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

Campus Name: CIELO VISTA EL Campus ID: 071902151 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		Econ	Special	EL (Current and
Academic Performance (At Meets		Baseline 2016-17	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
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-		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 2032-33	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
EL Progress		Baseline 2016-17 Rates 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031-											44%
		32											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;

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

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

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

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted

support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

											Two											
											or	_	Non									
		State	District	Campus	African America	nHispani		America Indian		Pacific Islander				CWD	CWOE) FL	Male	Femalel	Migrantl	Homeless	Foste	
				-		порат	••••	maiam	Aoian	olulluoi		Dioda	Dioda		01102		muio	· omaio	g. u.i.c.	1011101000	ouio	, illinically
STAAR Percent Grade 3	at Appro	aches	Grade	Level or	r Above																	
Reading	All	77%	82%	90%	*	88%	100%	-	-	-	*	82%	100%	*	96%	93%	94%	86%	-	-	-	100%
:	Students	E40/	040/	*		*																*
	CWD CWOD	51%	61% 85%	96%	*	96%	100%	-	-	-	*	93%	100%		96%	100%	03%	100%	-	-	-	100%
	EL	70%	80%	93%	_	93%	-	-	-	-	_	88%	100%	*		93%			-	-	-	-
	Male	74%	80%	94%	*	93%	*	-	-	-	-	88%	100%	*		100%		-	-	-	-	*
	Female	79%	83%	86%	-	84%	*	-	-	-	*	76%	100%	*	100%	83%	-	86%	-	-	-	*
Mathematics	ΔΙΙ	77%	80%	92%	*	90%	100%	_	_	_	*	85%	100%	*	98%	86%	97%	86%	_	_	_	100%
	Students		0070	02/0		0070	10070					0070	10070		0070	0070	01 70	0070				10070
	CWD	52%	59%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	*
	CWOD		83%	98%	*	98%	100%	-	-	-	*	96%	100%	-	98%	92%	96%	100%	-	-	-	100%
	EL	74%	78%	86%	-	86%	*	-	-	-	-	75%	100%	*	92%	86%	88%	83%	-	-	-	*
	Male Female	77%	81% 79%	97% 86%		96% 84%	*	-	-	-	*	94% 76%	100% 100%	*	96% 100%		97%	86%	-	-	-	*
	remale	1070	1970	00 /6	-	04 /0		-	-	-		7070	100 /6		100 /6	03 /0	-	00 /0	-	-	-	
Grade 4																						
Reading	All	72%	74%	92%	*	89%	100%	-	*	-	-	88%	96%	*	91%	73%	100%	87%	-	-	-	100%
;	Students	400/	4.40/	*		*																
	CWD CWOD	46%	44% 79%	91%	-	89%	100%	-	-	-	-	87%	96%	•	- 91%	720/	100%	87%	-	-	-	100%
	EL	60%	61%	73%	*	70%	100 /6	-	_	-	-	67%	*	-	73%	73%	*	*	-		-	*
	Male	70%	72%	100%	*	100%	*	_	_	_	-	100%	100%	*	100%		100%		_	_	_	100%
	Female		77%	87%	*	82%	100%	-	*	-	-	75%	94%	-	87%	*	-	87%	-	-	-	100%
Mathematics		77%	80%	96%	*	95%	100%	-	*	-	-	92%	100%	*	96%	82%	100%	94%	-	-	-	100%
•	Students CWD	49%	50%	*	_	*	_	_	_	_	_	*	_	*	_	_	*	_	_	_	_	_
	CWOD		84%	96%	*	94%	100%	_	*	_	-	91%	100%	_	96%	82%	100%	94%	_	-	_	100%
	EL	72%	73%	82%	*	80%	-	-	-	-	-	78%	*	-	82%	82%	*	71%	-	-	-	*
	Male	77%	79%	100%	*	100%	*	-	-	-	-	100%	100%	*	100%	*	100%	-	-	-	-	100%
	Female	78%	80%	94%	*	91%	100%	-	*	-	-	81%	100%	-	94%	71%	-	94%	-	-	-	100%
Grade 5																						
Reading	All	83%	88%	90%	_	91%	86%	-	_	_	*	83%	96%	56%	98%	71%	97%	83%	_	_	_	*
	Students																					
	CWD	54%	62%	56%	-	*	*	-	-	-	*	*	*	56%	-	*	83%	*	-	-	-	-
	CWOD		91%	98%	-	97%	100%	-	-	-	-	100%	96%	-	98%		100%	95%	-	-	-	*
	EL	73%	80%	71%	-	71%	*	-	-	-	*	83%	4000/	000/	83%	71%	~	*	-	-	-	*
	Male Female	81%	86% 89%	97% 83%	-	96% 83%	*	-	-	-	_	93% 67%	100% 93%	83%	100% 95%	*	97%	83%	-	-	-	*
	i ciliale	0070	0370	03 /6	-	0370		-	-	-	_	01 /0	3370		3370		-	0070	-	-	_	
Mathematics	All	90%	92%	92%	-	91%	100%	-	-	-	*	83%	100%	78%	95%	*	90%	96%	-	-	-	*
;	Students																					
	CWD	70%	74%	78%	-	71%	*	-	-	-	*	*	*	78%	-	*	83%	*	-	-	-	-
	CWOD EL	92% 86%	95% 89%	95% *	-	95% *	100%	-	-	-	-	89%	100%	*	95%	*	91%	100%	-	-	-	
	Male	89%	92%	90%	-	88%	*	-	-	-	*	80%	100%	83%	91%	*	90%	_	-	-	-	*
	Female		92%	96%	-	94%	100%	-	-	-	-	89%	100%	*	100%	*	-	96%	-	-	_	*
Science	All	75%	79%	90%	-	89%	100%	-	-	-	*	79%	100%	78%	93%	*	86%	96%	-	-	-	*
;	Students	400/	FF0/	700/		740/	*				*	*	*	700/		*	0.20/	*				
	CWD CWOD	48%	55% 82%	78% 93%	-	71% 92%	100%	-	-	-	_	83%	100%	78%	93%	*	83% 87%	100%	-	-	-	*
	EL	62%	66%	*	_	*	-	_	_	_	-	*	*	*	*	*	*	*	_	_	_	_
	Male	76%	80%	86%	-	85%	*	-	-	-	*	73%	100%	83%	87%	*	86%	-	-	-	-	*
	Female	75%	77%	96%	-	94%	100%	-	-	-	-	89%	100%	*	100%	*	-	96%	-	-	-	*
STAAR Percent	at Meets	Grad	e Level	or Abov	e																	
Grade 3		uu		J	-																	
Reading	All	43%	46%	52%	*	52%	57%	-	-	-	*	39%	68%	*	55%	50%	53%	52%	-	-	-	38%
:	Students	000/	000/			_	_					_	_	_		_	_					
	CWD	28%	32%	*	-	*	*	-	-	-	-	*	*	*	-	* E 40/	*	*	-	-	-	*
	CWOD EL	44% 32%	48% 42%	55% 50%	•	53% 50%	67%	-	-	-		43% 38%	68% 67%	*	55% 54%	54% 50%		60% 33%	-	-	-	43%
	⊏∟ Male	32% 40%	42% 45%	50% 53%	*	50% 52%	*	-	-	-	-	38%	69%	*	50%			33%	-	-	-	*
	Female		46%	52%	-	52%	*	-	-	-	*	41%	67%	*	60%	33%	-	52%	-	-	-	*
Mathematics	All Students	46%	48%	59%	*	54%	86%	-	-	-	*	45%	75%	*	60%	57%	69%	48%	-	-	-	75%

