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

Campus Name: WESTERN HILLS EL Campus ID: 071902146 District Name: EL PASO ISD

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

Part (i)(1) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

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

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

										Two or			EL (Current
			All	African			American		Pacific	More	Econ	Special	and
Academic Performance (At Meets		Baseline 2016-17	Students	American I	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	· · · · · · · · · · · · · · · · · · ·	2017-18 through 2021-											
		22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026- 27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-	32 /u	72 /0	4070	0070	3170	7070	3370	02 /0	4070	3170	00 70
		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	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	Mathomatico	2017-18 through 2021-	1070	0170	1070	0070	1070	0270	0070	0170	0070	2070	10 70
		22	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-	J4 /0	4170	4970	0370	JJ /0	0370	31 /0	0176	4370	34 /0	49 /0
		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%
EL Progress		Baseline 2016-17 Rates											41%
22 1 Tog1000		2017-18 through 2021-											1170
		22											42%
		2022-23 through 2026- 27											44%
		2027-28 through 2031-											44 70
		32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	200/	050/	070/	000/	000/	0.50/	000/	000/	000/	700/	700/
Rate		Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		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%
		*=	•	0.70	3	5 5	•	5	0.70	3	3.70	0.75	0.70

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

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

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

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

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

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;
Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between

individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i); The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The

lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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	Distric	tCampu	African sAmerican	Hispani		American Indian		Pacific Islander				/CWD	cwor) EL	Male	Femalel	Migrant		Foster Care	
				•		mopum	••••	maian	Aoiai	noianaoi	114000	, Diouu	Dioda		002		maio	· · · · · · · · · · · · · · · · · · ·	mgrant		Guio	y
STAAR Percent	at Appro	ache	s Grade	e Level c	or Above																	
Grade 3 Reading	All	770/-	82%	82%	*	81%	92%	*	*	_	*	73%	97%	64%	86%	780/	84%	81%	_	-	-	*
	Students	11 /0	02 /0	02 /6		0170	32 /0			_		1370	31 /0	04 /0	0070	1070	04 /0	0170	-	-	-	
	CWD	51%	61%	64%	-	*	*	-	_	_	_	*	*	64%	_	*	*	71%	_	-	_	*
	CWOD		85%	86%	*	86%	89%	*	*	-	*	76%	100%	-	86%	82%	88%	83%	-	-	-	*
	EL	70%	80%	78%	-	78%	-	-	-	-	-	71%	100%		82%	78%	73%	83%	-	-	-	*
	Male	74%	80%	84%	-	81%	*	*	-	-	*	78%	100%		88%		84%		-	-	-	*
	Female	79%	83%	81%	*	81%	88%	-	*	-	-	65%	95%	71%	83%	83%	-	81%	-	-	-	-
Mathematics	ΔII	77%	80%	80%	*	78%	92%	*	*		*	70%	94%	55%	84%	75%	82%	78%				*
	Students		00 /0	OU /6		7 0 70	92 /0			-		1070	94 /0	33 /6	04 /0	1370	02 /0	7 0 70	-	-	-	
	CWD	52%	59%	55%	_	*	*	_	_	_	_	*	*	55%	_	*	*	71%	_	_	_	*
	CWOD		83%	84%	*	84%	89%	*	*	_	*	76%	96%	-	84%	78%	88%		_	_	_	*
	EL	74%	78%	75%	_	75%	-	_	_		_	71%	86%	*	78%		67%		_	-	-	*
	Male	77%	81%	82%		78%	*	*			*	78%	91%	*	88%		82%	-				*
	Female			78%	*	78%	88%	_	*		_	59%	95%	71%		83%		78%	_	-	-	_
	Tomaic	1070	1370	1070		7070	0070					0070	30 70	7 1 70	0070	00 /0		1070				
Grade 4																						
Reading	All	72%	74%	80%	*	81%	80%	-	-	-	-	72%	91%	42%	87%	89%	77%	85%	-	-	-	*
	Students																					
	CWD	46%		42%	*	50%	*	-	-	-	-	*	*	42%	-	*	*	*	-	-	-	-
	CWOD		79%	87%	*	86%	89%	-	-	-	-	82%	93%	-	87%		86%		-	-	-	*
	EL	60%	61%	89%	-	89%	-	-	-	-	-	85%	100%		87%		83%	100%	-	-	-	-
	Male	70%	72%	77%	*	78%	*	-	-	-	-	67%	90%	*	86%	83%	77%	-	-	-	-	*
	Female	75%	77%	85%	-	86%	83%	-	-	-	-	80%	93%	*	88%	100%	ó -	85%	-	-	-	-
		770/	000/	0.407		0.40/	000/					770/	0.40/	500 /	000/	000/	040/	000/				_
Mathematics	All Students	77%	80%	84%		84%	90%	-	-	-	-	77%	94%	50%	90%	83%	81%	88%	-	-	-	
			E00/	E00/	*	60%	*					*	*	50%		*	50%	*				
	CWD	49%	50%	50% 90%	*			-	-	-	-			50%	000/	070/			-	-	-	*
	CWOD		84%			88%	100%	-	-	-		85%	97%	*	90%		89%		-	-	-	
	EL Male	72% 77%	73% 79%	83% 81%	*	83% 83%	*	-	-	-	-	77% 74%	100% 90%	50%	87% 89%		83% 81%		-	-	-	*
	Female		80%	88%		86%	100%	-	-	-	-	80%	100%		91%	83%		88%	-	-	-	
	remale	1070	00 /0	00 /6	-	00 /0	100 /6	-	-	-	-	00 /0	100 /6		9170	03 /0	-	00 /0	-	-	-	-
Grade 5																						
Reading	All	83%	88%	91%	*	88%	100%	_	*	_	*	85%	98%	57%	97%	75%	93%	89%	_	_	_	*
	Students																					
	CWD	54%	62%	57%	-	54%	*	_	_	_	_	55%	*	57%	_	*	75%	*	-	-	_	_
	CWOD		91%	97%	*	96%	100%	-	*	-	*	95%	100%		97%	88%	97%		-	-	_	*
	EL	73%	80%	75%	-	74%	-	_	*	_	_	71%	*	*	88%		80%		_	-	_	_
	Male	81%	86%	93%	*	91%	100%	_	*	_	*	88%	100%	75%			93%		_	-	_	_
	Female		89%	89%	*	86%	100%	-	_	_	*	82%	96%	*	97%	67%		89%	-	-	_	*
Mathematics	All	90%	92%	97%	*	97%	93%	-	*	-	*	94%	100%	93%	97%	92%	93%	100%	-	-	-	*
	Students																					
	CWD	70%	74%	93%	-	92%	*	-	-	-	-	91%	*	93%	-	86%	88%	100%	-	-	-	-
	CWOD	92%	95%	97%	*	98%	92%	-	*	-	*	95%	100%	-	97%	94%	94%	100%	-	-	-	*
	EL	86%	89%	92%	-	91%	-	-	*	-	-	90%	*	86%	94%	92%	87%	100%	-	-	-	-
	Male	89%	92%	93%	*	94%	86%	-	*	-	*	88%	100%	88%	94%	87%	93%	-	-	-	-	-
	Female	91%	92%	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	ó -	100%	-	-	-	*
Science	All	75%	79%	88%	*	87%	86%	-	*	-	*	81%	95%	64%	92%	79%	86%	89%	-	-	-	*
	Students		550/			000/	_					0.407	_	0.40/		_	000/	_				
	CWD			64%		62%	~ ~ ~ .	-	-	-	-	64%		64%	-	*	63%		-	-	-	-
	CWOD			92%	*	93%	85%	-		-	*	86%	97%	-	92%		92%		-	-	-	*
	EL	62%		79%	*	78%	- -	-	*	-	- *	76%	*	*	88%		73%		-	-	-	-
	Male	76%		86%		84%	86%	-	*	-		77%		63%			86%		-	-	-	-
	Female	75%	77%	89%	*	89%	86%	-	-	-	*	86%	91%	*	92%	89%	-	89%	-	-	-	*
STAAR Percent	at Meets	Grad	le I eve	l or Aho	Ve																	
Grade 3	at 1110013	Grau		. 0. ADO																		
Reading	All	43%	46%	57%	*	55%	58%	*	*	_	*	43%	77%	36%	60%	65%	57%	57%	_	_	_	*
	Students		. 5 / 5	/3		2373	2370					.575		5570	5570	5570	J. 70	J. 70				
	CWD		32%	36%	_	*	*	_	_	_	_	*	*	36%	_	*	*	57%	_	_	_	*
	CWOD			60%	*	60%	56%	*	*	-	*	47%	80%	-	60%	68%	64%		_	_	-	*
	EL	32%		65%	_	65%	-	_	_	_	_	53%	100%		68%		55%		_	_	_	*
	Male	40%		57%	-	52%	*	*	_	_	*	44%	90%	*	64%		57%		-	-	_	*
	Female			57%	*	59%	50%	_	*	_	_	41%			57%			57%	_	_	_	_
	. omaic	.0 /0	10 /0	J. 70		30 /0	30 /0					1170	. 5 /0	J. 70	J. 70	. 5 /0		J. 70				

