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

Campus Name: CANYON HILLS MIDDLE Campus ID: 071902043 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			EL
			All	African			American		Pacific	or More	Econ	Special	(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	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22 2022-23 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2026-27 2027-28 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-26 tillough 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17	7270	0070	0370	00 70	1270	01 70	1070	1070	01 70	0070	0070
	Mathematics	Rates 2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2031-32	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											41%
		2017-18 through 2021-22											42%
		2022-23 through 2026-27											44%
		2027-28 through											
		2031-32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
Rate		Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2021-22 2022-23 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2026-27 2027-28 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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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;

À 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);

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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					African			Americar		Pacific	or More	Econ	Non							Foste	-
		State	District	Campus		Hispanio								CWD	cwo	EL Male	Female	Migrant	Homeles		
STAAR Percen	ıt at Δnnrc	acho	e Grade	l evel o	r Ahove																
Grade 6	it at Appro	acries	Grauc	Level O	Above																
Reading	All Students	68%	65%	54%	58%	52%	71%	-	*	-	*	47%	67%	28%	58%	23% 53%	54%	*	*	-	67%
	CWD	35%	32%	28%	*	29%	*	_	_	_	_	21%	45%	28%	_	* 41%	*	_	_	_	*
	CWOD		69%	58%	60%	56%	91%	_	*	_	*	52%	70%	-	58%	22% 56%	61%	*	*	_	73%
	EL	42%	32%	23%	-	23%	-	-	-	-	-	23%	*	*	22%	23% 25%	21%	*	-	-	-
	Male	63%	63%	53%	83%	51%	63%	-	-	-	*	45%	69%	41%	56%	25% 53%	-	*	-	-	67%
	Female	72%	67%	54%	*	53%	83%	-	*	-	*	50%	63%	*	61%	21% -	54%	*	*	-	*
Mathematic	s All	76%	71%	58%	54%	57%	79%	_	*	_	*	50%	74%	26%	64%	36% 65%	49%	*	*	_	72%
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	CWD	50%	43%	26%	*	28%	*	-	-	-	-	19%	45%	26%	-	* 35%	*	-	-	-	*
	CWOD		75%	64%	70%	62%	91%	-	*	-	*	56%	78%	-	64%	40% 70%	55%	*	*	-	80%
	EL	61%	49%	36%	-	36%	-	-	-	-	-	37%	*	*	40%	36% 45%	26%	*	-	-	-
	Male	76%	71%	65%	83%	64%	63%	-	-	-	*	58%	77%	35%	70%	45% 65%	-	*	-	-	67%
	Female	77%	71%	49%	*	48%	100%	-	*	-	*	41%	69%	*	55%	26% -	49%	*	*	-	83%
Grade 7																					
Reading	All	73%	70%	66%	*	65%	71%	-	-	-	*	62%	73%	29%	68%	31% 62%	70%	*	*	-	92%
