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

Campus Name: WELLINGTON EL Campus ID: 044902101 District Name: WELLINGTON 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					Educ	Former)
Academic Performance (At Meets		Baseline 2016-17											
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22 2022-23 through 2026-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		27 2027-28 through 2031-	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27 2027-28 through 2031-	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031-											44%
Graduation Rate:4-Year Longitudinal		32 Baseline 2016-17											46%
Rate		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

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											
		04-4-1	N-4-1-40		African		-18/1-14	America		Pacific				OW/D	040			F1-1			Foster	
						ıHıspanı	CVVIITE	indian	ASIA	nislander	Races	DISAGV	Disagv	CWD	CWOL	) EL	waie	remaier	viigranti	Homeles	s Care	Willita
AAR Percent Grade 3	at Appro	oache	s Grade	Level o	r Above																	
Reading	All Students	77%	91%	91%	*	79%	100%	-	-	-	-	88%	95%	*	94%	*	89%	94%	-	-	-	-
	CWD	51%	* 94%	* 94%	-	* 85%	- 100%	-	-	-	-	93%	- 95%	*	- 94%	-	* 94%	94%	-	-	-	-
	EL	70%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	94 70	9470	-	-	-	-
	Male Female	74%	89% 94%	89% 94%	*	78% *	100% 100%		-	-	-	90% 83%	89% 100%	*	94% 94%	*	89%	94%	-	-	-	-
Mathematics	All Students	77%	77%	77%	*	64%	95%	-	-	-	-	67%	90%	*	83%	*	72%	84%	-	*	-	-
	CWD	52%	* 83%	* 83%	-	* 74%	- 95%	-	-	-	-	* 76%	90%	*	- 83%	-	* 78%	* 89%	-	- *	-	-
	EL	74%	*	*	-	*	9576		-	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male Female	77%	72% 84%	72% 84%	*	64% 63%	90% 100%		-	-	-	67% 67%	80% 100%	*	78% 89%	*	72%	84%	-	*	-	-
	Torridic	7070	0 + 70	0470		0070	10070	'				01 70	10070		0070			0470				
Grade 4 Reading	All	72%	74%	74%	_	65%	80%	_	_	_	_	65%	88%	*	73%	*	88%	65%	_	_	_	_
	Students			*		*						*										
	CWD CWOD	46% 75%	73%	73%	-	63%	80%	-	-	-	-	64%	88%	-	73%	*	87%	65%	-	-	-	-
	EL	60%	* 88%	* 88%	-	* 86%	- 89%	-	-	-	-	* 88%	- 88%	-	* 87%	*	* 88%	*	-	-	-	-
	Male Female	70% 75%	65%	65%	-	50%	75%	-	-	-	-	56%	88%	-	65%	*	-	65%	-	-	-	-
Mathematics	All	77%	78%	78%	_	62%	92%	_	_	_	_	69%	94%	*	83%	*	88%	72%	_	_	_	_
	Students					0270	0270						0-170		0070			. 1270				
	CWD	49% 81%	*83%	* 83%	-	* 71%	92%	-	-	-	-	* 76%	94%	-	83%	*	93%	78%	-	-	-	-
	EL	72%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	77% 78%	88% 72%	88% 72%	-	75% 54%	100% 88%	-	-	-	-	78% 65%	100% 89%	*	93% 78%	*	88%	72%	-	-	-	-
Orada E																						
Grade 5 Reading	All	83%	92%	92%	*	89%	94%	-	-	-	*	89%	100%	*	91%	100%	691%	94%	*	-	-	-
- (	Students CWD	54%	*	*		*	*					*		*			*					
	CWOD	87%	91%	91%	*	88%	94%	-	-	-	*	88%	100%	-	91%			94%	*	-	-	-
	EL Male	73% 81%	100% 91%	100% 91%	*	100% 88%	93%	-	-	-	*	100% 88%	- 100%	*	100% 90%	100%	6 * 91%	*	*	-	-	-
	Female		94%	94%	-	92%	*	-	-	-	-	91%	100%	-	94%	*	-	94%	*	-	-	-
Mathematics	All	90%	84%	84%	*	79%	89%	_	_	_	*	82%	91%	*	84%	83%	88%	76%	*	_	_	_
	Students			*		*						*					_					
	CWD	70% 92%	84%	84%	*	81%	88%	-	-	-	*	82%	91%	-	84%	100%	686%	81%	*	-	-	
	EL	86%	83%	83%	-	83%	-	-	-	-	-	83%	-	*	100%	83%		*	*	-	-	-
	Male Female	89% 91%	88% 76%	88% 76%	-	88% 69%	86%	-	-	-	-	85% 75%	100%	*	86% 81%	*	88%	76%	*	-	-	-
Science	All	75%	63%	63%	*	52%	76%	_	_	_	*	57%	82%	*	61%	*	71%	47%	*	_	_	_
	Students					*							0270		0.70							
	CWD	48% 78%	61%	* 61%	*	50%	75%	-	-	-	*	55%	- 82%	-	- 61%	*	68%	50%	*	-	-	-
	EL	62%	* 740/	* 71%	-	* 63%	- 770/	-	-	-	-	* 68%	-	*	* 68%	*	* 71%	*	*	-	-	-
	Male Female	76% 75%	71% 47%	47%	_	38%	77% *	-	-	-	-	*	83%	*	50%	*	7 170	47%	*	-	-	-
AAR Percent	at Meets	Grad	e Level	or Abov	ve																	
Grade 3 Reading	All	43%	69%	69%	*	43%	90%	_	_	_	_	44%	89%	*	71%	*	58%	81%	_	_	_	_
	Students						0070											0170				
	CWD		* 71%	* 71%	*	* 46%	90%	-	-	-	-	* 47%	89%	-	- 71%	*	* 61%	- 81%	-	-	-	-
	EL	32%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male Female		58% 81%	58% 81%	-	33%	89% 91%	-	-	-	-	30% 67%	89% 90%	-	61% 81%	-	58%	81%	-	-	-	-
Mothomatic -					*	270/								*		*	440/			*		
Mathematics	All Students	46%		45%		27%	67%	-	-	-	-	17%	80%	-	49%	-	44%		-	-	-	-
	CWD CWOD	30%	* 49%	* 49%	- *	* 32%	- 67%	-	-	-	-	* 19%	- 80%	*	- 49%	-	* 48%	50%	-	- *	-	-
	EL	39%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male Female		44% 47%	44% 47%	*	29% 25%	70% 64%	-	-	-	-	20% 11%	80% 80%	*	48% 50%	*	44%	- 47%	-	*	-	-
	i emale	+570	<b>→</b> 1 /0	<b>→</b> 1 /0	-	2370	04 70	-	-	-	-	1 1 70	0070		JU 70		-	<b>→</b> 1 70	-	-	-	-