Two

											or		Non									
		.			African			America		Pacific	More		Econ								Foste	
	CWD	State 30%	District 35%	tCampus *	sAmericar	ıHispani *	cWhite	Indian	Asian	Islander	Races	Disadv *	Disadv	CWD	CWOD	EL *	Male I	Female *	MigrantHo	meless	Care	Military *
	CWD		50%	60%	*	56%	83%	-	-	-	*	50%	72%	_	60%	62%	64%	56%	-	-	-	71%
	EL	39%	43%	57%	-	57%	-	-	-	-	-	50%	67%	*	62%	57%	88%	17%	-	-	-	-
	Male	47%	50%	69%	*	67%	*	-	-	-	-	50%	88%	*	64%	88%		-	-	-	-	*
	Female	45%	46%	48%	-	40%	*	-	-	-	*	41%	58%	*	56%	17%	-	48%	-	-	-	*
Grade 4																						
Reading	All	45%	47%	58%	*	51%	75%	-	*	-	-	50%	67%	*	60%	36%	59%	58%	-	-	-	73%
	Students	200/	220/	*		*						*		*			*					
	CWD CWOD	28% 47%	23% 50%	60%	*	53%	- 75%	-	*	-	-	52%	- 67%	_	60%	36%	63%	58%	-	-	-	73%
	EL	29%	31%	36%	*	30%	-	-	-	-	-	33%	*	_	36%	36%	*	*	-	_	_	*
	Male	43%	45%	59%	*	53%	*	-	-	-	-	44%	75%	*	63%	*	59%	-	-	-	-	80%
	Female	47%	48%	58%	*	50%	71%	-	*	-	-	50%	63%	-	58%	*	-	58%	-	-	-	70%
Mathematics	ΔII	48%	48%	67%	*	59%	88%		*			71%	63%	*	66%	45%	76%	61%				80%
Mauremanes	Students	40 /0	4070	01 /6		33 /0	00 /0	-		-	-	7 1 70	0370		0070	45/0	1070	0170	-	-	-	00 70
	CWD	29%	25%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD		52%	66%	*	58%	88%	-	*	-	-	70%	63%	-	66%	45%	75%	61%	-	-	-	80%
	EL Male	38% 48%	35% 49%	45% 76%	*	40% 73%	- *	-	-	-	-	44% 78%	75%	*	45% 75%	45% *	76%	43%	-	-	-	80%
	Female		47%	61%	*	50%	86%	-	*	-	-	63%	56%	_	61%	43%	-	61%	-	-	-	80%
		,	,	.,,		0070	0070					0070	0070		0.70	.070		0.70				0070
Grade 5																						
Reading	All	53%	54%	56%	-	52%	86%	-	-	-	*	38%	71%	0%	67%	14%	48%	65%	-	-	-	*
	Students CWD	30%	32%	0%	_	*	*	_		_	*	*	*	0%	_	*	0%	*	_	_	_	_
	CWOD		58%	67%	-	62%	100%	, -	_		_	50%	80%	-	67%	17%		75%	-	-	-	*
	EL	35%	38%	14%	-	14%	-	-	-	-	-	17%	*	*	17%	14%	*	*	-	-	-	-
	Male	50%	51%	48%	-	46%	*	-	-	-	*	40%	57%	0%	61%	*	48%	-	-	-	-	*
	Female	56%	58%	65%	-	61%	*	-	-	-	-	33%	86%	*	75%	*	-	65%	-	-	-	*
Mathematics	s ΔII	57%	60%	83%		80%	100%		_	_	*	71%	93%	56%	88%	*	79%	87%	_	_	_	*
Mathomatio	Students	01 70	0070	0070		0070	10070	,				1170	0070	0070	0070		1070	01 70				
	CWD	34%	39%	56%	-	43%	*	-	-	-	*	*	*	56%	-	*	67%	*	-	-	-	-
	CWOD		64%	88%	-	86%	100%	-	-	-	-	78%	96%	-	88%	*	83%	95%	-	-	-	*
	EL	46%	48%	*	-		*	-	-	-	-	× 670/	n20/	× 670/	020/	*	700/	*	-	-	-	- *
	Male Female	57%	60% 60%	79% 87%	-	77% 83%	100%		-	-	_	67% 78%	93% 93%	67% *	83% 95%	*	79% -	- 87%	-	-	-	*
		0070	0070	G. 70		0070	.0070					. 0 / 0	0070		0070			0.70				
Science	All	40%	42%	60%	-	64%	43%	-	-	-	*	54%	64%	22%	67%	*	66%	52%	-	-	-	*
	Students	050/	070/	000/		000/	*				_	*	*	000/		_	000/	*				