Two

											or		Non									
					African			America	n	Pacific		Econ								1	Foster	
		State	District	tCampu	sAmerica	nHispani								CWD	CWOD	EL	Male	Female	MigrantH			
Mathematics		46%	48%	55%	*	53%	67%	*	*	-	*	45%	68%	45%	56%	58%	58%	51%	-	-	-	*
	Students																					
	CWD	30%	35%	45%	*	*	* C70/	-	-	-	-	* 4 7 0/	*	45%	-	× C40/	*	57%	-	-	-	*
	CWOD EL	39%	50% 43%	56% 58%		55% 58%	67% -			-	_	47% 47%	69% 86%	*	56% 61%		62% 58%	50% 58%	-	-	-	*
	⊏∟ Male	47%	50%	58%	-	53%	*	*	-		*	52%	73%	*	62%		58%	50%	-	-	-	*
	Female		46%	51%	*	52%	63%	_	*	-	_	35%	65%	57%	50%	58%		51%	-	_	_	_
		.070	.070	0.70		0270	0070					0070	0070	0.70	0070	0070		0.70				
Grade 4																						
Reading	All	45%	47%	46%	*	45%	60%	-	-	-	-	34%	62%	8%	52%	22%	45%	47%	-	-	-	*
	Students																					
	CWD	28%	23%	8%	*	10%	*	-	-	-	-	*	*	8%	-	*	*	*	-	-	-	-
	CWOD		50%	52%	*	51%	67%	-	-	-	-	41%	67%	-	52%		54%	50%	-	-	-	*
	EL	29%	31%	22%	-	22%	- *	-	-	-	-	15%	40%	*	27%		25%	17%	-	-	-	-
	Male	43%	45%	45%	•	46%		-	-	-	-	33%	60%	Ĵ	54%		45%	470/	-	-	-	•
	Female	4/%	48%	47%	-	43%	67%	-	-	-	-	35%	64%	-	50%	17%	-	47%	-	-	-	-
Mathematics	ΔII	48%	48%	54%	*	54%	60%					40%	74%	33%	58%	110%	57%	50%				*
	Students	4070	4070	04 70		0470	0070	_	_	_		4070	1470	0070	30 70	77 /0	01 /0	30 70	_	_	_	
	CWD	29%	25%	33%	*	40%	*	_	_	-	_	*	*	33%	_	*	30%	*	_	_	_	_
	CWOD		52%	58%	*	56%	67%	-	_	_	_	46%	73%	-	58%	40%	65%	50%	-	-	_	*
	EL	38%	35%	44%	-	44%	-	-	-	-	-	31%	80%	*	40%		50%	33%	-	-	-	-
	Male	48%	49%	57%	*	59%	*	-	-	-	-	44%	75%	30%	65%	50%	57%	-	-	-	-	*
	Female	47%	47%	50%	-	46%	67%	-	-	-	-	35%	71%	*	50%	33%	-	50%	-	-	-	-
Grade 5																						
Reading	All	53%	54%	64%	*	60%	71%	-	*	-	*	54%	76%	29%	71%	46%	64%	64%	-	-	-	*
	Students	000/	000/	000/		000/	*					070/	*	000/			E00/	*				
	CWD	30%	32%	29% 71%	*	23%		-	*	-	- *	27% 62%		29%	740/	E20/	50% 67%		-	-	-	*
	CWOD EL	35%	58% 38%	71% 46%		69% 43%	69%	-	*	-	_	43%	79% *	*	71% 53%		47%	74% 44%	-	-	-	
	Male	50%	51%	64%	*	59%	57%	-	*	-	*	50%	83%	50%	67%		64%	44 /0	-	-	-	-
	Female		58%	64%	*	61%	86%	-	_		*	59%	70%	*	74%	44%		64%	-	-	-	*
	1 Omaio	0070	0070	0470		0170	0070					0070	1070		7 4 70	1170		0170				
Mathematics	All	57%	60%	63%	*	60%	64%	_	*	_	*	65%	61%	43%	67%	50%	73%	53%	-	-	_	*
	Students																					
	CWD	34%	39%	43%	-	38%	*	-	-	-	-	45%	*	43%	-	57%	50%	33%	-	-	-	-
	CWOD	60%	64%	67%	*	65%	62%	-	*	-	*	70%	63%	-	67%	47%	78%	56%	-	-	-	*
	EL	46%	48%	50%	-	48%	-	-	*	-	-	52%	*	57%	47%		60%	33%	-	-	-	-
	Male	57%	60%	73%	*	72%	57%	-	*	-	*	69%	78%	50%	78%		73%	-	-	-	-	-
	Female	58%	60%	53%	*	50%	71%	-	-	-	*	59%	48%	33%	56%	33%	-	53%	-	-	-	*
	•	400/	400/	=00/	_	500/	400/		_		_	400/	000/	400/	500/	500 /	500/	500/				_