											Two or		Non									
		04-4-1	D!-4-!-4	<b>^</b>	African			American		Pacific	More		Econ	OW/D	014/00			· 1 - <b>N</b>			Foster	
		State	District	Campus	American	IISpani	cwnite	indian A	Asiai	nisianderi	Races	Disadv	Disadv	CWD	CWOL	) EL	Maler	emaleiv	ligrantHo	omeles	s Care	Milli
Grade 4 Reading	All	45%	45%	45%	_	35%	52%	_	_	_	_	38%	56%	*	44%	*	50%	42%	_			
	Students	3	4570				JZ /0						30 /0		<del></del>		30 /0	<b>42</b> /0				
	CWD	28%	* 44%	* 44%	-	* 31%	- 52%	-	-	-	-	* 36%	- 56%	*	- 44%	*	* 47%	- 42%	-	-	-	•
	EL	29%	*	*		*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	
	Male	43%	50%	50%	-	29%	67%	-	-	-	-	38%	63%	*	47%	*	50%	-	-	-	-	
	Female	347%	42%	42%	-	40%	44%	-	-	-	-	39%	50%	-	42%	•	-	42%	-	-	-	
Mathematics	Students		41%	41%	-	29%	52%	-	-	-	-	34%	53%	*	43%	*	59%	31%	-	-	-	
	CWD	29%	* 43%	* 43%		* 29%	- 52%	-	-		-	* 36%	53%	*	43%	*	60%	* 33%	-		-	
	EL	38%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	
	Male Female	48%	59% 31%	59%	-	50% 15%	67% 44%	-	-	-	-	56% 25%	63% 44%	*	60% 33%	*	59%	- 31%	-	-	-	
	remaie	34170	3170	31%	-	15%	4470	-	-	-	-	25%	44%		33%		-	3170	-	-	-	
Grade 5																/						
Reading	All Students	53%	38%	38%	*	25%	61%	-	-	-	*	30%	64%	*	33%	20%	41%	31%	*	-	-	
	CWD	30%	*	*	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	
	CMOE		33%	33%	*	19%	59%	-	-	-	*	24%	64%	-	33%		34%	31%	*	-	-	
	EL Male	35% 50%	20% 41%	20% 41%	*	20% 19%	71%	-	-	-	*	20% 27%	100%	*	20% 34%	20%	41%	-	*	-	-	
	Female		31%	31%	-	33%	*	-	-	-	-	36%	20%	-	31%	*	-	31%	*	-	-	
Mathematics	. ΔII	57%	33%	33%	*	24%	44%		_		*	34%	27%	*	29%	170/	34%	29%	*	_		
	Students		JJ 70	JJ /6		∠4 70	<del>44</del> 70	-	-	-		J4 70	∠170		2970	1 / 70	J+ 70	∠J70		-	-	
	CWD	34%	*	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	
	CWOD	0 60% 46%	29% 17%	29% 17%	*	19% 17%	41%	-	-		*	29% 17%	27%	*	29% 20%	20% 17%	28%	31%	*	-	-	
	Male	57%	34%	34%	*	25%	43%	-	-	-	*	31%	50%	*	28%	*	34%	-	*	-	-	
	Female	∍ 58%	29%	29%	-	23%	*	-	-	-	-	42%	*	*	31%	*	-	29%	*	-	-	
Science	All	40%	21%	21%	*	14%	35%	_	_	_	*	22%	18%	*	16%	*	29%	6%	*	_	_	
	Students	3																-				
	CWD	25%	* 16%	* 16%	*	*	* 31%	-	-	-	-	* 15%	- 18%	*	- 16%	*	* 21%	* 6%	*	-	-	
	EL	24%	*	*	-	*	3170	-	-	-	-	*	-	*	*	*	Z I 70 *	*	*	-	-	
	Male	42%	29%	29%	*	25%	38%	-	-	-	*	28%	33%	*	21%	*	29%	-	*	-	-	
	Female	∌ 38%	6%	6%	-	0%	*	-	-	-	-	*	*	*	6%	*	-	6%	*	-	-	
AAR Percent	at Mast	ers Gr	ade Lev	/el																		
Grade 3 Reading	All	24%	34%	34%	*	14%	50%	_	_	_	_	13%	53%	*	35%	*	37%	31%	_	_	_	
	Students	3	0.70				0070						0070		0070		0.70	0.70				
	CWD	9%	*	*	-	* 4E0/	-	-	-	-	-	* 420/	-	*	- 250/	-	*	-	-	-	-	
	CWOD	15%	35%	35% *	_	15%	50%	-	-	-	-	13%	53%	-	35%	*	39%	31%	-	-	-	
	Male	22%	37%	37%	*	11%	67%	-	-	-	-	10%	67%	*	39%	*	37%	-	-	-	-	
	Female	∋ 26%	31%	31%	-	*	36%	-	-	-	-	17%	40%	-	31%	-	-	31%	-	-	-	
Mathematics	All	22%	30%	30%	*	18%	43%	-	-	-	-	8%	55%	*	32%	*	28%	32%	-	*	-	
	Students			*		*																
	CWD	12%	32%	32%	*	21%	43%	-	-	-	-	10%	- 55%	_	32%	*	30%	33%	-	*	-	
	EL	17%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	
	Male	23%	28%	28%	*	14%	50%	-	-	-	-	13%	50%	*	30%	*	28%	-	-	*	-	
	Female	e 21%	32%	32%	-	25%	36%	-	-	-	-	0%	60%	•	33%	•	-	32%	-	-	-	
Grade 4																						
Reading	All Students		24%	24%	-	24%	24%	-	-	-	-	15%	38%	*	22%	*	31%	19%	-	-	-	
	CWD	9%	*	*	-	*	-	-	-	-	_	*	-	*	-	-	*	-	_	_	-	
	CWOE	25%	22%	22%	-	19%	24%	-	-	-	-	12%	38%	-	22%	*		19%	-	-	-	
	EL Male	12% 22%	* 31%	* 31%	-	* 29%	33%	-	-	-	-	* 25%	38%	*	* 27%	*	* 31%	*	-	-	-	
	Female		19%	19%		20%	19%	-	-	-	-	11%	38%	-	19%	*	-	19%	-	-	-	
							/															
	. All	26%	13%	13%	-	5%	20%	-	-	-	-	14%	12%	*	14%	*	6%	17%	-	-	-	
Mathematics			*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	
	Students CWD	1 200/	14%	14%	-	6% *	20%	-	-	-	-	16%	12%	-	14%	*	7% *	19%	-	-	-	
	Students CWD CWOD			<b>6</b> %	-	0%	- 11%	-	-	-	-	11%	0%	*	7%	*	6%	-	-	-	-	
	Students CWD	18% 27%	6%		-	8%	25%	-	-	-	-	15%	22%	*	19%	*	-	17%	-	-	-	
	Students CWD CWOD EL	18% 27%	6% 17%	17%																		
	Students CWD CWOD EL Male	18% 27%		17%					-	-	*	8%	18%	*	11%	0%	9%	13%	*	-	-	
rade 5	Students CWD CWOD EL Male	18% 27% e 25%		17%	*	4%	22%	-				*					*					
rade 5 Reading	Students CWD CWOE EL Male Female All Students	18% 27% e 25% 26%	17%	10%	*			-				*	-	*	-	-						
irade 5 Reading	Students CWD CWOD EL Male Female All Students CWD	18% 27% e 25% 26% s 9%	17% 10% *	10%	* - *	*	*	-	-	-	*		18%	_	110/			13%	- *	-	-	
rade 5 Reading	Students CWD CWOE EL Male Female All Students	18% 27% e 25% 26% s 9%	17%	10%	* - *			- - -	-	- - -	*	9% 0%	18% -	-	11% 0%			- 13% *	- * *	-	-	