	Students	270/	260/	200/	*	*	*				*	*	*	200/		* *	*		*		
	CWD	37%	36% 73%	29% 68%	*	67%	77%	-	-	-	*	66%	73%	29%	68%	28% 64%	74%	*		-	- 92%
	EL	44%	35%	31%		31%	1 1 70	-	-	-		32%	1370	*		31% 25%	40%	*	-	-	9270
	Male	69%	65%	62%	*	59%	80%		-		*	57%	72%	*		25% 62%	40 /0	*	*		83%
	Female		75%	70%	*	70%	*	_	_	_	*	68%	74%	*	74%		70%	*	*	_	100%
Mathematic	s All Students	71%	67%	51%	*	50%	50%	-	-	-	*	47%	60%	33%	53%	36% 52%	50%	*	*	-	67%
	CWD	42%	35%	33%	*	33%	*	_	_	_	*	30%	*	33%	_	60% *	*	_	*	_	_
	CWOD		71%	53%	*	52%	54%	_	_	_	*	49%	61%	-		31% 53%	53%	*	_	_	67%
	EL	52%	44%	36%	_	36%	-	_	_	_	_	38%	*	60%		36% 39%	33%	*	-	_	-
	Male	69%	66%	52%	*	50%	70%	-	-	-	*	50%	58%	*	53%	39% 52%	-	*	*	-	*
	Female	73%	68%	50%	*	51%	*	-	-	-	*	43%	61%	*	53%	33% -	50%	*	*	-	*
Grade 8																					
Reading	All	85%	81%	71%	64%	71%	73%	*	*	-	*	65%	83%	27%	76%	34% 68%	75%	*	-	-	85%
_	Students																				
	CWD	49%	47%	27%	-	28%	*	-	-	-	*	*	*	27%	-	* 28%	*	-	-	-	*
	CWOD		85%	76%	64%	75%	85%	*	*	-	*	70%	86%	-	76%	38% 75%	77%	*	-	-	91%
	EL	58%	44%	34%	*	34%	-	-	-	-	-	36%	*	~	38%	34% 32%	36%	*	-	-	-
	Male	82%	79%	68%	*	66%	82%	*	•	-	*	55%	86%	28%		32% 68%	- 750/	*	-	-	88%
	Female	00%	84%	75%		76%			-	-		73%	78%		77%	36% -	75%		-	-	
Mathematic	s All	85%	85%	81%	80%	81%	77%	*	*	-	*	76%	91%	36%	87%	65% 77%	85%	*	-	-	82%
	Students																				
	CWD	53%		36%	-	33%	*	-	-	-	*	26%	*	36%	-	* 37%	*	-	-	-	*
	CWOD		89%	87%	80%	87%	82%	*	*	-	*	83%	94%	-		74% 85%	88%	*	-	-	89%
	EL	73%	72%	65%	*	65%	- 700/	-	-	-	-	60%	88%	270/	74%	65% 59%	73%	•	-	-	740/
	Male Female	82%	82% 88%	77% 85%	*	77% 85%	78% *	*	_	-	*	69% 82%	91% 92%	37%	85%	59% 77% 73% -	85%	*	-	-	71% *
	i ciliale	: 01 /0	00 /0	03 /6		00 /0			_	_		02 /0	32 /0		00 /0	1370 -	0370		_	_	
Science	All	75%	72%	55%	*	55%	53%	*	*	-	*	47%	68%	31%	57%	22% 54%	55%	*	-	-	54%
	Students		000/	0.40/		070/	_					_		0.40/		+ 000/					
	CWD			31%	-	27%	~	-	-	-	*	*	*	31%		* 38%		-	-	-	* ==0/
	CWOD			57%	-	58%	62%	-		-	-	50%	69% *	*		24% 57%	57%	*	-	-	55%
	EL Male		40% 70%	22% 54%	*	22% 54%	- 64%	-	*	-	*	21% 42%		38%		22% 25% 25% 54%			-	-	*
	Female			55%	*	56%	*	*	-	-	*	51%	62%	*	57%	* -	- 55%	*	-	-	*
E 1 10																					
End of Course		020/	0/10/	1000/	*	1000/	*				*	1000/	1000/		1000/	- 93%	1000/				*
Algebra I	All Students		84%	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	- 93%	100%	-	-	-	-
	CWD		53%	_	_	_	_	_	_	_		_	_	_	_		_	_	_	_	_
	CWOD			100%	*	100%	*	-	_	_	*	100%	100%	_	100%	- 93%	100%	-	_	-	*
	EL		72%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male			93%	-	92%	*	-	-	-	-	100%		-	93%	- 93%	-	-	-	-	*
	Female	87%	87%	100%	*	100%	-	-	-	-	*	100%	100%	-	100%		100%	-	-	-	*