Science	All	40%	42%	56%	•	59%	43%	-	^	-	•	46%	68%	43%	59%	50%	59%	53%	-	-	-	•
	Students CWD	25%	27%	420/		46%	*					55%	*	120/		*	38%	*				
	CWD	25%	44%	43% 59%	*	62%	46%	-	*	-	*	43%	74%	43%	- 59%	17 0/-	64%	54%	-	-	-	*
	EL	24%	26%	50%	_	48%	-	-	*		_	48%	/ 4 /0 *	*	47%		47%	56%	-	-	-	_
	Male	42%	45%	59%	*	59%	43%	_	*	-	*	50%	72%	38%	64%		59%	-	_	_	_	_
	Female		38%	53%	*	58%	43%	_	_	-	*	41%	65%	*	54%	56%		53%	_	_	_	*
STAAR Percent	at Maste	rs Gra	ade Lev	/el																		
Grade 3	•	0.40/	000/	000/	_	000/	500/	_	_		_	400/	470/	00/	000/	000/	000/	000/				_
Reading	All	24%	26%	30%	•	26%	50%	•	^	-	•	18%	47%	9%	33%	30%	30%	30%	-	-	-	•
	Students CWD	9%	13%	9%		*	*					*	*	9%		*	*	14%				*
	CWD		27%	33%	*	30%	56%	*	*	-	*	21%	52%	9 /0	33%	32%	33%	33%	-	-	-	*
	EL	15%	20%	30%	_	30%	30 70	_	_		_	24%	50%	*	32%		18%	42%	-	-	-	*
	Male	22%	24%	30%	_	23%	*	*	_	_	*	11%	80%	*	33%		30%	-	_	_	_	*
	Female		27%	30%	*	30%	38%	-	*	_	_	29%	30%	14%	33%	42%		30%	-	-	_	_
Mathematics	All	22%	23%	20%	*	17%	33%	*	*	-	*	16%	26%	9%	22%	25%	18%	22%	-	-	-	*
	Students																					
		12%	17%	9%	-	*	*	-	-	-	-	*	*	9%	-	*	*	14%	-	-	-	*
	CWOD		24%	22%	*	20%	33%	*	*	-	*	18%	27%	- *	22%		21%	23%	-	-	-	*
	EL Mala	17%	19%	25%	-	25%	- *	-	-	-	-	24%	29%	*	26%		25%	25%	-	-	-	*
	Male Female	23%	25% 21%	18% 22%	*	13% 22%		-	*	-	-	15% 18%	27% 25%	14%	21% 23%	25% 25%	18%	- 22%	-	-	-	-
	remale	2170	2170	2270		2270	25%	-		-	-	1070	25%	1470	2370	23%	-	2270	-	-	-	-
Grade 4																						
Reading	All	23%	24%	26%	*	26%	30%	_	_	_	_	17%	38%	0%	30%	17%	28%	24%	_	_	_	*
	Students	2070	2170	2070		2070	0070					11 70	0070	0 70	0070	11 70	2070	2170				
	CWD	9%	8%	0%	*	0%	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD		27%	30%	*	31%	33%	-	-	-	-	21%	43%	_	30%	20%	35%	25%	-	-	-	*
	EL	12%	12%	17%	-	17%	-	-	-	-	-	15%	20%	*	20%	17%	17%	17%	-	-	-	-
	Male	22%	23%	28%	*	29%	*	-	-	-	-	15%	45%	*	35%		28%	-	-	-	-	*
	Female	25%	26%	24%	-	21%	33%	-	-	-	-	20%	29%	*	25%	17%	-	24%	-	-	-	-
	A //	0001	0.457	c =-:	_	0501	4001					0001	,,,,,	001	4401	0001	4001	0.407				_
Mathematics		26%	24%	35%	*	35%	40%	-	-	-	-	30%	41%	0%	41%	33%	43%	24%	-	-	-	*
	Students	110/	00/	00/	*	00/	*					*	*	00/		*	00/	*				
	CWD	11%	9% 27%	0% 41%	*	0% 41%	44%	-	-	-	-	36%	47%	0%	- 41%		0% 54%	25%	-	-	-	*
	EL	18%	15%	33%	_	33%	44%	-	-	-	-	23%	60%	*	41%		42%	25% 17%	-	-	-	_
	Male	27%	25%	43%	*	44%	*	-	-	-	-	37%	50%	0%	54%		43%	-	-	_	_	*
	Female		24%	24%	_	21%	33%	-	-	-	-	20%	29%	*		17%		24%	-	-	-	_
				/ •																		
Grade 5																						
Reading	All	26%	24%	30%	*	29%	29%	-	*	-	*	17%	46%	7%	35%	17%	36%	24%	-	-	-	*
	Students																					
	CWD	9%	10%	7%	-	8%	*	-	-	-	-	9%	*	7%	-	*	13%	*	-	-	-	-
	CWOD	27%	27%	35%	*	35%	31%	-	*	-	*	19%	50%	-	35%	18%	42%	28%	-	-	-	*