	CWD CWOD	25%	27% 44%	22% 67%	-	29% 70%	50%	-	-	-	•	67%	68%	22%	- 67%	*	33% 74%	60%	-	-	-	*
	EL	24%	26%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	_
	Male	42%	45%	66%	-	69%	*	-	-	-	*	67%	64%	33%	74%	*	66%	-	-	-	-	*
	Female	38%	38%	52%	-	56%	40%	-	-	-	-	33%	64%	*	60%	*	-	52%	-	-	-	*
STAAR Percent	t at Maste	rs Gra	ade Lev	/el																		
Grade 3																						
Reading	All	24%	26%	33%	*	31%	43%	-	-	-	*	24%	43%	*	34%	36%	31%	34%	-	-	-	38%
	Students CWD	9%	13%	*		*	*					*	*	*		*	*	*				*
	CWD		27%	34%	*	31%	50%	-	-	-	*	29%	40%	_	34%	38%	29%	40%	-	-	-	43%
	EL	15%	20%	36%	-	36%	-	-	-	-	-	25%	50%	*	38%	36%		17%	-	-	-	-
	Male	22%	24%	31%	*	30%	*	-	-	-	-	19%	44%	*	29%	50%	31%	-	-	-	-	*
	Female	26%	27%	34%	-	32%	*	-	-	-	*	29%	42%	*	40%	17%	-	34%	-	-	-	*
Mathematics	ΔII	22%	23%	31%	*	27%	71%	_	_	_	*	21%	43%	*	32%	20%	31%	31%	_	_	_	38%
Manicinalics	Students	/0	20/0	J:/0		Z1 /0	1 1 70	-	-	-		∠ 1 /0	70 /0		JZ /0	_0 /0	J 1 /0	J 1 /0	-		-	JU /0
	CWD	12%	17%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	*
	CWOD		24%	32%	*	29%	67%	-	-	-	*	25%	40%	- *	32%	31%		36%	-	-	-	29%
	EL Male	17% 23%	19% 25%	29% 31%	*	29% 30%	*	-	-	-	-	25% 19%	33% 44%	*	31% 29%	29% 50%		0%	-	-	-	*
	Female			31%	_	24%	*	-	-	-	*	24%	42%	*	36%	0%	-	31%	-	-	-	*
																		*				
Grade 4																						
Reading	All	23%	24%	38%	*	32%	38%	-	*	-	-	29%	46%	*	38%	27%	47%	32%	-	-	-	53%
	Students CWD	9%	8%	*		*	_					*	_	*			*					
	CWD		27%	38%	*	33%	38%	-	*	-	-	30%	46%	_	38%	27%	50%	32%	-	-	-	53%
	EL	12%	12%	27%	*	20%	-	-	-	-	-	22%	*	-	27%	27%	*	*	-	-	-	*
	Male	22%	23%	47%	*	40%	*	-	-	-	-	22%	75%	*	50%	*	47%	-	-	-	-	80%
	Female	25%	26%	32%	*	27%	29%	-	*	-	-	31%	31%	-	32%	*	-	32%	-	-	-	40%
Mathematics	s All	26%	24%	42%	*	32%	63%	_	*	_	_	42%	42%	*	43%	27%	53%	35%	_	_	-	53%
Mauremanes	Students	2070	24 /0	42 /0		32 /0	0370	-		-	-	42 /0	42 /0		4570	21 /0	JJ 70	33 /0	-	-	-	33 70
	CWD	11%	9%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD		27%	43%	*	33%	63%	-	*	-	-	43%	42%	-	43%	27%	56%	35%	-	-	-	53%
	EL Mala	18%	15%	27%	*	20%	*	-	-	-	-	22%	* 620/	- *	27%	27%	*	14%	-	-	-	* 400/
	Male Female	27%	25% 24%	53% 35%	*	47% 23%	* 57%	-	*	-	-	44% 38%	63% 31%	-	56% 35%	14%	53%	- 35%	-	-	-	40% 60%
	i ciliale	20/0	∠→ /0	JJ /0		20/0	J1 /0	-		-	-	JU /0	J 1 /0	-	JJ /0	i -1 /0	-	JJ /0	-	-	-	JU /0
Grade 5																						
Reading	All	26%	24%	21%	-	20%	29%	-	-	-	*	8%	32%	0%	26%	0%	10%	35%	-	-	-	*
	Students CWD	9%	10%	0%		*	*				*	*	*	0%	_	*	0%	*				
	CWD		27%	26%	-	24%	33%	-	-	-	_	11%	36%	U% -	26%	0%	13%	40%	-	-	-	*
	EL	12%		0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	24%		10%	-	12%	*	-	-	-	*	0%	21%	0%	13%	*	10%	-	-	-	-	*