irade 5 Reading	Students CWD CWOE EL Male Female  All Students CWD CWOE EL Male	18% 27% e 25% 26% 5 9% 0 27% 12% 24%	17% 10%  * 11% 0% 9%	10% * 11% 0% 9%	- * - *	* 4% 0% 0%	* 24% - 21%	- - - -	-	- - -	- * - *	9% 0% 4%	33%	- - *	0% 10%	0% 0% *	10% * 9%	13%	* * *	-		
irade 5 Reading	Students CWD CWOE EL Male Female All Students CWD CWOE EL	18% 27% e 25% 26% 5 9% 0 27% 12% 24%	17% 10% * 11% 0%	10% * 11% 0%	* - * - *	* 4% 0%	* 24% -	-	-	- - - -	- * - *	9% 0%	-	- * -	0%	0% 0%	10%	13%	- * * *	-		
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	Female	82%	82%	77%	-	62%	94%	-	-	-	-	68%	92%	*	82%	71%	-	77%	*	-	-	
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Grades All Subjects Reading Mathematics	All Students CWD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD	47% 23% 50% 26% 45% 45% 46% 22% 48% 21% 48% 50% 48% 49% 49% 49%	47% 22% 50% 14% 50% 51% 23% 47% 55% 44% 21% 46% 14% 42% 45% 46% 20%	40% 55% 39% 10% 42% 38% 49%  * 48% 22% 48% 50% 40% 6% 43% 35% 21% *		47% 24% 10% 28% 24% 32%  * 29% 25% 41% 26% 6% 32% 21% 14%  *	* 57% - 62% 53% 66% * 66% * 58% * 54% - 58% 52% 35% *				- * - * - * - *	55% 528% 11% 30% 31% 35% * 32% 25% 30% 43% 30% * 29% 7% 22% *	70% 50% 72% 72% * 83% 61% 58% - 58% * 67% 50%	55% - * * * * * * * * * * * * * * * * * *	39% 10% 39% 39% 48% - 48% 45% 50% 40% - 40% - 40% - 40% - 16%	* 10% 10% 0% 23% 22% - 22% * * * 6% 6% 0% 14%	73% 39% 0% 42% - 48% * 45% * 48% - 43% * 42% 0% 43% - *	* 39% 23% - 38% 50% * 50% * 35% 6% 6% *	- 0% 0%			
I Grades All Subjects Reading Mathematics Science	All Students CWD CWOD EL Male Female All Students	47% 23% 50% 26% 45% 45% 46% 22% 48% 21% 48% 50% 48% 49% 49% 49%	47% 22% 50% 14% 50% 51% 23% 53% 53% 47% 47% 55% 44% 46% 46% 46%	40% 55% 39% 10% 42% 38% 49%  * 48% 50% 40% 6% 43% 35% 21%		47% 24% 10% 28% 24% 32%  * 29% 25% 41% 26% 6% 32% 21% 14%	* 57% - 62% 53% 67% * 558% 55% * 54% 52% 35%				- * - * - * - *	55% 28% 11% 30% 31% 35% * 32% 25% 30% 43% 30% * * 29% 7% 22%	-060% * 70% 50% 72% * 83% 61% 58% * 67% 50% 18%	55% - * * * * * * * * * * * * * * * * * *	39% 10% 39% 39% 48% - 48% 50% 40% - 40% - 7% 42% 38% 16%	* 10% 10% 0% 23% 22% - 22% * * * 6% 6% 0% 14%	73% 39% 0% 42% - 48% * 45% * 43% - 43% - 43% - 29%	* 39% 23% - 38% 50% * 50% * 35% * 38% 14% - 35%	- 0% 0%			
Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Male	47% 23% 50% 44% 45% 46% 42% 41% 21% 41% 250% 48% 21% 49% 23% 49% 23% 50%	47% 22% 50% 50% 51% 23% 53% 47% 55% 44% 21% 46% 42% 45% 46% 20% 49% 49% 42%	40% 55% 39% 10% 42% 38% 49%  * 48% 22% 48% 50% 40% 6% 43% 35% 21%  * 16% 29%		47% 24% 10% 28% 24% 32%  * 29% 25% 41% 26% 6% 32% 21% 14%  * 8% * 25%	* 57% 62% 53% 67% * 66% 58% 55% * 544% 52% 35% * 31% - 38%				- * - * - * - *	55% 528% 11% 30% 31% 35% * 32% 25% 30% 43% 30% * 29% 7% 22% *	60% * 70% 50% 72% - 72% * 83% 61% 58% * 67% 50% 18% - 18% - 33%	55% - * * * * * * * * * * * * * * * * * *	-39% 10% 39% 39% 48% -48% 50% 40% -40% 7% 42% 38% -16% *21%	* 10% 10% 0% 23% 22% - 22% * * * 6% 6% 0% 14%	73% 39% 0% 42% - 48%  * 45% * 43% - 43% - 29%  * 29%	* 39% 23% - 38% 50% * 35% * 35% 6% * 6% * -	- 0% 0%			
Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL	47% 23% 50% 44% 45% 46% 42% 41% 21% 41% 250% 48% 21% 49% 23% 49% 23% 50%	47% 22% 50% 50% 44% 55% 44% 55% 44% 21% 46% 42% 45% 46% 20% 49% 49% 42%	40% 55% 39% 10% 42% 38% 49%  * 48% 50% 40% 6% 43% 21% * 16% *		47% 24% 10% 28% 24% 32%  * 29% 25% 41% 26% 6% 32%  * 21% 14%  * 8% *	* 57% - 62% 53% 67%  * 66% - 75% 58% 558%  * 54% 52% 35%  *					28% 11% 30% 31% 35% * 32% 43% 30% 43% 29% 7% 22% * 15% *	60% * 70% 50% 72% * 83% 61% 58% - 58% - 18% - 18% -	55% - * * * * * * * * * * * * * * * * * *	39% 10% 39% 48% 22% 45% 40% - 40% 16% - 16% *	* 10% 10% 0% 23% 22% - 22% * * * 6% 6% 0% 14%	73% 39% 0% 42% - 48% - 45% - 43% - 43% - 29% - 21% -	* 39% 23% - 38% 50% * 50% * 35% 6% 6% *	- 0% 0%			
Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Male	47% 23% 50% 44% 45% 46% 42% 41% 21% 41% 250% 48% 21% 49% 23% 49% 23% 50%	47% 22% 50% 50% 44% 55% 44% 55% 44% 21% 46% 42% 45% 46% 20% 49% 49% 42%	40% 55% 39% 10% 42% 38% 49%  * 48% 22% 48% 50% 40% 6% 43% 35% 21%  * 16% 29%		47% 24% 10% 28% 24% 32%  * 29% 25% 41% 26% 6% 32% 21% 14%  * 8% * 25%	* 57% 62% 53% 67% * 66% 58% 55% * 544% 52% 35% * 31% - 38%					28% 11% 30% 31% 35% * 32% 43% 30% 43% 29% 7% 22% * 15% *	60% * 70% 50% 72% - 72% * 83% 61% 58% * 67% 50% 18% - 18% - 33%	55% - * * * * * * * * * * * * * * * * * *	-39% 10% 39% 39% 48% -48% 50% 40% -40% 7% 42% 38% -16% *21%	* 10% 10% 0% 23% 22% - 22% * * * 6% 6% 0% 14%	73% 39% 0% 42% - 48%  * 45% * 43% - 43% - 29%  * 29%	* 39% 23% - 38% 50% * 35% * 35% 6% * 6% * -	- 0% 0%			
