All Subjects	All Students	21%	18%	27%	23%	25%	37%	*	37%	9%	33%	21%	33%	3%	29%		21%		-	*	-	29%
	CWD	8%	7%	3%	0%	1%	14%	*	-	*	*	2%	5%	3%	-	0%	2%	5%	-	-	-	7%
	CWOD		20%	29%	26%	27%	39%	*	37%	11%	34%	24%	34%	-	29%		23%		-	*	-	32%
	EL	9%	8%	3%	*	4%	*	-	*	*	-	3%	4%	0%	4%	3%	2%	4%	-	*	-	0%
	Male	20%	18%	21%	16%	18%	35%	*	50%	*	29%	17%	26%	2%	23%		21%		-	*	-	19%
	Female	22%	19%	32%	32%	30%	38%	*	30%	14%	35%	26%	37%	5%	33%	4%	-	32%	-	-	-	37%
Reading	All Students	19%	16%	27%	22%	25%	38%	*	33%	*	28%	22%	32%	2%	29%	0%	17%	35%	-	*	-	30%
	CWD	7%	6%	2%	*	0%	11%	*	-	*	*	0%	6%	2%	-	*	0%	6%	-	-	-	5%
	CWOD		17%	29%	25%	27%	40%	*	33%	*	29%	24%	34%	-	29%	0%	19%		-	*	-	33%
	EL	7%	7%	0%	*	0%	*	-	*	*	-	0%	0%	*	0%	0%	0%	0%	-	*	-	0%
	Male	16%	14%	17%	6%	16%	31%	*	*	*	10%	13%	21%	0%	19%	0%	17%	-	-	*	-	17%
	Female		19%	35%	41%	33%	42%	*	25%	*	40%	30%	40%	6%	37%	0%	-	35%	-	-	-	40%
Mathematics		23%	23%	25%	23%	23%	34%	*	38%	*	28%	19%	32%	3%	27%	5%	22%	28%	-	*	-	26%
	Students CWD	10%	10%	3%	0%	3%	11%	*		*	*	2%	6%	3%		*	2%	6%				5%
	CWD		25%	3% 27%	26%	25%	36%	*	- 38%	*	29%	2%	34%	- 370	- 27%	6%	24%		-	*	-	29%
	EL	13%	13%	5%	20%	23 % 6%	3070		*	*	2970	4%	34 <i>%</i>	*	6%			10%	-	*	-	0%
		23%	23%	22%	21%	19%	30%	-	*	*	- 20%	4 // 18%	27%	2%	24%		22%	10 /0	-	*	-	15%
	Male Female		23%	22% 28%	26%	27%	30% 36%	*	22%	*	20% 33%	21%	36%	2% 6%	24 <i>%</i> 30%	10%		28%	-	-	-	34%
Science	All	22%	16%	30%	26%	27%	43%	*	40%	*	63%	27%	35%	7%	32%	8%	31%	30%	-	-	-	37%
	Students	70/	50/	-	*	001						4000	*	70/		*	4007	+				*
	CWD	7%	5%	7%		0%	*	-	-	-	-	10%		7%	-		10%		-	-	-	
	CWOD		17%	32%	28%	29%	44%	^	40%	^	63%	28%	37%	-	32%	9%	33%	32%	-	-	-	39%
	EL	5%	4%	8% 24%		9%	-	-	-	-	- *	11%		100/	9%	8% *			-	-	-	
	Male	23%	17%	31%	29%	21%	64%	-	*	- *	*	26%	37%	10%	33%	*	31%		-	-	-	36%
	Female	∠1%	15%	30%	21%	33%	25%	-	-		-	28%	33%	-	32%	-	-	30%	-	-	-	38%

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

ų, 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	64	71	63	68	*	60	*	57	63	56	55
CWD	56	*	60	*	*	-	*	*	61	56	81
CWOD	65	73	63	69	*	60	*	59	63	-	45
EL	55	*	52	*	-	-	-	-	55	81	55
Male	57	61	56	64	*	*	*	*	56	53	50
Female	70	83	68	71	*	*	*	61	70	66	59
Mathematics											
All Students	69	67	69	76	*	80	*	63	68	58	55
CWD	58	*	54	88	*	-	*	*	63	58	*
CWOD	70	68	70	75	*	80	*	66	69	-	60
EL	55	*	54	*	-	-	-	-	52	*	55
Male	64	62	64	73	*	*	*	*	63	58	63

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2017-18+Federal+Report+Card&_... 5/11

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Female	74	74	73	79	*	71	*	71	73	59	50

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort Grad	uation Rate	e (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. e. 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
40	6	15%

1*1 Indicates results are masked due to small numbers to protect student confidentiality. 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 Ach			Hispanic STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	53	48	52	59	*	64	*	62	48	*	*
School Quality (College, Caree	r, and Military	Readines	s Performa	ince)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

ų, Indicates there are no students in the group.