STAAR Percent at Meets Grade Level or Above

Two

											or		Non									
					African			America		Pacific	More		Econ								Foste	
D ii					sAmerica			Indian	Asian	Islander	rRaces								Viigṛant ₊	Homeles	s Care	
Reading	All Students	38%	34%	25%	8%	25%	43%	-	•	-	•	20%	37%	18%	27%	6%	23%	29%	•	•	-	33%
	CWD	22%	17%	18%	*	21%	*	_	_	_	_	14%	27%	18%	_	*	23%	*	_	_	_	*
	CWOD			27%	10%	26%	55%	-	*	_	*	21%	38%	-	27%		23%	32%	*	*	_	33%
	EL	14%		6%	-	6%	-	-	-	-	-	5%	*	*	4%	6%		7%	*	-	-	-
	Male	34%		23%	0%	22%	38%	-	-	-	*	13%	40%	23%	23%		23%	-	*	-	-	42%
	Female	42%	37%	29%	*	28%	50%	-	*	-	*	28%	31%	*	32%	7%	-	29%	*	*	-	*
Mathematics	ΔII	43%	36%	23%	8%	23%	43%	_	*	_	*	16%	38%	14%	25%	7%	28%	17%	*	*	_	39%
	Students	40 /0	0070	20 /0	0 70	2070	4070					1070	0070	1770	2070	1 70	2070	17 70				00 70
	CWD	23%	20%	14%	*	17%	*	-	-	-	-	13%	18%	14%	-	*	17%	*	-	-	-	*
	CWOD	46%	38%	25%	10%	24%	55%	-	*	-	*	17%	40%	-	25%	7%	30%	18%	*	*	-	47%
	EL	24%		7%	-	7%	-	-	-	-	-	8%	*	*	7%	7%		9%	*	-	-	-
	Male	44%		28%	17%	28%	38%	-	-	-	*	19%	46%	17%	30%		28%	-	*	-	-	42%
	Female	42%	34%	17%	•	16%	50%	-	•	-	•	14%	25%	•	18%	9%	-	17%	•	•	-	33%
Grade 7																						
Reading	All	47%	42%	33%	*	31%	50%	-	-	-	*	30%	41%	18%	35%	10%	31%	36%	*	*	_	58%
	Students																					
	CWD	23%		18%	*	*	*	-	-	-	*	*	*	18%	-	*	*	*	-	*	-	-
	CWOD			35%	*	32%	54%	-	-	-	*	31%	41%	- *	35%	7%		38%	*	-	-	58%
	EL Mala	16%		10%	- *	10%	- E00/	-	-	-	*	13%	*	*	7%	10%		15%	*	- *	-	- 670/
	Male Female	42%		31% 36%	*	27% 35%	50% *	-	-	-	*	25% 35%	44% 38%	*	32% 38%	15%	31%	- 36%	*	*	-	67% 50%
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Mathematics	All	39%	35%	20%	*	19%	21%	-	-	-	*	15%	29%	13%	20%	9%	20%	19%	*	*	-	25%
	Students																					
	CWD	20%		13%	*	14%	*	-	-	-	*	15%	*	13%	-	30%		*	-	*	-	-
	CWOD			20%	*	20%	23%	-	-	-	*	15%	30%	-	20%		20%	21%	*	-	-	25%
	EL Male	17% 38%		9% 20%	*	9% 19%	30%	-	-	-	*	11% 11%	42%	30%	4% 20%	9% 10%	10%	8%	*	*	-	*
	Female			19%	*	19%	30 /0 *	-	-	-	*	19%	18%	*	21%	8%	20 /0	19%	*	*		*
	1 Omaio	1070	0070	10 /0		1070						1070	1070		2170	0 70		1070				
Grade 8																						
Reading	All	48%	43%	28%	27%	27%	33%	*	*	-	*	19%	43%	14%	29%	4%	23%	33%	*	-	-	23%
	Students											*	*				:					*
	CWD	23%		14%	- 070/	17%	200/	-	-	-	*			14%	-		17%	240/	*	-	-	
	CWOD EL	13%		29% 4%	27%	28% 4%	38%			-		20% 5%	46% *	*	29% 3%	3% 4%	24%	34% 5%	*	-	-	27%
	Male	44%		23%	*	23%	36%	-	*	-	*	11%	41%	17%	24%		23%	-	_	-	-	13%