I Grades All Subjects Reading Mathematics Science	All Students CWD CWOD EL Male Female All Male Female All Male Female	47% 23% 50% 46% 45% 46% 48% 21% 48% 49% 49% 49% 49%	47% 22% 50% 50% 51% 44% 55% 44% 42% 46% 42% 46% 42% 46% 40% 49% 49% 42% 50%	40% 55% 39% 10% 42% 38% 49%  * 48% 22% 48% 40% 6% 43% 35% 21%  * 16% * 29% 6%		47% 24% 10% 28% 24% 32%  * 29% 25% 41% 26% 6% 32% 21% 14%  * 8% * 25%	* 57% 62% 53% 67% * 66% 58% 55% * 544% 52% 35% * 31% - 38%					28% 11% 30% 31% 35% * 32% 43% 30% 43% 29% 7% 22% * 15% *	60% * 70% 50% 72% - 72% * 83% 61% 58% * 67% 50% 18% - 18% - 33%	55% - * * * * * * * * * * * * * * * * * *	-39% 10% 39% 39% 48% -48% 50% 40% -40% 7% 42% 38% -16% *21%	* 10% 10% 0% 23% 22% - 22% * * * 6% 6% 0% 14%	73% 39% 0% 42% - 48% * 48% - 43% - 29% * 29%	* 39% 23% - 38% 50% * 35% * 35% 6% * 6% * -	- 0% 0%			
I Grades All Subjects Reading Mathematics Science	All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students CWD CWD CWD CWD EL All Students CWD CWD CWD EL All Students CWD CWD CWD CWD EL All Students CWD CWD CWD EL All Students CWD CWD CWD CWD CWD EL All Students CWD CWD CWD CWD CWD EL All Students CWD CWD CWD CWD CWD CWD EL All Students CWD	47% 23% 50% 46% 45% 46% 22% 48% 21% 41% 50% 48% 25% 49% 49%	47% 22% 50% 14% 44% 50% 51% 23% 53% 17% 44% 55% 44% 21% 46% 42% 45% 46% 42% 45% 46%	40% 55% 39% 10% 42% 38% 49%  * 48% 50% 40% 6% 43% 35% 21% * * * * * * * * * * * * * * * * * * *		47% 24% 10% 28% 24% 32%  * 29% 25% 41% 26% 6% 32% 21% 14%  * 8% 25% 0%	* 57% 53% 67% * 66% * 58% 52% 35% * 31% - 38% * *					55% 28% 11% 30% 31% 35% 43% 30% 43% 27% 22% 415% * 28% *	60% * 70% 50% 72% - 72% * 83% 61% - 58% * * 18% - 18% - 33% * *	55%	39% 10% 39% 48% - 48% 50% 40% - 40% 7% 42% 38% 16% - 21% 6%	* 10% 10% 0% 23% 22% * * 6% 0% 14% * * * * *	73% 39% 0% 42% - 48% * 48% - 43% * 42% 0% 43% - 29% - 29%	* 39% 23% - 38% 50% * 50% * 35% 6% * 6% * - 6%				
I Grades All Subjects  Reading  Mathematics  Science  AR Percent I Grades All Subjects	All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students	47% 23% 50% 45% 45% 45% 46% 22% 48% 41% 550% 48% 22% 49% 49% 49% 23% 52% 21% 21%	47% 22% 50% 14% 44% 50% 51% 23% 53% 17% 44% 55% 44% 21% 46% 42% 45% 46% 42% 45% 46%	40% 55% 39% 10% 42% 38% 49%  * 48% 22% 48% 50% 40% 6% 43% 35% 21%  * 16% 29% 6%		47% 24% 10% 28% 24% 32% 25% 41% 26% 6% 32% 21% 14% * 8% * 25% 0%	* 57% 53% 67% * 66% 58% 52% 35% * 31% * 27%					55% 28% 11% 30% 35% 25% 30% 43% 30% * 29% 27% 22% * 15% * 15% *	60% * 70% 50% 72% - 72% * 83% 61% 58% * 67% 50% 18% - 18% - 33%	55% - 73% * * * * * * * * * * * * * * * * * * *	-39% 10% 39% 39% 48% -48% 50% 40% -40% 7% 42% 38% -16% *21%	* 10% 10% 0% 23% 22% * * 6% 6% 0% 14% * * * * *	73% 39% 0% 42% - 48% * 48% - 43% - 29% * 21% * 29%	* 39% 23% - 38% 50% * 50% * 35% 6% * 6% * - 6%	- 0% 0%			
I Grades All Subjects  Reading  Mathematics  Science  AR Percenti I Grades All Subjects	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD	47% 23% 50% 46% 45% 46% 22% 48% 21% 41% 41% 50% 48% 26% 51% 33% 47% 49% 23% 52% 21% 50% 49%	47% 22% 50% 14% 44% 50% 51% 23% 53% 17% 44% 55% 44% 21% 46% 42% 42% 45% 45% 42% 40% 49% 88% 42% 50%	40% 55% 39% 10% 42% 38% 49%  * 48% 50% 40% 6% 43% 21% * 16% 29% 6%  vel 19% 30%		47% 24% 10% 28% 24% 32%  * 29% 25% 41% 26% 6% 32% 21% 14%  * 8% * 25% 0%	* 57% 53% 67% * 66% * 58% 52% 35% * 31% * 27% *					28% 11% 30% 31% 35% * 32% 30% 43% 30% * 29% 7% 22% * * 15% * * 22% 32% 22% 32% 22% 32% 32% 32% 32% 32%	60% * 70% 50% 72% - 72% * 83% 61% 58% * * 67% 50% 18% - 33% * 30%	55% - 73% * * * * * * * * * * * * * * * * * * *	39% 10% 39% 48% - 48% 50% 40% - 40% 7% 42% 38% 16% - 118%	* 10% 10% 0% 23% 22% * * 6% * 7% 6% 0% 14% * * * * * * * * * * * * * * * * * * *	73% 39% 0% 42% - 48% * 45% * 42% 0% 43% - 29% - 29% - 18% 40%	* 39% 23% - 38% 50% * 50% * 35% 6% * 6% * - 6% 19% * 19% * *				
I Grades All Subjects  Reading  Mathematics  Science  AR Percent I Grades All Subjects	All Students CWD CWOD EL Male Female CWD CWOD EL CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	47% 23% 50% 46% 45% 45% 46% 22% 48% 21% 49% 49% 26% 47% 49% 49% 23% 50% 49% 21% 8% 23%	47% 22% 50% 50% 51% 44% 55% 44% 55% 44% 21% 46% 42% 45% 46% 20% 49% 42% 50%  ade Le 20% 13% 21%	40% 55% 39% 10% 42% 38% 49%  * 48% 22% 48% 50% 40% 6% 43% 35% 21%  * 16% 29% 6%  vel 19% 30% 18%		47% 24% 10% 28% 24% 32%  * 29% 25% 41% 26% 6% 32% 21% 14%  * 8% 25% 0%	* 57% - 62% 53% 67% * 66% * 55% * 54% - 38% * * 27% * 26%					28% 11% 30% 31% 35% * 32% 43% 30% 43% 27% 22% * 15% * 228% * 13%	60% * 70% 50% 72% * 83% 61% 58% * 67% 50% 18% - 18% * 33% * 30%	55% - 73% * * * * * * * * * * * * * * * * * * *	39% 10% 39% 48% 48% 50% 40% 7% 42% 42% 42% 66% 16% 18%	* 10% 10% 0% 23% 22% * * 6% * 7% 6% 04% * * * * * * * * * * * * * * * * * * *	73% 39% 0% 42% - 48% * 45% - 43% - 29% * 29% - 18% 40% 16%	* 39% 23% - 38% 50% * 50% * 35% 6% * 6% * 6% * 19% * 20%				