Two

											or		Non									
				_	African			America			More							_			Foste	
	EL	12%		ampus 17%	American	ııspanı 17%	cwnite	Indian	Asian	Islande	rRaces	Disadv 19%	DISAGV *	CWD	18%			-emale 22%	MigrantH	omeles	s Care	Military
	Male	24%		36%	*	34%	29%	-	*	-	*	19%	61%	13%		13%		-	-	-	-	-
	Female			24%	*	25%	29%	-	-	-	*	14%	35%	*	28%	22%	-	24%	-	-	-	*
Mathematic		30%	29%	31%	*	28%	29%	-	*	-	*	23%	41%	7%	36%	17%	43%	20%	-	-	-	*
	Students CWD	13%	14%	7%	_	0%	*		_		_	0%	*	7%		0%	13%	0%				
	CWOD			36%	*	35%	23%	-	*	-	*	30%	42%	-	36%	24%		23%	-	-	-	*
	EL	19%	20%	17%	-	13%	-	-	*	-	-	14%	*	0%		17%		11%	-	-	-	-
	Male	29%	29%	43%	*	34%	43%	-	*	-	*	23%	72%	13%		20%	43%	-	-	-	-	-
	Female	30%	29%	20%	*	22%	14%	-	-	-	*	23%	17%	0%	23%	11%	-	20%	-	-	-	*
Scionco	All	160/	16%	28%	*	24%	36%	_	*		*	13%	46%	14%	31%	170/	110/	16%				*
Science	Students		1070	20%		24%	30%	-		-		1370	40%	1470	3170	17 70	4170	1070	-	-	-	
	CWD	9%	9%	14%	-	15%	*	-	-	_	-	18%	*	14%	_	*	13%	*	_	-	_	-
	CWOD	17%	17%	31%	*	25%	38%	-	*	-	*	11%	50%	-	31%	12%	47%	15%	-	-	-	*
	EL	7%	8%	17%	-	13%	-	-	*	-	-	14%	*	*	12%	17%		11%	-	-	-	-
	Male	18%	17%	41%	*	34%	43%	-	*	-	*	19%	72%	13%	47%	20%		-	-	-	-	-
	Female	15%	14%	16%	-	14%	29%	-	-	-	-	5%	26%		15%	11%	-	16%	-	-	-	-
STAAR Percer	nt at Appro	aches	s Grade	Level or	r Above																	
All Grades																						
All Subjects			75%	86%	83%	85%	91%	*	75%	-	100%	79%	96%	61%	91%	81%	85%	88%	-	-	-	56%
	Students		AE0/	640/	*	600/	000/					E40/	700/	640/		620/	500/	670/				*
	CWD	45% 80%		61% 91%	100%	60% 90%	82% 92%	- *	- 75%	-	100%	54% 85%	78% 98%	61%	- 91%		58% 91%	67% 91%	-	-	-	*
	EL	60%		81%	100%	81%	9270	_	*	-	-	77%	97%	62%		81%		86%	-	-	-	*
	Male	74%		85%	71%	84%	89%	*	100%	-	100%	78%	96%	58%		78%		-	-	-	-	*
	Female	79%	77%	88%	100%	87%	92%	-	*	-	*	80%	96%	67%	91%	86%	-	88%	-	-	-	*
D	A 11	700/	700/	0.50/	*	0.407	000/	*	*		*	770/	050/	E 40/	000/	900/	0.407	050/				*
Reading	All Students	73%	70%	85%	-	84%	92%	-	-	-	-	77%	95%	54%	90%	80%	84%	85%	-	-	-	-
	CWD	39%	37%	54%	*	52%	*	_	_	_	_	44%	75%	54%	_	55%	55%	53%	_	_	_	*
	CWOD		74%	90%	*	90%	94%	*	*	_	*	84%	98%	-	90%	85%		90%	_	-	_	*
	EL	52%	47%	80%	-	80%	-	-	*	-	-	75%	100%	55%	85%		79%	81%	-	-	-	*
	Male	69%	66%	84%	*	83%	93%	*	*	-	*	78%	96%	55%	91%	79%	84%	-	-	-	-	*
	Female	77%	74%	85%	*	85%	90%	-	*	-	*	76%	95%	53%	90%	81%	-	85%	-	-	-	*
Mathematic	e All	80%	80%	87%	*	87%	92%	*	*		*	81%	96%	68%	91%	83%	85%	90%				*
Matricinatio	Students		0070	01 /0		01 /0	32 /0			-		0170	30 /0	0070	3170	03 /0	00 /0	30 70	_	-	-	
	CWD	52%	53%	68%	*	68%	*	-	-	-	-	60%	83%	68%	-	73%	59%	80%	-	-	-	*