	Female			33%	*	31%	*	*	-	-	*	27%	46%	*	34%	5%	-	33%	*	-	_	*
Mathematics		50%	42%	36%	10%	37%	46%	*	*	-	*	29%	50%	20%	38%	22%	37%	34%	*	-	-	18%
	Students	050/	000/			0.40/	_					400/	*	000/		_	000/	_				*
	CWD	25%		20% 38%	10%	24% 38%	55%	*	-	-	*	16% 31%	52%	20%	38%		26%	260/	- *	-	-	22%
	EL	30%		22%	10%	22%	35%	_	_	-	_	21%	25%	*			21%	36% 23%	*	-	-	2270
	Male	48%		37%	*	37%	56%	_	*	_	*	29%	51%	26%		21%		-	_	_	_	0%
	Female			34%	*	36%	*	*	-	-	*	28%	48%	*	36%			34%	*	-	-	*
Science	All	50%	46%	26%	*	25%	33%	*	*	-	*	18%	41%	15%	27%	6%	26%	26%	*	-	-	23%
	Students	220/	220/	450/		4.40/	*				*	*	*	4.50/		*	100/	*				*
	CWD	23%		15% 27%	*	14% 26%	38%	*	*	-	*	18%	43%	15%	- 27%	5%	19% 28%	27%	*	-	-	27%
	EL	19%		6%	_	6%	-	_	_	-	_	5%	*	*	5%		11%	*	*	-	-	-
	Male	51%		26%	*	25%	45%	-	*	-	*	15%	43%	19%	28%			-	-	-	-	*
	Female	50%	45%	26%	*	26%	*	*	-	-	*	20%	38%	*	27%	*	-	26%	*	-	-	*
End of Course Algebra I	AII	E20/	59%	000/	*	070/	*				*	1000/	050/		000/		020/	96%				*
	All Students	53%	39%	98%		97%		-	-	-		100%	95%	-	98%	-	93%	90%	-	-	-	
	CWD	19%	23%	-	_	_	_	_	_	_	_	_	_	_	_	_	-	_	_	-	_	_
	CWOD			98%	*	97%	*	-	-	-	*	100%	95%	-	98%	-	93%	96%	-	-	-	*
	EL	29%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	49%		93%	- *	92%	*	-	-	-	-	100%	89%	-	93%	-	93%	-	-	-	-	*
	Female	58%	63%	96%	*	96%	-	-	-	-	*	100%	92%	-	96%	-	-	96%	-	-	-	*
STAAR Percent	at Maste	rs Gr	ade Lev	vel																		
Grade 6																						
Reading	All	18%	15%	9%	0%	9%	29%	-	*	-	*	7%	14%	13%	9%	2%	8%	10%	*	*	-	6%
	Students				*		_					4.0.	400:	4000								
	CWD	8%	6%	13%		15%	200/	-	-	-	-	11%	18%	13%	-		14%	400/	*	*	-	70/
	CWOD EL	4%	16% 3%	9% 2%	0%	8% 2%	36%	-	_	-	_	6% 2%	13%	*	9% 0%	0% 2%	7% 0%	10% 3%	*	_	-	7%
	Male	15%		8%	0%	7%	38%	-	-	-	*	5%	13%	14%	7%		8%	-	*	-	-	8%
	Female			10%	*	11%	17%	-	*	-	*	9%	14%	*	10%	3%	-	10%	*	*	-	*
Mathematics		18%	14%	8%	0%	8%	29%	-	*	-	*	4%	16%	7%	8%	0%	11%	5%	*	*	-	22%
	Students	601	201	=61	*	001	*					00/	601	 0.		_	001	*				*
	CWD	9%	8% 15%	7%		8%		-	- *	-	*	6% 4%	9%	7%	- 00/	~ On/	9%		*	- *	-	
	CWOD EL	19% 6%	15% 4%	8% 0%	0%	7% 0%	36%	-	-	-		4% 0%	17% *	- *	8% 0%	0% 0%	11%	5% 0%	*	-	-	27%
	EL Male	18%		11%	0%	11%	25%	-	-	-	*	5%	21%	9%	11%		11%	-	*	-	-	- 25%
	Female			5%	*	4%	33%	-	*	-	*	3%	8%	*	5%	0%	-	5%	*	*	-	17%
																						• •
Grade 7																						
Reading	All	28%	23%	14%	*	12%	29%	-	-	-	*	9%	22%	6%	14%	2%	13%	15%	*	*	-	42%
	Students	100/	8%	60/	*	*	*				*	*	*	6%		*	*	*		*		
	CWD	10%	070	6%				-	-	-				U 7/0	-				-		-	-