I Grades All Subjects  Reading  Mathematics  Science  AR Percent I Grades All Subjects	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD	47% 23% 50% 46% 45% 46% 22% 48% 21% 41% 41% 50% 48% 26% 51% 33% 47% 49% 23% 52% 21% 50% 49%	47% 22% 50% 14% 44% 50% 51% 23% 53% 17% 44% 55% 44% 21% 46% 42% 42% 45% 45% 42% 40% 49% 88% 42% 50%	40% 55% 39% 10% 42% 38% 49%  * 48% 50% 40% 6% 43% 21% * 16% 29% 6%  vel 19% 30%		47% 24% 10% 28% 24% 32%  * 29% 25% 41% 26% 6% 32% 21% 14%  * 8% * 25% 0%	* 57% 53% 67% * 66% * 58% 52% 35% * 31% * 27% *					28% 11% 30% 31% 35% * 32% 30% 43% 30% * 29% 7% 22% * * 15% * * 22% 32% 22% 32% 22% 32% 32% 32% 32% 32%	60% * 70% 50% 72% 83% 61% 58% 18% 18% 33% *	55%	39% 10% 39% 48% 48% 50% 40% - 40% - 16% * 21% 6%	* 10% 10% 0% 23% 22% * * 6% * 7% 6% 0% 14% * * * * * * * * * * * * * * * * * * *	73% 39% 0% 42% - 48% * 45% * 42% 0% 43% - 29% - 29% - 18% 40%	* 39% 23% - 38% 50% * 50% * 35% 6% * 6% * - 6% 19% * 19% * *				
I Grades All Subjects  Reading  Mathematics  Science  AR Percent I Grades All Subjects	All Students CWD CWOD EL Male Female CWD CWOD EL CWD CWD EL	47% 23% 50% 46% 45% 46% 22% 48% 21% 41% 41% 50% 48% 25% 49% 23% 52% 49% 23% 52% 49% 23% 52% 49%	47% 22% 50% 44% 50% 51% 23% 47% 55% 44% 21% 46% 42% 45% 46% 20% 49% 88 20% 49% 88 20% 13% 21% 22%	40% 55% 39% 10% 42% 38% 49%  * 48% 22% 48% 50% 40% 6% 43% 35% 21%  * 16% 29% 6%  vel 19% 30% 18% 33%		47% 24% 10% 28% 24% 32% 25% 41% 26% 6% 32% 21% 14% * 25% 0%	* 57% 53% 67%   * 66% 58% 55%   * 54% 52% 35%   * 31% - 38%   * 27%   * 26%					55% 28% 11% 30% 25% 30% 43% 32% 27% 22% 15% 28% 13% 30% 44% 44% 44%	60% 70% 50% 72% - 72% 83% 61% 58% - 58% 18% - 33% * 30% * 30% *	55% - 73% * * * * * * * * * * * * * * * * * * *	39% 10% 39% 48% 48% 50% 40% - 40% - 16% * 21% 6%	* 10% 10% 00% 23% 22% 22% * * 6% * * 7% 66% 14% * * * * * * * * * * * * * * * * * * *	73% 39% 0% 42% - 48% * 48% - 43% - 29% * 21% * 29% - 18% 40% 0%	* 39% 23% - 38% 50% * 50% * 35% 6% * 6% * 6% * 19% * 20% 8%	- 0% 0% * * * * * * * * * * * * * * * * *			
I Grades All Subjects  Reading  Mathematics  Science  AR Percent I Grades All Subjects	All Students CWD CWOD EL Male Female Female Female Tudents CWD CWOD EL Male Female Female Female All Students CWD CWOD EL Male Female Female Female	47% 23% 50% 45% 45% 45% 45% 48% 21% 48% 26% 47% 49% 49% 21% 8% 23% 49% 21% 8% 22%	47% 22% 50% 50% 44% 55% 47% 55% 44% 42% 45% 46% 20% 49% 8% 20% 49% 88% 20% 13% 21% 22% 18% 23%	40% 55% 39% 10% 42% 38% 49%  * 48% 22% 48% 50% 40% 6% 43% 35% 21%  * 16% 29% 6%  vel 19% 30% 18% 18% 19%		47% 24% 10% 28% 24% 32% 25% 41% 26% 6% 32% 21% 14%  * 25% 0%	* 57% 53% 67% * 66% 58% 52% 35% * 31% - 38% * 27% * 26% 52%					55% 28% 11% 30% 25% 30% 43% 32% 27% 22% * 15% * 28% * 13% 30% 44% 12% 14%	60% 70% 50% 72% 18% 18% 33% 18% 30% 29%	55%	39% 10% 39% 48% 48% 50% 40% - 40% - 16% * 21% 6%	* 10% 10% 10% 23% 22% * * * 6% * * * * * * * * * * * * * * *	73% 39% 0% 42% - 48% - 48% - 43% - 43% - 29% - 18% - 18% - 18% - 18%	* 39% 23% - 50% * 50% * 35% * 6% * 6% * 19% * 20% 88% - 19%				
Grades All Subjects  Reading  Mathematics  Science  AR Percent Grades All Subjects	All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Tudents CWD CWOD EL Male Female Tudents CWD CWOD EL Male Female Tudents CWD CWOD EL Male Tudents CWD CWOD EL Male Tudents CWD CWOD EL Male	47% 23% 50% 46% 45% 46% 22% 48% 21% 41% 41% 50% 48% 26% 51% 33% 47% 49% 23% 52% 21% 88% 23% 20% 22% 19%	47% 22% 50% 14% 44% 50% 51% 23% 53% 17% 44% 55% 44% 21% 46% 42% 42% 45% 46% 20% 48% 42% 50%	40% 55% 39% 10% 42% 38% 49%  * 48% 50% 40% 6% 43% 35% 21%  * 16% 29% 6%  vel 19% 30% 18%		47% 24% 10% 28% 24% 32% * 29% 25% 41% 26% 6% 32% 21% 14% * 8% * 25% 0%	* 57% 53% 67% * 66% * 58% 52% 35% * 31% * 27% * 26% 67%					55% 28% 11% 30% 31% 35% 43% 30% 43% 27% 22% 415% * 28% 43% 30% 11% 44% 12% 13%	60% * 70% 50% 72% - 72% 83% 61% 58% * 58% * 30% - 33% *	55% - 73% * * * * * * * * * * * * * * * * * * *	39% 10% 39% 48% - 48% 50% 40% - 40% 7% 42% 38% 16% - 18% 6%	* 10% 10% 10% 23% 22% * * * 6% * * * * * * * * * * * * * * *	73% 39% 0% 42% - 48%  * 45% 48% - 43%  * 42% 0% 43% - 29% - 18% 40% 16% 6% 18%	* 39% 23% - 50% * 50% * 35% * 6% * 6% * 19% * 20% 88% - 19%				