	CWOD	83%	84%	91%	*	90%	94%	*	*	-	*	85%	98%	-	91%	85%	91%	91%	-	-	-	*
	EL	70%		83%	-	83%	<u>-</u>	-	*	-	-	80%	93%	73%	85%		79%	89%	-	-	-	*
	Male	78%		85%	*	85%	87%	*	*	-	*	80%	94%	59%		79%		-	-	-	-	*
	Female	82%	81%	90%		89%	95%	-		-		81%	98%	80%	91%	89%	-	90%	-	-	-	
Science	All	79%	77%	88%	*	87%	86%	-	*	-	*	81%	95%	64%	92%	79%	86%	89%	-	-	-	*
	Students																					
	CWD	48%	49%	64%	- *	62%	*	-	-	-	- *	64%	*	64%	-		63%	*	-	-	-	-
	CWOD		81%	92%	-	93%	85%	-	*	-	-	86%	97% *	*	92% 88%		92%	92%	-	-	-	-
	EL Male	58% 78%	55% 76%	79% 86%	*	78% 84%	86%	-	*	-	*	76% 77%	100%	63%	92%	79% 73%		89%	-	-	-	-
	Female			89%	*	89%	86%	_	-	-	*	86%	91%	*		89%	-	89%	-	-	_	*
STAAR Percer All Grades	it at Meets	Grad	e Level	or Abov	е																	
All Subjects	: All	47%	44%	57%	50%	55%	60%	*	63%	_	82%	47%	69%	34%	61%	49%	59%	54%	_	_	_	33%
,	Students													•								
	CWD		22%	34%	*	32%	55%	-	-	-	-	30%	44%	34%	-		31%	39%	-	-	-	*
	CWOD			61%	60%	60%	61%	*	63%	-	82%	51%	72%	-	61%			56%	-	-	-	*
	EL Male	26% 45%		49%	- 57%	48%	- 57%	*	020/	-	1000/	43%	72%	41%		49%		49%	-	-	-	*
	Female			59% 54%	40%	57% 53%	63%	_	83%	-	100%	49% 44%	75% 64%	31% 39%	65% 56%	49% 49%		- 54%	-	-	-	*
			.070	.,,	1070	0070	0070					, .	0.70	0070	0070	.0,0		0.70				
Reading	All		42%	56%	*	53%	64%	*	*	-	*	44%	71%	24%	61%	46%	55%	57%	-	-	-	*
	Students		400/	0.407	_	400/	*					400/	400/	0.40/		400/	000/	070/				_
	CWD	22%		24%	*	19% 60%	65%	-	-	-	*	16%	42%	24%	- 040/		23%	27%	-	-	-	*
	EL	21%		61% 46%	_	45%	05%		*	-	_	50% 39%	75% 71%	18%	61% 52%	52% 46%	42%	61% 52%	-	-	-	*
	Male	41%		55%	*	52%	60%	*	*		*	43%	75%	23%	61%	42%		-	-	-	-	*
	Female			57%	*	55%	67%	-	*	-	*	46%	68%			52%	-	57%	-	-	-	*
Mathematic			48%	58%	*	56%	64%	*	*	-	*	50%	67%	41%	61%	52%	63%	52%	-	-	-	*
	Students CWD		26%	41%	*	39%	*				_	32%	58%	41%		55%	36%	47%				*
	CWD			61%	*	59% 59%	65%	*	*		*	54%	68%	4170	- 61%	51%		52%	-	-	-	*
	EL	33%		52%	-	51%	-	_	*	_	-	45%	73%	55%		52%		44%	_	_	_	*
	Male	47%		63%	*	61%	60%	*	*	-	*	55%	76%	36%	68%	56%		-	-	-	-	*
	Female			52%	*	49%	67%	-	*	-	*	44%	60%	47%		44%		52%	-	-	-	*
0-1	A !!	4007	4.40/	E00'	*	F00'	4007				*	4001	0001	4007	E00'	E001	F00'	E00'				
Science	All Students		44%	56%	-	59%	43%	-	•	-	•	46%	68%	43%	59%	50%	59%	53%	-	-	-	•
	CWD	23%	21%	43%	_	46%	*	_	-	_	_	55%	*	43%	_	*	38%	*	_	_	_	_
	CWOD			59%	*	62%	46%	-	*	-	*	43%	74%	-		47%		54%	-	-	-	*
	EL	21%	17%	50%	-	48%	-	-	*	-	-	48%	*	*	47%	50%	47%	56%	-	-	-	-
	Male	50%		59%	*	59%	43%	-	*	-	*	50%	72%	38%		47%		-	-	-	-	-
	Female	49%	43%	53%	*	58%	43%	-	-	-	*	41%	65%	*	54%	56%	-	53%	-	-	-	*