Two or Non Pacific More Econ African American Foster Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL MaleFemaleMigrantHomeless Care Military CWOD 30% 25% 14% 13% 31% 10% 21% 14% 2% 13% 15% 42% 6% 2% 2% 3% 2% 2% 0% 5% EL 40% 28% 50% Male 24% 20% 13% 9% 6% 13% 0% 13% Female 33% 27% 15% 15% 17% 15% 5% 15% 33% 14% Mathematics ΑII 18% 7% 6% 21% 5% 11% 8% 7% 4% 9% 6% 17% Students CWD 7% 6% 8% 10% 10% 8% 20% 12% **CWOD** 19% 16% 7% 6% 23% 5% 7% 0% 9% 6% 17% EL 5% 3% 4% 4% 4% 20% 0% 4% 3% 4% 19% Male 17% 15% 9% 7% 30% 5% 9% 3% 9% 6% Female 18% 15% 6% 5% 6% 5% 6% 4% Grade 8 14% Reading All 26% 21% 9% 13% 20% 7% 25% 5% 15% 2% 14% 14% 15% Students 4% 6% CWD 8% 5% 5% 6% CWOD 28% 23% 15% 9% 14% 23% 7% 27% 15% 0% 15% 14% 18% 0% 4% 2% 2% 2% 3% 2% 4% 0% EL Male 22% 18% 14% 13% 27% 5% 25% 6% 15% 4% 14% 13% Female 30% 25% 14% 13% 9% 24% 14% 0% Mathematics All 3% 0% 3% 8% 1% 6% 0% 3% 2% 3% 2% 0% Students CWD 9% 5% 0% 0% 0% 0% 0% **CWOD** 16% 7% 3% 0% 3% 9% 2% 6% 3% 2% 4% 2% 0% EL 6% 3% 2% 2% 2% 0% 2% 2% 0% 5% Male 14% 7% 3% 3% 11% 1% 7% 0% 4% 0% 3% 0% Female 16% 7% 2% 2% 1% 4% 2% 5% 2% 15% 9% 13% 5% 16% 0% 10% 9% 8% Science AII 27% 22% 9% 0% Students 8% CWD 7% 0% 0% 0% 0% CWOD 24% 15% 5% 17% 10% 0% 8% 18% 10% 29% 10% 11% 6% 4% 0% 0% 0% 0% 0% 0% EL 24% 9% 18% 18% 0% 0% Male 29% 9% 4% 11% 9% 8% Female 25% 20% 8% 8% 5% 14% 8% End of Course ΑII 31% 38% 70% 67% 68% 70% 73% 65% Algebra I Students CWD 7% 9% **CWOD** 34% 42% 70% 67% 68% 71% 70% 73% 65% EL 12% 16% Male 28% 36% 73% 69% 50% 89% 73% 73% 77% Female 34% 40% 65% 63% 54% 65% 65% STAAR Percent at Approaches Grade Level or Above All Grades 70% 67% 88% 40% 74% All Subjects All 62% 57% 62% 56% 74% 30% 67% 35% 62% 63% Students 42% CWD 45% 45% 30% 30% 100% 23% 51% 30% 28% 36% 20% 62% 66% 80% 67% 37% 66% 40% **CWOD 80%** 79% 67% 84% 61% 76% 67% 67% 78% 60% 57% 35% 35% 35% 35% 28% 37% 35% 36% 34% 69% 76% 83% 68% Male 74% 72% 62% 60% 54% 76% 36% 66% 36% 62% 38% Female 79% 63% 47% 63% 59% 92% 59% 72% 20% 67% 34% 39% 82% Reading ΑII 73% 70% 63% 62% 62% 74% 100% 58% 74% 28% 67% 29% 61% 66% 38% 79% Students CWD 39% 37% 28% 29% 21% 48% 28% 29% 34% 19% CWOD 77% 74% 67% 65% 66% 86% 100% 62% 77% 67% 29% 64% 71% 38% 84% EL 52% 47% 29% 29% 29% 27% 29% 29% 29% 27% 31% Male 69% 66% 61% 64% 58% 79% 100% 52% 76% 34% 64% 27% 61% 77% Female 77% 74% 66% 56% 66% 64% 100% 64% 72% 19% 71% 31% 66% 82% Mathematics All 80% 80% 64% 61% 63% 71% 80% 58% 76% 31% 69% 44% 66% 62% 43% 74% Students CWD 52% 53% 31% 31% 52% 33% 37% 23% 24% 31% **CWOD 83%** 84% 70% 68% 78% 75% 63% 78% 69% 47% 70% 43% 79% 69% 67% 33% 44% 47% EL 70% 70% 44% 44% 44% 48% 47% 41% 79% 79% 75% 78% 70% 47% 66% 69% 78% 66% 64% 60% 37% Male Female 82% 81% 62% 62% 64% 56% 41% 62% 82% 54% Science ΑII 79% 55% 55% 53% 47% 68% 31% 57% 22% 54% 55% Students CWD 48% 27% 38% 31% 31% **CWOD 82%** 81% 57% 58% 62% 50% 69% 57% 24% 57% 57% 55% EL 58% 55% 22% 22% 21% 24% 22% 25% Male 78% 76% 54% 54% 64% 42% 73% 38% 57% 25% 54% Female 80% 78% 55% 56% 51% 62% 57% 55% STAAR Percent at Meets Grade Level or Above All Grades 41% 22% 22% 16% 30% 9% 28% 33% All Subjects 29% 19% 28% 54% 41% 29% 3% AII 47% 44% Students CWD 9% 8% 23% 22% 16% 18% 0% 14% 20% 16% 15% 20% CWOD 50% 47% 21% 29% 48% 22% 23% 43% 30% 32% 3% 30% 68% 8% 29% 37% 9% 15% 8% EL 26% 24% 9% 9% 6% 9% 9%