Two

											or		Non									
					African			Americar		Pacific	More		Econ								Foste	
	Female			tCampu: 35%	sAmerica: -	n Hispani 33%	icWhite	Indian -	Asian	Islande	rRaces -	Disadv 22%	Disadv 43%	CWD	40%	EL *	Male -	Female 35%	MigrantHo	meless -	Care	Military *
	Tomale	2070	2170	0070		0070						22 70	1070		1070			0070				
Mathematics		30%	29%	40%	-	41%	29%	-	-	-	*	29%	50%	33%	42%	*	34%	48%	-	-	-	*
	Students CWD	13%	14%	33%	_	29%	*		_	_	*	*	*	33%	_	*	50%	*	_	_	_	_
	CWOD			42%	-	43%	33%	_	-	_	-	33%	48%	-	42%	*	30%	55%	-	_	-	*
	EL	19%		*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	29%		34%	-	35% 50%	* 40%	-	-	-	*	27% 33%	43%	50%	30%	*	34%	- 48%	-	-	-	*
	Female	30%	2970	48%	-	30%	40%	-	-	-	-	3370	57%		55%		-	4070	-	-	-	
Science	All	16%	16%	27%	-	27%	29%	-	-	-	*	21%	32%	22%	28%	*	31%	22%	-	-	-	*
	Students	00/	00/	220/		200/	*				*	*	*	220/		*	220/	*				
	CWD	9% 17%	9% 17%	22% 28%	-	29% 27%	33%	-	-	-	_	22%	32%	22%	28%	*	33% 30%	25%	-	-	-	*
	EL	7%	8%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	18%		31%	-	31%	*	-	-	-	*	27%	36%	33%	30%	*	31%	-	-	-	-	*
	Female	15%	14%	22%	-	22%	20%	-	-	-	-	11%	29%		25%	-	-	22%	-	-	-	-
STAAR Percent	at Appro	ache	s Grad	e Level c	r Above																	
All Grades	ΛII	770/	75%	92%	100%	90%	98%		*		100%	84%	99%	64%	95%	76%	94%	89%				100%
All Subjects	All Students	1170	1370	92%	100%	90%	90%	-		-	100%	0470	9970	04 70	95%	7070	9470	0970	-	-	-	100%
	CWD	45%	45%	64%	-	59%	*	-	-	-	*	47%	100%	64%	-	*	89%	*	-	-	-	*
	CWOD			95%	100%	95%	100%	-	*	-	*	92%	99%	-	95%	82%		96%	-	-	-	100%
	EL Mala	60% 74%		76%	*	75% 93%	100%	-	-	-	*	69% 88%	95% 100%	* 89%	82% 95%	76% 77%	77%	75%	-	-	-	100%
	Male Female			94% 89%	*	93% 87%	100% 97%	-	*	-	*	80%	98%	8	96%	75%		89%	-	-	-	100% 100%
Reading	All	73%	70%	91%	*	89%	95%	-	*	-	*	84%	98%	56%	95%	81%	96%	86%	-	-	-	100%
	Students CWD	39%	37%	56%		53%	*				*	*	100%	56%	_	*	91%	*				*
	CWOD			95%	*	94%	100%	-	*	-	*	93%	97%	-	95%	87%		93%	-	-	-	100%
	EL	52%		81%	*	81%	-	-	-	-	-	78%	89%	*	87%	81%		67%	-	-	-	*
	Male	69%		96%	*	96%	100%	-	-	-	*	93%	100%	91%			96%	-	-	-	-	100%
	Female	17%	74%	86%	•	83%	93%	-	•	-	•	76%	95%	•	93%	67%	-	86%	-	-	-	100%
Mathematics	All	80%	80%	93%	*	92%	100%	-	*	-	*	86%	100%	67%	97%	78%	95%	92%	-	-	-	100%
	Students																					
	CWD	52%		67% 97%	- *	60% 96%	* 100%	-	-	-	*	50% 93%	100% 100%		- 97%	* 83%	91% 96%	* 97%	-	-	-	* 100%