					African			America		Pacific											Foste	
					sAmerican			Indian	Asia	nislandei	Races			CWE					<u> Viigrant</u>	Homeless	Care	Milita
	CWOD		22%	22%	*	11%	32%	-	-	-	*	11%	39%	-	22%		23%	21%	*	-	-	-
	EL	7%	0%	0%	*	0%	-	-	-	-	*	0%		-	0%	0%		*		-	-	-
	Male	16%	19%	22%	*	9%	38%	-	-	-	*	9%	48%		23%	*	22%		*	-	-	-
	Female	22%	22%	21%	-	15%	26%	-	-	-	-	14%	30%	-	21%	*	-	21%	*	-	-	-
Mathematics	All	23%	23%	21%	*	15%	28%	_	_	_	*	16%	29%	*	20%	6%	19%	23%	*	*	_	_
	Students																					
	CWD	10%	15%	*	-	*	*	_	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	25%	24%	20%	*	15%	27%	-	-	-	*	15%	29%	-	20%	7%	16%	25%	*	*	-	-
	EL	13%	4%	6%	-	6%	-	-	-	-	-	7%	*	*	7%	6%	0%	14%	*	*	-	-
	Male	23%	20%	19%	*	13%	27%	-	-	-	*	16%	25%	*	16%	0%	19%	-	*	*	-	-
	Female	24%	25%	23%	-	18%	29%	-	-	-	-	17%	33%	*	25%	14%	-	23%	*	-	-	-
Science	All	22%	14%	4%	*	3%	6%	_	_	_	*	5%	0%	*	0%	*	6%	0%	*	_	_	_
S	Students			.,.														•				
	CWD	7%	13%	*	_	*	*	_	_	_	-	*	_	*	_	*	*	*	_	_	_	_
	CWOD	24%	15%	0%	*	0%	0%	_	_	_	*	0%	0%	_	0%	*	0%	0%	*	_	_	_
	EL	5%	0%	*	_	*	-	_	_	_	-	*	-	*	*	*	*	*	*	_	_	_
	Male	23%	12%	6%	*	6%	8%	_	_	_	*	8%	0%	*	0%	*	6%	_	*	_	_	_
		21%	18%	0%	_	0%	*	_	_	_	_	*	*	*	0%	*	-	0%	*	_	_	_