											Two											
					African			America	n	Pacific	or More	Fcon	Non Econ								Foste	
		State	District(Campus A	American	Hispani								CWD	CWOE	EL	Male	Female	Migran	tHomeless		
	Male	45%	43%	28%	16%	27%	45%	-	*	-	42%	18%	45%	20%				-	0%	*	-	30%
	Female	50%	46%	29%	21%	29%	31%	*	*	-	67%	26%	37%	9%	32%	9%	-	29%	6%	*	-	38%
Reading	All	46%	42%	29%	24%	28%	43%	*	*	_	60%	23%	40%	17%	30%	7%	25%	33%	0%	*	_	37%
3	Students																					
	CWD	22%	19%	17%	*	20%	*	-	-	-	*	14%	24%	17%	-	18%	19%	13%	-	*	-	*
	CWOD	48%	45%	30%	27%	29%	50%	*	*	-	75%	24%	42%	-	30%	5%	26%	34%	0%	*	-	39%
	EL	21%	20%	7%	-	7%	-	-	-	-	-	7%	4%	18%	5%	7%	6%	8%	*	-	-	-
	Male	41%	38%	25%	14%	24%	43%	-	*	-	60%	16%	42%	19%	26%	6%	25%	-	*	*	-	38%
	Female	50%	46%	33%	31%	31%	43%	*	*	-	60%	30%	39%	13%	34%	8%	-	33%	*	*	-	35%
Mathematics	s All	48%	48%	29%	13%	29%	40%	*	*	_	50%	23%	43%	15%	31%	12%	31%	28%	7%	*	_	33%
	Students																					
	CWD	26%	26%	15%	*	18%	*	-	-	-	*	14%	19%	15%	-	14%	22%	8%	-	*	_	*
	CWOD		51%	31%	15%	31%	47%	*	*	-	63%	24%	45%	-	31%	11%	32%	30%	7%	*	-	37%
	EL	33%	32%	12%	-	12%	-	-	-	-	-	12%	7%	14%	11%	12%	11%	13%	*	-	-	-
	Male	47%	48%	31%	14%	30%	46%	-	*	-	*	21%	50%	22%	32%	11%	31%	-	*	*	-	27%
	Female	49%	48%	28%	12%	28%	29%	*	*	-	*	24%	35%	8%	30%	13%	-	28%	*	*	-	41%
Science	All	49%	44%	26%	*	25%	33%	*	*	-	*	18%	41%	15%	27%	6%	26%	26%	*	-	-	23%
	Students																					
	CWD	23%	21%	15%	- *	14%	*	-	-	-	*	*	*	15%			19%	*	-	-	-	*
	CWOD		47%	27%	*	26%	38%	*	*	-	*	18%	43%	-	27%		28%	27%	*	-	-	27%
	EL	21%	17%	6%	-	6%	-	-	-	-	-	5%	*	*	5%		11%	*	*	-	-	-
	Male	50%	44%	26%	*	25%	45%	-	*	-	*	15%	43%	19%	28%	11%	26%	-	-	-	-	*
	Female	49%	43%	26%	•	26%	•	•	-	-	•	20%	38%	•	27%	•	-	26%	•	-	-	•
TAAR Percent All Grades All Subjects	All	21%	18%	11%	4%	10%	23%	*	0%	-	25%	7%	18%	6%	11%	2%	11%	10%	0%	*	_	18%
	Students	00/	70/	C 0/	*	70/	*				00/	F0/	00/	C0/		E0/	C0/	70/		*		00/
	CWD CWOD	8%	7% 20%	6% 11%	5%	7% 10%	27%	*	0%	-	0% 32%	5% 7%	8% 19%	6%	- 11%		6% 11%	7% 11%	0%	*	-	0% 21%
	EL	23% 9%	20% 8%	2%	370	2%	2170		070	-	3270	2%	0%	- 5%	1%			2%	U70 *		-	2170
		20%			0%		30%	-	*	-	8%	2% 5%	21%	6%	11%			2 70	0%	*	-	18%
	Male Female		18% 19%	11% 10%	8%	10% 10%	9%	*	*	-	42%	9%	14%	7%	11%	1% 2%	11%	10%	0%	*	-	18%
	remale	2270	1970	1076	0 70	10%	970			-	4270	970	14 70	1 70	1170	270	-	1076	0 76		-	1070
Reading	All Students	19%	16%	12%	3%	11%	26%	*	*	-	40%	8%	20%	9%	12%	2%	11%	13%	0%	*	-	19%
	CWD	7%	6%	9%	*	11%	*	-	-	-	*	7%	14%	9%	-	7%	9%	10%	-	*	-	*
	CWOD	20%	17%	12%	4%	11%	31%	*	*	-	50%	8%	21%	-	12%	1%	12%	13%	0%	*	-	21%
	EL	7%	7%	2%	-	2%	-	-	-	-	-	2%	0%	7%	1%		1%	3%	*	-	-	-
	Male	16%	14%	11%	0%	10%	36%	-	*	-	20%	6%	22%	9%	12%		11%	-	*	*	-	19%
	Female	22%	19%	13%	6%	13%	7%	*	*	-	60%	10%	18%	10%	13%	3%	-	13%	*	*	-	18%
Mathematics		23%	23%	10%	3%	9%	24%	*	*	-	20%	6%	16%	5%	10%	2%	10%	9%	0%	*	-	19%
	Students				*						*											*
	CWD	10%	10%	5%		6%	~	-	-	-		6%	5%	5%	-		6%	5%	-	*	-	
	CWOD		25%	10%	4%	9%	28%	*	*	-	25%	6%	17%	-	10%		11%	9%	0%	*	-	21%
	EL	13%	13%	2%	-	2%	-	-	-	-	*	2%	0%	6%	1%	2%	1%	3%		-	-	400/
	Male Female	23%	23% 23%	10% 9%	0% 6%	10% 8%	29% 14%	*	*	-	*	5% 8%	21% 11%	6% 5%	11% 9%	3%	10%	- 9%	*	*	-	19% 18%
Science	All	22%	16%	9%	*	9%	13%	*	*	_	*	5%	16%	0%	10%			8%	*	_	_	15%
Coloride	Students		5%	0%		0%	*			-	*	J /0 *	*	0%	10 /0	*	0%	*		-	-	*
					*		1E0/	*	*	-	*				100/	00/		00/	*	-	-	100/
	CWOD EL	24% 5%	17% 4%	10% 0%		10% 0%	15%	-		-		5% 0%	17% *	*	10% 0%	0% 0%	11% 0%	8%	*	-	-	18%
	EL Male	23%	4% 17%	0% 9%	*	0% 9%	18%	-	*	-	*	0% 4%	18%	0%	11%	0%	0% 9%	_		-	-	*
	Female		15%	9% 8%	*	9% 8%	*	*		-	*	4 % 5 %	14%	*	8%	*	J /0	- 8%	*	-	-	*
	remale	2170	1370	0 70		0 70			-	-		370	1470		070		-	0 70		-	-	