	EL	70%		78%	*	77%	-	-	_	-	_	70%	100%		83%		76%	80%	-	-	-	*
	Male	78%		95%	*	94%	100%	-	-	-	*	90%	100%			76%		-	-	-	-	100%
	Female	82%	81%	92%	*	89%	100%	-	*	-	*	83%	100%	*	97%	80%	-	92%	-	-	-	100%
Science	All	79%	77%	90%	_	89%	100%				*	79%	100%	78%	03%	*	86%	96%				*
	Students	1 5 70	1170	30 /0	_	0370	10070	_	_	_		1570	10070	1070	3070		0070	3070	_	_	_	
	CWD	48%		78%	-	71%	*	-	-	-	*	*	*	78%		*	83%	*	-	-	-	-
	CWOD			93% *	-	92%	100%	-	-	-	-	83%	100%	-	93%	*	87%	100%	-	-	-	*
	EL Male	58% 78%		86%	-	85%	*	-	-	-	*	73%	100%	83%	87%	*	86%	_	-	-	-	*
	Female			96%	-	94%	100%	-	-	-	-	89%	100%	*	100%	*	-	96%	-	-	-	*
STAAR Percent	at Meets	Grad	de Leve	l or Abo	ve																	
All Grades		0.00																				
All Subjects	All		44%	62%	100%	59%	76%	-	*	-	40%	52%	72%	33%	66%	41%	64%	60%	-	-	-	69%
	Students CWD		22%	33%	_	32%	*				*	23%	53%	33%	_	*	50%	*				*
	CWOD			66%	100%	62%	80%	-	*	-	*	57%	73%	-	66%	44%	66%	65%	-	-	-	70%
	EL	26%		41%	*	39%	-	-	-	-	-	35%	58%	*	44%		49%	31%	-	-	-	*
	Male	45%		64%	*	62%	75%	-	-	-	*	54%	74%	50%			64%	-	-	-	-	67%
	Female	50%	46%	60%	*	55%	77%	-	*	-	*	49%	69%	*	65%	31%	-	60%	-	-	-	71%
Reading	All	46%	42%	55%	*	52%	73%	_	*	_	*	42%	69%	17%	60%	38%	53%	58%	_	_	_	62%
	Students																					
	CWD	22%		17%	- *	20%	*	-	-	-	*	*	33%	17%		*	27%	*	-	-	-	*
	CWOD EL	48% 21%		60% 38%	*	56% 35%	80%	-	*	-	*	48% 30%	72% 56%	-	60% 40%		57% 47%	63% 27%	-	-	-	64%
	Male	41%		53%	*	50%	- 71%	-		-	*	40%	66%	27%		47%		2170	-	-		60%
	Female			58%	*	54%	73%	-	*	-	*	44%	71%	*	63%	27%		58%	-	-	-	63%
Mathematics	All Students	48%	48%	69%	*	64%	91%	-	*	-	*	60%	78%	56%	71%	50%	74%	64%	-	-	-	81%
•	CWD	26%	26%	56%	-	47%	*	-	_	-	*	42%	83%	56%	_	*	82%	*	-	-	-	*
	CWOD	51%	51%	71%	*	66%	90%	-	*	-	*	64%	77%	-	71%		73%	68%	-	-	-	80%
	EL	33%		50%	*	48%	-	-	-	-	-	43%	67%	*	53%		59%	40%	-	-	-	*
	Male Female	47%		74% 64%	*	72% 55%	86% 93%	-	*	-	*	63% 59%	87% 69%	82%	73% 68%	59% 40%	74% -	- 64%	-	-	-	80% 81%
	i ciliale	-J/0	7070	U-7 /0		JJ 70	JJ /0	-		-		00/0	03/0		00 /0	- -0 /0	-	∪ 1 /∪	-	-	-	0170
Science	All		44%	60%	-	64%	43%	-	-	-	*	54%	64%	22%	67%	*	66%	52%	-	-	-	*
	Students CWD		210/	22%		29%	*				*	*	*	22%		*	33%	*				
	CWD	23% 52%		67%	-	70%	50%	-	-	-	-	67%	68%	ZZ% -	- 67%	*	33% 74%	60%	-	-		*
	EL	21%		*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	50%		66%	-	69%	*	-	-	-	*	67%	64%	33%		*	66%	-	-	-	-	*
	Female	49%	43%	52%	-	56%	40%	-	-	-	-	33%	64%	•	60%	~	-	52%	-	-	-	*