Two Non

		State	District	Campu	African sAmerican	Hispanio		American Indian		Pacific Islande				CWD	CWOD	EL	MaleF	- emale M	igrantHo		Foster Care	Military
STAAR Percent	at Maste	rs Gra	ade Leve	el																		
All Grades																						
All Subjects	All	21%	18%	29%	25%	27%	35%	*	38%	_	73%	19%	41%	7%	33%	22%	35%	22%	_	_	_	11%
	Students																					
	CWD	8%	7%	7%	*	4%	27%	-	-	-	_	5%	11%	7%	-	10%	6%	8%	-	_	-	*
	CWOD	23%	20%	33%	30%	31%	36%	*	38%	-	73%	22%	45%	-	33%	25%	41%	24%	-	_	-	*
	EL	9%	8%	22%	-	21%	-	-	*	-	_	19%	34%	10%	25%	22%	22%	22%	-	_	-	*
	Male	20%	18%	35%	43%	31%	43%	*	50%	-	100%	20%	58%	6%	41%	22%	35%	-	-	-	-	*
	Female	22%	19%	22%	0%	22%	29%	-	*	-	*	18%	27%	8%	24%	22%	-	22%	-	-	-	*
Reading	All	19%	16%	29%	*	27%	36%	*	*	_	*	17%	44%	5%	33%	22%	31%	26%	-	_	_	*
•	Students																					
	CWD	7%	6%	5%	*	3%	*	-	-	-	-	4%	8%	5%	-	9%	5%	7%	-	-	-	*
	CWOD	20%	17%	33%	*	32%	39%	*	*	-	*	20%	48%	-	33%	24%	37%	29%	-	-	-	*
	EL	7%	7%	22%	-	22%	-	-	*	-	-	20%	29%	9%	24%	22%	16%	30%	-	-	-	*
	Male	16%	14%	31%	*	29%	40%	*	*	-	*	15%	58%	5%	37%	16%	31%	-	-	-	-	*
	Female	22%	19%	26%	*	25%	33%	-	*	-	*	20%	32%	7%	29%	30%	-	26%	-	-	-	*
Mathematics	All	23%	23%	29%	*	27%	33%	*	*	_	*	23%	37%	5%	33%	24%	36%	22%	-	_	_	*
	Students																					
	CWD	10%	10%	5%	*	0%	*	-	-	-	-	0%	17%	5%	-	0%	5%	7%	-	-	-	*
	CWOD	25%	25%	33%	*	32%	32%	*	*	-	*	28%	39%	-	33%	29%	42%	24%	-	-	-	*
	EL	13%	13%	24%	-	23%	-	-	*	-	-	20%	40%	0%	29%	24%	28%	19%	-	-	-	*
	Male	23%	23%	36%	*	31%	47%	*	*	-	*	25%	53%	5%	42%	28%	36%	-	-	-	-	*
	Female	24%	23%	22%	*	22%	24%	-	*	-	*	20%	23%	7%	24%	19%	-	22%	-	-	-	*
Science	All	22%	16%	28%	*	24%	36%	-	*	-	*	13%	46%	14%	31%	17%	41%	16%	-	-	-	*
	Students																					
	CWD	7%	5%	14%	-	15%	*	-	-	-	-	18%	*	14%	-		13%	*	-	-	-	-
	CWOD	24%	17%	31%	*	25%	38%	-	*	-	*	11%	50%	-	31%	12%		15%	-	-	-	*
	EL	5%	4%	17%	-	13%	-	-	*	-	-	14%	*	*	12%	17%	20%	11%	-	-	-	-
	Male	23%	17%	41%	*	34%	43%	-	*	-	*	19%	72%	13%	47%	20%	41%	-	-	-	-	-
	Female	21%	15%	16%	*	14%	29%	-	-	-	*	5%	26%	*	15%	11%	-	16%	-	-	-	*

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	Llianania	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	Students	American	піѕрапіс	wille	mulan	ASIAII	isianuer	Races	Disauv	CVVD	EL
Reading											
All Students	75	*	74	79	-	*	-	*	69	72	76
CWD	72	*	76	*	-	-	-	-	68	72	69
CWOD	75	*	74	81	-	*	-	*	70	-	79
EL	76	-	76	-	-	*	-	-	71	69	76
Male	73	*	74	67	-	*	-	*	67	66	75
Female	76	*	74	90	-	-	-	*	72	86	79
Mathematics											
All Students	80	*	79	82	-	*	-	*	78	83	78
CWD	83	*	86	*	-	-	-	-	79	83	94
CWOD	79	*	78	81	-	*	-	*	78	-	73
EL	78	-	77	-	-	*	-	-	79	94	78
Male	82	*	80	94	-	*	-	*	75	75	79
Female	78	*	79	70	-	-	-	*	83	100	75

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 G	Fraduation Rate	(Gr 9-12)·	Class of 20	17									
All Students	-	- (OI 3-12).	-		-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	_	-	-	-	_	-	_	_	_	_	-	_	_

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

Part (iv): English Language Proficiency

Indicates zero observations reported for this group.

Indicates there are no students in the group.