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

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	African American	Hienanie	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	Students	American	піѕрапіс	wille	Illulali	ASIAII	isianuer	Races	Disauv	CWD	EL
Reading											
All Students	60	52	60	63	*	*	-	100	59	38	53
CWD	38	*	41	*	-	-	-	*	35	38	41
CWOD	63	55	62	75	*	*	-	100	62	-	56
EL	53	-	53	-	-	-	-	-	55	41	53
Male	58	*	57	69	-	*	-	100	56	47	42
Female	63	58	63	50	*	*	-	*	62	26	65
Mathematics											
All Students	59	52	57	75	*	*	-	94	55	48	54
CWD	48	*	49	*	-	-	-	*	45	48	53
CWOD	60	60	59	81	*	*	-	92	57	-	54
EL	54	-	54	-	-	-	-	-	54	53	54
Male	59	56	57	77	-	*	-	*	55	50	52

Indicates zero observations reported for this group.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
Female	59	50	58	71	*	*	_	*	55	45	55	

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 Disady	CWD	EL	Homeless	Foster Care
Federal Graduation Rates			•			710.0		11200	2.000	02			
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.

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
176	8	5%

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

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 Achi			Hispanic STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	34	*	33	45	*	*	-	56	28	17	15
School Quality (College, Career	r, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

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	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status Reading	Giadonio	Amorioan	тпоратно	***************************************	maian	Aoian	ioiuiiuoi	114000	Dioday	0.1.5	
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N					N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	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	N	N	N	N					N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022) 42%

Indicates there are no students in the group.

Indicates zero observations reported for this group.

Indicates there are no students in the group.

Indicates the student group is not applicable to this report.

Target Met Interim Goals (2023-2027) 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 + N 44% N 46% N 46% N
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.

									Two or		Non						
		0	African		18/1-14	American	A - !	Pacific	More	Econ	Econ	OMB	OWOD			F1-	
Participation Ra	te	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
·																	
All Subjects	All Students	99%	99%	99%	97%	*	100%	-	100%	99%	100%	100%	99%	99%	99%	99%	97%
	CWD	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	98%	99%	97%	*	100%	-	100%	99%	99%	-	99%	99%	99%	99%	97%
	EL	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	99%	99%	95%
	Male .	99%	97%	100%	96%	- *		-	100%	99%	99%	100%	99%	99%	99%	-	93%
	Female	99%	100%	99%	100%	*	100%	-	100%	99%	100%	100%	99%	99%	-	99%	100%
Reading	All Students	100%	97%	100%	98%	*	*	-	100%	100%	100%	100%	100%	100%	99%	100%	100%
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	96%	100%	97%	*	*	-	100%	100%	100%	-	100%	100%	99%	100%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	99%	93%	100%	97%	-	*	-	100%	100%	99%	100%	99%	100%	99%	-	100%
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	100%
Mathematics	All Students	99%	100%	99%	98%	*	*	-	100%	99%	100%	100%	99%	99%	99%	99%	93%
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	97%	*	*	-	100%	99%	100%	-	99%	99%	99%	99%	93%
	EL	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	99%	100%	89%
	Male	99%	100%	99%	97%	-	*	-	100%	99%	99%	100%	99%	99%	99%	-	86%
	Female	99%	100%	99%	100%	*	*	-	100%	99%	100%	100%	99%	100%	-	99%	100%
Science	All Students	98%	100%	98%	93%	*	*	-	*	97%	99%	100%	97%	94%	98%	97%	*
	CWD	100%	-	100%	*	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	97%	100%	97%	92%	*	*	-	*	96%	99%	-	97%	93%	98%	96%	*
	EL	94%	-	94%	-	-	-	-	-	93%	100%	100%	93%	94%	97%	92%	*
	Male	98%	100%	99%	91%	-	*	-	*	98%	100%	100%	98%	97%	98%	-	-
	Female	97%	100%	96%	*	*	-	-	*	96%	97%	100%	96%	92%	-	97%	*
Non-Participation						*											
All Subjects	All Students	1%	1%	1%	3%	*	0%	-	0%	1%	0%	0%	1%	1%	1%	1%	3%
	CWD	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD EL	1% 1%	2%	1% 1%	3%		0%	-	0%	1% 1%	1% 0%	- 0%	1% 1%	1% 1%	1% 1%	1% 1%	3% 5%
	Male	1%	3%	0%	- 4%	-	*	-	0%	1%	1%	0%	1%	1%	1%	170	7%
	Female	1%	0%	1%	0%	*	0%	-	0%	1%	0%	0%	1%	1%	-	- 1%	0%
Reading	All	0%	3%	0%	2%	*	*	-	0%	0%	0%	0%	0%	0%	1%	0%	0%
	Students																
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	4%	0%	3%	*	*	-	0%	0%	0%	-	0%	0%	1%	0%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	1%	7%	0%	3%	-	*	-	0%	0%	1%	0%	1%	0%	1%	-	0%
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	0%
Mathematics	All Students	1%	0%	1%	2%	*	*	-	0%	1%	0%	0%	1%	1%	1%	1%	7%
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	3%	*	*	-	0%	1%	0%	-	1%	1%	1%	1%	7%
	EL	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	1%	0%	11%
	Male	1%	0%	1%	3%	-	*	-	0%	1%	1%	0%	1%	1%	1%	-	14%