STAAR Percent at Masters Grade Level All Grades

33%

47% 45% 36%

43%

32%

32%

29%

36% 33%

22%

28%

32%

22%

27%

11%

27%

41% 7%

28%

30%

25%

22% 28%

25% 41%

41% 37%

30%

7%

37%

25%

30%

63%

Two Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military All Subjects ΑII 18% 33% 43% 20% 25% 41% 20% 35% 23% 32% 45% Students CWOD 23% 20% 35% 83% 32% 46% 28% 40% 35% 24% 32% 37% 45% EL 9% 8% 23% 20% 17% 37% 24% 23% 31% 13% 38% 32% 31% 32% 38% Male 20% 18% 32% 30% 21% 43% 32% Female 22% 19% 34% 30% 46% 29% 39% 37% 13% 34% 50% 36% 21% 40% 11% 33% 25% 27% 42% Reading ΑII 19% 16% 30% 28% 34% Students 7% 33% **CWD** 11% 13% CWOD 20% 40% 33% 27% 28% 44% 17% 33% 30% 25% 41% 27% 7% 25% 23% 17% 25% 29% 20% Male 16% 14% 25% 29% 13% 42% 18% 28% 29% 27% 50% Female 22% 37% 34% Mathematics All 23% 23% 33% 55% 30% 45% 28% 38% 25% 37% 37% 50% Students CWD 10% 10% 28% 20% 8% 67% 28% 45% CWOD 25% 55% 38% 27% 36% 41% 48% 25% 38% 35% 33% 43%