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		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	*	71	68	-	-	-	*	70	*	88
CWD	*	-	*	*	-	-	-	-	*	*	-
CWOD	67	*	69	67	-	-	-	*	68	-	88
EL	88	-	88	-	-	-	-	-	88	-	88
Male	71	*	70	76	-	-	-	*	71	*	*
Female	66	-	73	58	-	-	-	-	70	-	*
<b>Mathematics</b>											
All Students	68	*	65	70	-	-	-	*	68	63	80
CWD	63	_	*	*	_	_	-	_	63	63	*
CWOD	68	*	66	69	-	-	_	*	68	-	78
EL	80	_	80	-	_	_	-	_	78	*	80
Male	65	*	65	62	_	_	-	*	66	*	*
Female	71	-	65	79	_	-	-	-	69	*	*

## Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All	African			American		Pacific 1	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
Federal Graduation Rates													
4-year Longitudinal Cohort Grade	uation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
*' Indicates results are masked			o protect stu	ident con	fidentiality.								
<ul> <li>Indicates there are no studen</li> </ul>	ts in the gro	up.											

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
	34	5	15%
*!	Indicates results are masked due	to small numbers to protect student cor	nfidentiality.
	Indicates zero observations repor		indertidancy.

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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achiev	ement Dor	nain Score	: STAAR C	omponen	t Only)						
STAAR Component Score	46	*	36	58	-	-	-	*	39	47	*
School Quality (College, Career, a	nd Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
"" Indicates results are masked of Indicates there are no student In/a' Indicates the student group is	s in the gro	up.		ident conf	fidentiality.						