		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
	Female	1%	0%	1%	0%	*	*	-	0%	1%	0%	0%	1%	0%	-	1%	0%
Science	All Students	2%	0%	2%	7%	*	*	-	*	3%	1%	0%	3%	6%	2%	3%	*
	CWD	0%	-	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	3%	0%	3%	8%	*	*	-	*	4%	1%	-	3%	7%	2%	4%	*
	EL	6%	-	6%	-	-	-	-	-	7%	0%	0%	7%	6%	3%	8%	*
	Male	2%	0%	1%	9%	-	*	-	*	3%	0%	0%	2%	3%	2%	-	-
	Female	3%	0%	4%	*	*	-	-	*	4%	3%	0%	4%	8%	-	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	African			Indian or Alaska		Pacific	Two or More		with	Students with Disabilities (Section
Students Without Disabilities		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	504)
In-School Suspensions												
in concor cuopendione	Male	47	*	41	*	*	*	*	*	14		
	Female	21	*	17	*	*	*	*	*	5		
	Total	68	*	58	*	*	*	*	*	19		
Out-of-School Suspensions												
	Male	56	*	52	*	*	*	*	*	16		
	Female	38	*	34	*	*	*	*	*	16		
	Total	94	6	86	*	*	*	*	*	32		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*		*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Linday Zaya Talayayaa Daliaisa	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	IUlai											
School-Related Affests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	rotar											
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
	Male	11	*	11	*	*	*	*	*	5		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	13	*	13	*	*	*	*	*	7		5
Out-of-School Suspensions										_		_
	Male .	10	*	10	*	*	*	*	*	7		7
	Female	5	*	5	*	*	*	*	*			*
Familia	Total	15	•	15	•	•	•	•	•	9		11
Expulsions	M-1-		*		*				*			
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
0.140. 2010 10.0141100 1 0.10100	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students Chronic Absenteeism												
	Male	30	*	26	*	*	*	*	*	11	*	*
	Female	42	*	38	*	*	*	*	*	11	5	*
	Total	72	*	64	*	*	*	*	*	22	7	*

Total

	Total
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	8
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	18
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	-	-	-	-	-	-	-	-	-	-

- 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 9.4	Percent 17.7%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.5	13.2%

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

State	State	District	District	Campus	Campus
Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2

State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
6,019	1%	88	2%	-	-
6,020	1%	88	2%	-	-
6,061	1%	66	2%	-	-
6,056	1%	66	2%	-	-
6,162	2%	82	2%	-	-
6,160	1%	82	2%	-	-
6,164	1%	82	2%	-	-
5,678	1%	60	2%	6	2%
5,677	1%	60	1%	6	2%
5,298	1%	55	1%	*	*
5,294	1%	55	1%	*	*
5,088	1%	49	1%	*	*
5,087	2%	49	2%	*	*
5,087	1%	49	1%	*	*
4,868	1%	40	1%	-	-
4,556	1%	28	0%	-	-
4,884	1%	41	1%	-	-
4,861	1%	44	1%	-	-
99,020	1%	1,084	1%	28	2%
43,730	1%	468	1%	12	2%
39,178	1%	441	2%	12	2%
16,112	1%	175	1%	*	*
	6,019 6,020 6,061 6,056 6,162 6,160 6,164 5,678 5,677 5,298 5,294 5,088 5,087 5,087 4,868 4,556 4,884 4,861 99,020 43,730 39,178	Number of ALT2 Rate of ALT2 6,019 1% 6,020 1% 6,061 1% 6,056 1% 6,162 2% 6,160 1% 5,678 1% 5,677 1% 5,298 1% 5,294 1% 5,087 2% 5,087 2% 5,087 1% 4,868 1% 4,856 1% 4,884 1% 4,861 1% 99,020 1% 43,730 1% 39,178 1%	Number of ALT2 Rate of ALT2 Number of ALT2 6,019 1% 88 6,020 1% 88 6,061 1% 66 6,056 1% 66 6,162 2% 82 6,160 1% 82 6,164 1% 82 5,678 1% 60 5,677 1% 60 5,298 1% 55 5,294 1% 55 5,088 1% 49 5,087 2% 49 5,087 1% 49 4,868 1% 40 4,556 1% 28 4,884 1% 41 4,861 1% 44 99,020 1% 1,084 43,730 1% 468 39,178 1% 441	Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2 6,019 1% 88 2% 6,020 1% 88 2% 6,061 1% 66 2% 6,056 1% 66 2% 6,162 2% 82 2% 6,160 1% 82 2% 6,164 1% 82 2% 5,678 1% 60 2% 5,677 1% 60 1% 5,298 1% 55 1% 5,294 1% 55 1% 5,087 2% 49 2% 5,087 2% 49 2% 5,087 1% 49 1% 4,868 1% 40 1% 4,868 1% 40 1% 4,861 1% 44 1% 99,020 1% 1,084 1% 43,730 1%	Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2 Number of ALT2 6,019 1% 88 2% - 6,020 1% 88 2% - 6,061 1% 66 2% - 6,056 1% 66 2% - 6,162 2% 82 2% - 6,160 1% 82 2% - 6,164 1% 82 2% - 5,678 1% 60 2% 6 5,677 1% 60 1% 6 5,298 1% 55 1% * 5,088 1% 49 1% * 5,087 2% 49 2% * 4,868 1% 40 1% * 4,868 1% 40 1% * 4,884 1% 41 1% * 4,861 1%

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

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 At	ove Basic	% At or Abo	ve Proficient	% At or Abov	e 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
	-	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

Indicates zero observations reported for this group.

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

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

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.