25%

37%

28%

31%

22%

23%

35%

31%

27%

27%

31%

22%

43%

60%

29%

33%

20%

13%

23%

22% 16%

5%

23% 17%

13%

23%

17%

4%

15%

EL

ΑII

FΙ

Male

Students CWD

CWOD 24%

Female 21%

Science

Male Female 24%

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	79	*	80	65	-	*	-	*	83	94	91
CWD	94	-	92	*	-	-	-	*	*	94	-
CWOD	78	*	79	61	-	*	-	-	82	-	91
EL	91	*	90	-	-	-	-	-	89	-	91
Male	77	*	79	*	-	-	-	*	72	92	*
Female	81	*	81	75	-	*	-	-	93	*	100
Mathematics											
All Students	85	*	84	80	-	*	-	*	86	94	86
CWD	94	-	92	*	-	-	-	*	*	94	-
CWOD	84	*	84	78	-	*	-	-	85	-	86
EL	86	*	85	-	-	-	-	-	89	-	86
Male	82	*	81	*	-	-	-	*	81	92	*
Female	87	*	87	81	-	*	-	-	90	*	86

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care	
Federal Graduation Rates														
4-year Longitudinal Cohort	Graduation Rate	(Gr 9-12):	Class of 20	17										
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	
EL	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	-	-	-	-	-	-	-	-	-	-	-	_	-	

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

Part (iv): English Language Proficiency

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

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

Indicates zero observations reported for this group.

Indicates there are no students in the group.

Total EL in Class Proficiency of EL Rate of Proficiency
66 14 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			n Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	62	94	60	72	-	*	-	*	54	39	47
School Quality (College, Career	, and Militar	y Readines	ss 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			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Υ						Υ		Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Υ			/	/		Y		Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	000/	N	000/	700/	070/	700/	700/	N	000/	Υ
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Interim Goals (2018-2022) Target Met	40% Y	3170	40% Y	39%	45%	0270	30%	3470	30% Y	2370	40% Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	3470 Y	4170	4370 Y	0370	33 /0	0070	31 70	0170	4370 Y	34 /0	4370 Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	0170	Y	1070	0070	0070	0070	0070	Y	1070	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	0070	N	0070		0.70			Y	0270	Y
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	iciency Statu	ıs									42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	020/	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	34 /0	3 4 /0	J+ /0	J -1 /0	3 4 /0	J -1 /0	J -1 /0	J 1 /0	J -1 /0	J ~1 /0	J -1 /0
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	J-7/0	J+ /0	J+70	J 7 70	5470	J 7 70	J -7 70	J+70	J+ /0	J T /0	J-7 /U
· goo.											