Indicates the student group is not applicable to this report. 'n/a'

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	N					Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	Y	N					Y	Ν	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	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	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N					Y	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	Y	N					Y	Ν	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Ν	Ν	Ν	Ν					Ν	Ν	Ν

English Learner Language Proficiency Status

Interim Goals (2018-2022) Target Met Interim Goals (2023-2027)

42% 44%

Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL + 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)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met 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.

		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			-													J • •
All Subjects	All Students	100%	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%	100%	-
	EL	100%	*	100%	*	-	*	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	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%	-
	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%	-	100%	-
Mathematics	All Students	100%	100%	100%	99%	*	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%	99%	*	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%	98%	^	100%	^	100%	99%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	99%	100%	*	100%	*	100%	100%	99%	100%	100%	100%	99%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	99%	100%	*	100%	*	100%	100%	99%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	99%	100%	99%	100%	-	*	-	*	100%	98%	100%	99%	100%	99%	-	-
Non-Participatio	Female n Rate	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	-	100%	-
•																	
All Subjects	All Students	0%	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%	0%	-
	EL	0%	*	0%	*	-	*	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	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%	-
	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%	-	0%	-
Mathematics	All Students	0%	0%	0%	1%	*	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%	1%	*	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%	2%	*	0%	*	0%	1%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	1%	0%	*	0%	*	0%	0%	1%	0%	0%	0%	1%	0%	-
	CWD	0%	*	0%	*	-	-	- *	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	×	0%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	· · · ·	0%	-	-	-	-	-	0%			0%	0%	0%	0%	-
	Male	1% 0%	0%	1% 0%	0% 0%	- *	*	- *	*	0% 0%	2% 0%	0% 0%	1% 0%	0% 0%	1%	- 0%	-
	Female	0%	0%	0%	U%					0%	0%	0%	0%	0%	-	0%	-

					Two or		Non						
African		American		Pacific	More	Econ	Econ						
Campus American Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant

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

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities(Students with Disabilities Section 504)
Students Without Disabilities In-School Suspensions												
	Male	14	*	5	5	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	18	*	7	7	*	*	*	*	*		
Out-of-School Suspensions												
•	Male	19	*	13	*	*	*	*	*	*		
	Female	11	5	*	*	*	*	*	*	*		
	Total	30	7	13	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
l l	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
·	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism					_							
	Male	23	*	14	5	*	*	*	*	*	*	*
	Female	28	*	17	5	*	*	*	*	*	5	*
	Total	51	-	31	10		-	-	-	-	7	-

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

Total ÷

> * *

> *

*

*

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.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

^{1*1} 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.

2

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 School		
Inexperienced Teachers, Principals, and Other School Leaders	Number 8.3	18.8%	
		10.070	
Teachers Teaching with Emergency or Provisional Credentials	2.9	7.0%	
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.7	9.0%	

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	0.040	40/	00	0%		
Reading	6,019	1%	88	2%	-	-
Mathematics	6,020	1%	88	2%	-	-
Grade 4		10/				
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%	-	-

9		2017-18 Federal Report Card										
		State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2					
	Science	6,164	1%	82	2%	-	-					
	Grade 6 Reading	5,678	1%	60	2%	*	*					
	Mathematics	5,677	1%	60	1%	*	*					
	Grade 7 Reading	5,298	1%	55	1%	*	*					
	Mathematics	5,294	1%	55	1%	*	*					
	Grade 8 Reading	5,088	1%	49	1%	*	*					
	Mathematics	5,087	2%	49	2%	*	*					
	Science	5,087	1%	49	1%	*	*					
	End of Course English I	4,868	1%	40	1%	-						
	English II	4,556	1%	28	0%	-	-					
	Algebra I	4,884	1%	41	1%	-	-					
	Biology	4,861	1%	44	1%	-	-					
	All Grades All Subjects	99,020	1%	1,084	1%	15	1%					
	Reading	43,730	1%	468	1%	7	1%					
	Mathematics	39,178	1%	441	2%	7	1%					
	Science	16,112	1%	175	1%	*	*					

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

'-' Indicates zero observations reported for this group.

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	Ū	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20		1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2017-18+Federal+Report+Card&... 10/11

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

'*' Indicates 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.

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