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	African			American			Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	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		N	Y					Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	5.40/	N	Y	200/	000/	000/	700/	N	450/	500/
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	000/	N	N	700/	070/	700/	700/	N	000/	050/
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N		
Mathematics	400/	040/	400/	E00/	450/	000/	F00/	E 40/	000/	000/	400/
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	440/	N	N	500/	050/	<b>570</b> /	0.40/	N	0.40/	400/
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	5.40/	N	N	200/	000/	000/	000/	N	100/	500/
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		
English Learner Language Prof	ficiency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											N
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
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											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
+' STAAR Performance and 0	Graduation us	e FI (Curre	nt & Monitor	ed) FI F	nalish I earne	r Languar	ne Proficien	cv uses EL (Ci	irrent)		
Blank cells above represer								oy uses LL (Ot			
Dialik cells above represer	ii student grot	up IIIuicalui	s wat uo HO	i iiieei iile	512	o oncold.					

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	е																
All Subjects	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%
·	CWD	100%	-	100%	*	-	-	-	-	100%	-	100%	-	*	100%	100%	-
	CWOD	100%	100%	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%	100%	-	*
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
Reading	All Students	100%	*	100%	100%	_	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
Ü	CWD	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%	100%	-	*
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	-	100%	*

		Campus	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
		Campus	American	пізрапіс	vviiite	iliulali	ASIAII	isiailuei	Races	DISAUV	DISauv	CVVD	CWOD	EL	Wate	remale	Wilgrain
Mathematics	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%	100%	*
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	*
Science	All Students CWD	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	100%	*
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	_	100%	100%	100%	100%	*
						-	-	-			100%	*		100%	100%	100%	*
	EL Male	100%	*	100%	-	-	-	-	*	100%	-	*	100%	100%	4000/		*
		100%		100%	100%	-	-	-		100%	100%	*	100%	*	100%	4000/	*
on-Participatio	Female n Rate	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	_	-	100%	-
•																	
All Subjects	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-
	CWOD	0%	0%	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%	0%	-	*
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	0%	*	0%	0%	-		-	*	0%	0%	0%	0%	0%	0%	0%	*
•	CWD	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%	0%	_	*
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	*	-	0%	*
Mathematics	All Students	0%	*	0%	0%	_	_	_	*	0%	0%	0%	0%	0%	0%	0%	*
Manionano	CWD	0%	_	0%	*	_	_	_	_	0%	-	0%	-	*	0%	*	_
	CWOD	0%	*	0%	0%	_	_	_	*	0%	0%	-	0%	0%	0%	0%	*
	EL	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%	*
Science	All Students	0%	*	0%	0%				*	0%	0%	*	0%	0%	0%	0%	*
Science	CWD	U% *		U% *	U% *	-	-	-		U% *	U% -	*	U%	U% *	U% *	U% *	
	CWD	0%	*	0%	00/	-	-	-	*	0%	0%		0%	00/	0%	0%	*
	EL			0% 0%	0%	-	-	-			U% -	*		0% 0%	0%	U% *	*
		0%	*			-	-	-	*	0%		*	0%	0%			*
	Male	0%	•	0%	0%	-	-	-	•	0%	0%	*	0%	*	0%	-	*
	Female	0%	-	0%		-	-	-	-	0%	0%		0%		-	0%	*

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	6	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	8	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
'	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions	10101											
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
With Educational Colvices	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total				*	*			*			
Under Zero Tolerance Policies			*	*	*	*	*	*	*			
Under Zero Tolerance Policies	Male		*	*	*	*	*	*	*	*		
	Female	*	*	*		*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
in Concor Guaperialoria	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out of Cabaal Cuananaiana	iotai				-		**		**	**		
Out-of-School Suspensions	Mala		*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		*
	Female	•	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
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	7	*	*	5	*	*	*	*	*	*	*
	Female	9	*	5 7	*	*	*	*	*	*	*	*
	Total	16	*	7	7	*	*	*	*	*	*	*

	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.

		Total	African			Indian or Alaska		Pacific 1	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs											
	Male	28	*	14	14	*	*	*	*	*	*
	Female	16	*	11	5	*	*	*	*	5	*
	Total	44	*	25	19	*	*	*	*	7	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Í											
1											ŀ
*' Indicates results are masked due	to small numbers to	protect stud	ent confider	ntiality.							ŀ
**' When only one racial/ethnic group	is masked, then the	second sma	allest racial/	ethnic group	is maske	ed (regardles	s of size).				
Indicates there are no students in	the group					` •	,				

Part (ix): Teacher Quality Data

Blank cell indicates the student group is not applicable to this report.

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

	All School		
	Number	Percent	
Inexperienced Teachers, Principals, and Other School Leaders	0.0	-	
Teachers Teaching with Emergency or Provisional Credentials	0.0	-	
Teacher Who Are Not Teaching in the Subject or Field for Which the eacher is Certified or Licensed	1.3	5.6%	

		All So	chool
		Number	Percent
	ndicates there are no data available in the group.		
E	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 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%	-	-	-	-
Mathematics	6,020	1%	-	-	-	-
Grade 4 Reading	6,061	1%	*	*	*	*
Mathematics	6,056	1%	*	*	*	*
Grade 5 Reading	6,162	2%	*	*	*	*
Mathematics	6,160	1%	*	*	*	*
Science	6,164	1%	*	*	*	*
Grade 6 Reading	5,678	1%	*	*	-	-
Mathematics	5,677	1%	*	*	-	-
Grade 7 Reading	5,298	1%	-	-	-	-
Mathematics	5,294	1%	-	-	-	-
Grade 8 Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-
End of Course English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-
Biology	4,861	1%	-	-	-	-
All Grades All Subjects	99,020	1%	15	2%	11	4%
Reading	43,730	1%	6	2%	*	*
Mathematics	39,178	1%	6	2%	*	*
Science	16,112	1%	*	*	*	*

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

			% E	elow Basic	% At or	Above Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US

			% Belo	w Basic	% At or A	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
_	3	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 Disady	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
				68						1
		English Language Learners	63	00	25	23	11	8	1	ı
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disady	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
		English Earliguage Edumero				00				-
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	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	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1
ł		English Language Learners	01	,,	32	20	,	3		

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
	_	Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
	es reporting standard		
n/a' Indicat	es data reporting is r	ot 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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