^{&#}x27;+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

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

			Campus	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
P	articipation Rat	te	Oumpus	American	mapame	· · · · · · · · · · · · · · · · · · ·	maan	Asian	isiariaci	Ruces	Disauv	Disauv	OND	OHOD		maic	i ciliale	Migrant
	All Subjects	All Students	99%	100%	99%	100%	_	*	_	100%	99%	100%	100%	99%	100%	100%	99%	_
	,	CWD	100%	-	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
		CWOD	99%	100%	99%	100%	-	*	-	*	99%	100%	-	99%	100%	100%	99%	-
		EL	100%	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
		Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
		Female	99%	*	99%	100%	-	*	-	*	98%	100%	100%	99%	100%	-	99%	-
	Reading	All Students	99%	*	99%	100%	-	*	-	*	99%	100%	100%	99%	100%	100%	99%	-
		CWD	100%	-	100%	*	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
		CWOD	99%	*	99%	100%	-	*	-	*	99%	100%	-	99%	100%	100%	99%	-
		EL	100%	*	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
		Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
		Female	99%	*	98%	100%	-	*	-	*	98%	100%	100%	99%	100%	-	99%	-
	Mathematics	All Students	99%	*	99%	100%	-	*	-	*	99%	100%	100%	99%	100%	100%	99%	-
		CWD	100%	-	100%	*	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
		CWOD	99%	*	99%	100%	-	*	-	*	99%	100%	-	99%	100%	100%	99%	-
		EL	100%	*	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
		Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
		Female	99%	*	98%	100%	-	*	-	*	98%	100%	100%	99%	100%	-	99%	-
	Science	All Students	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
		CWD	100%	-	100%	*	-	-	-	*	100%	*	100%	-	*	100%	*	-
		CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
		EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-
		Male	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
		Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-
N	Ion-Participation	n Rate																
	All Subjects	All Students	1%	0%	1%	0%	-	*	-	0%	1%	0%	0%	1%	0%	0%	1%	-
		CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
		CWOD	1%	0%	1%	0%	-	*	-	*	1%	0%	-	1%	0%	0%	1%	-
		EL	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
		Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
		Female	1%	*	1%	0%	-	*	-	*	2%	0%	0%	1%	0%	-	1%	-
	Reading	All Students	1%	*	1%	0%	-	*	-	*	1%	0%	0%	1%	0%	0%	1%	-
		CWD	0%	-	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
		CWOD	1%	*	1%	0%	-	*	-	*	1%	0%	-	1%	0%	0%	1%	-
		EL	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
		Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
		Female	1%	*	2%	0%	-	*	-	*	2%	0%	0%	1%	0%	-	1%	-
	Mathematics	All Students	1%	*	1%	0%	-	*	-	*	1%	0%	0%	1%	0%	0%	1%	-
		CWD	0%	-	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
		CWOD	1%	*	1%	0%	-	*	-	*	1%	0%	-	1%	0%	0%	1%	-
		EL	0%	*	0%	-	-	-	_	-	0%	0%	*	0%	0%	0%	0%	-
		Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
		Female	1%	*	2%	0%	-	*	-	*	2%	0%	0%	1%	0%	-	1%	-
	Science	All Students	0%	_	0%	0%	_	_	_	*	0%	0%	0%	0%	0%	0%	0%	_
		CWD	0%	_	0%	*	-	-	_	*	0%	*	0%	-	*	0%	*	-
		CWOD	0%	_	0%	0%	_	-	_	_	0%	0%	-	0%	0%	0%	0%	-
		EL	0%	_	0%	-	-	-	_	-	0%	*	*	0%	0%	0%	*	-
		Male	0%	_	0%	*	_	-	_	*	0%	0%	0%	0%	0%	0%	-	-
		Female	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	*	-	0%	-
					-						-	-		-			-	

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

Part (viii): Civil Rights Data

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

Students Without Disabilities In-School Suspensions		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
·	Male	7	*	5	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	9	*	7	*	*	*	*	*	*	
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	*	*	*	*	*	*	*	*	*	

Indicates zero observations reported for this group.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
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											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
All Students											
Chronic Absenteeism		_		_							
	Male	8	*	8	*	*	*	*	*	*	* *
	Female									*	
	Total	10	*	10	*	*	*	*	*	*	* *

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
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
r rescribor r rograms	Male	35	*	26	5	*	*	*	*	5	17
	Female	22	*	17	5	*	*	*	*	*	5
	Total	57	*	43	10	*	*	*	*	7	22
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

- Indicates results are masked due to small numbers to protect student confidentiality.
- 1**1 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 6.5	Percent 21.1%
Teachers Teaching with Emergency or Provisional Credentials	0.1	0.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.4	8.3%

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.

Overde 0	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	88	2%	-	-
Mathematics	6,020	1%	88	2%	-	-
Grade 4 Reading	6,061	1%	66	2%	-	-
Mathematics	6,056	1%	66	2%	-	-
Grade 5 Reading	6,162	2%	82	2%	-	-
Mathematics	6,160	1%	82	2%	-	-
Science	6,164	1%	82	2%	-	-
Grade 6 Reading	5,678	1%	60	2%	-	-
Mathematics	5,677	1%	60	1%	-	-
Grade 7 Reading	5,298	1%	55	1%	-	-
Mathematics	5,294	1%	55	1%	-	-
Grade 8 Reading	5,088	1%	49	1%	-	-
Mathematics	5,087	2%	49	2%	-	-
Science	5,087	1%	49	1%	-	-
End of Course English I	4,868	1%	40	1%	-	-
English II	4,556	1%	28	0%	-	-
Algebra I	4,884	1%	41	1%	-	-
Biology	4,861	1%	44	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Grades All Subjects	99,020	1%	1,084	1%	-	-
Reading	43,730	1%	468	1%	-	-
Mathematics	39,178	1%	441	2%	-	-
Science	16,112	1%	175	1%	-	-

Indicates results are masked due to small numbers to protect student confidentiality. 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	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
Orado 1	rtodding	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
					34			34		13
		White	21 *	22	34 *	32	35 *		10 *	
		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
						32			2	3
		Students with Disabilities	43	51	38		16	14		
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	3	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 45	43	16	20	1	1
					29	43 29	6	9	-	1
		Students with Disabilities	65	61					n/a	
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1
		- 5 5								

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

Subject Student Group % Grade

Indicates reporting standards not met.

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

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