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
144	23	16%

- 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

Student Success (Student Achie		African American nain Score:		White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	57	*	56	62	*	*	-	85	48	34	51
School Quality (College, Career,	and Military	Readiness	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- 'n/a' Indicates the student group is not applicable to this report.

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y					Y	Y	Y
Interim Goals (2023-2027)	52% Y	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met		54%	Y 58%	N 73%	62%	82%	620/	700/	Υ	N 45%	Y 52%
Interim Goals (2028-2032) Target Met	62% N	54%	58% N	73% N	62%	82%	63%	70%	55% N	45% N	52% Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	/ 2 / 0 N	0070	N	N	1270	01 /0	7570	7070	N	N	N
Mathematics	IN		IN	IN					IN	IN	IN
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	70 % Y	0170	Υ Υ	Υ	1070	02 /0	0070	0170	Υ	Υ Υ	Υ Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Υ	Υ					Υ	Υ	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N	N	Υ
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N	N	N
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	included States										42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
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	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	е	Gumpuo	Amorroan	mopamo	***************************************	maian	Aoian	ioiuiidoi	114000	Diodav	Dioday	0112	01102		muio	romaio	mgrant
All Subjects	All Students	100%	100%	100%	100%	*	100%	_	100%	99%	100%	100%	100%	100%	100%	99%	_
,	CWD	100%	*	100%	100%	-	-	_	-	100%	100%	100%	-	100%	100%	100%	_
	CWOD	100%	100%	99%	100%	*	100%	_	100%	99%	100%		100%	100%	100%	99%	_
	EL	100%	-	100%	-	-	*	_	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	_	100%	100%	100%	100%	100%	100%	100%		_
	Female	99%	100%	99%	100%	-	*	-	*	99%	100%	100%	99%	100%	-	99%	-
Reading	All Students	100%	100%	99%	100%	*	*	-	*	99%	100%	100%	100%	100%	100%	99%	_
=	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	*	99%	100%	*	*	-	*	99%	100%	-	100%	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%	-
Mathematics	All Students	100%	100%	99%	100%	*	*	-	*	99%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	*	99%	100%	*	*	-	*	99%	100%	-	100%	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%	-
Science	All Students	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Non-Participation	n Rate																
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	*	0%	-	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	0%	-	*	-	*	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	0%	0%	1%	0%	*	*	-	*	1%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	*	1%	0%	*	*	-	*	1%	0%	-	0%	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%	-
Mathematics	All Students	0%	0%	1%	0%	*	*	-	*	1%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	*	1%	0%	*	*	-	*	1%	0%	-	0%	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%	-
Science	All Students	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-

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.

Students Without Disabilities		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)
In-School Suspensions											
'	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions											
·	Male	6	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	10	*	8	*	*	*	*	*	6	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	

		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	Total	*	*	*	*	*	*	*	*	*	,
School-Related Affests	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Referrals to Law Enforcement				*		*	*	*		_	
	Male	*	*	*	*	*	*	*	*	*	
	Female Total	*	*	*	*	*	*	*	*	*	
Students With Disabilities	iotai										
In-School Suspensions		*		*		*	*	*	_	*	_
	Male Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Out-of-School Suspensions	Total										
,	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Expulsions	Mala	*	*	*	*	*	*	*	*		*
With Educational Services	Male Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Total	-		-				-	-	-	-
School-Related Affests	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
All Students	Total										
Chronic Absenteeism											
	Male	21	*	14	5	*	*	*	*	8	5 *
	Female	27	*	20	5	*	*	*	*	5	8 *
	Total	48	*	34	10	*	*	*	*	13	13 *

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
	Male	24	*	20	*	*	*	*	*	11	*
	Female	13	*	11	*	*	*	*	*	5	*
	Total	37	*	31	*	*	*	*	*	16	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

Total

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

- 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 3.0	Percent 8.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.2	9.3%

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.

Grade 3	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
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%	5	6%
Mathematics	6,160	1%	82	2%	5	6%
Science	6,164	1%	82	2%	5	6%
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%	21	4%
Reading	43,730	1%	468	1%	8	3%
Mathematics	39,178	1%	441	2%	8	3%
Science	16,112	1%	175	1%	5	6%

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

			% Relo	w Basic	% At or A	bove Basic	% At or Abov	ve Proficient	% At or Abo	νο Δdvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
Grade 4	Reading									
		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
				00	20	20		· ·	·	·
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disady	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
			29	47	44	39	23	13	4	2
		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
			o *		29 *		*		*	
		Pacific Islander		35	40	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 Disady	40	45	40	37	17	15	3	3
		Students with Disabilities	40 67	45 69	23	22	8	7	2	2
				71	23 32	23	8 7	, 5	∠ 1	∠ 1
		English Language Learners	61	/ 1	32	23	,	э	ı	ı

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 zero observations reported for this group.

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

December 2018