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

Campus Name: E MERLE SMITH MIDDLE Campus ID: 205906041 District Name: SINTON 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
			Students	American F	lispanic	White	Indian	Asian	Islander	Races	Disadv	Éduc	Former)
Academic Performance (At Meets	D !! (ELA	Baseline 2016-17	4.407	000/	070/	000/	400/	740/	450/	500/	000/	400/	000/
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		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-	62%	E 40/	58%	73%	62%	82%	620/	700/	55%	450/	F00/
		32 2032-33	62% 72%	54% 66%	58% 69%	73% 80%	62% 72%	82% 87%	63% 73%	70% 78%	55% 67%	45% 60%	52% 65%
		2032-33 Baseline 2016-17	1270	00%	0970	00%	1270	0170	1370	1070	07 70	00%	03%
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	maniomano	2017-18 through 2021-		0.70	.070	0070	1070	0270	0070	0.70	0070	2070	1070
		22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-											
		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											41%
		2017-18 through 2021- 22											42%
		2022-23 through 2026-											72 /0
		27											44%
		2027-28 through 2031-											400/
Graduation Rate:4-Year Longitudinal		32 Baseline 2016-17											46%
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-											
		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-		5∠70	92 /0	3270	3 ∠70	3Z70	32 70	32 70	32 70	9270	3∠ 70
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- e. Chaddation Hade: 1 dead of addation Gatatis
 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%
3	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SOSS: 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 (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

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

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

graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

targeted support and improvement plans under subsection (d)(2);

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

											Two											
					African			American	,	Pacific	or More	Econ	Non Econ								Foster	
		State	District	Campus	American	Hispani								CWD	CWOD	EL	Male	Femalel	MigrantH			Military
STAAR Percen	t at Appro	aches	Grade	Level o	r Above																	
Grade 6 Reading	ΔII	600/	GE0/	G E 0/	*	E00/	020/	*	*			E00/	000/	400/	600/	*	620/	660/		*		
Reading	All Students		65%	65%		59%	93%			-	-	59%	88%	40%			63%	66%	-	_	-	-
	CWD	35%	40% 68%	40% 68%	*	40% 62%	93%	*	*	-	-	40% 62%	- 88%	40%	- 68%	*	43% 67%	68%	-	*	-	-
	EL	42%	*	*	_	*	-	-	_	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	63%	63%	63%	-	59%	85%	-	-	-	-	60%	83%	43%		-	63%	-	-	*	-	-
	Female	72%	66%	66%	*	58%	100%	*	*	-	-	58%	90%	*	68%	*	-	66%	-	*	-	-
Mathematic	s All Students	76%	81%	81%	*	79%	94%	*	*	-	-	78%	94%	59%	84%	*	84%	78%	-	*	-	-
	CWD	50%	59%	59%	-	59%	-	-	-	-	-	59%	-	59%	-	-	56%	*	-	*	-	-
	CWOD		84%	84%	*	82%	94%	*	*	-	-	82%	94%	-	84%	*	90%	79%	-	*	-	-
	EL.	61%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male Female	76%	84% 78%	84%	*	82% 75%	100%	*	-	-	-	82% 74%	100% 90%	56%	90% 79%	-	84%	700/	-	*	-	-
	remale	1170	1070	78%		7370	89%			-	-	7470	90%		1970		-	78%	-		-	-
Grade 7 Reading	All	73%	67%	67%	*	62%	86%				*	65%	82%	25%	75%	*	70%	65%	*	*		*
Neading	Students	1370	0170	0170		UZ 70	00%	-	-	-		0370	UZ 70	2370	1370		1070	05%			-	
	CWD	37%	25%	25%	-	26%	*	-	-	-	-	23%	*	25%	-	-	31%	*	*	*	-	-
	CWOD EL	77% 44%	75% *	75% *	_	70% *	89%	-	-	-	•	73% *	85%	-	75% *	*	79%	70% *	-	_	-	_
	Male	69%	70%	70%	*	67%	79%	-	-	-	*	68%	- 82%	31%	79%	_	70%	_	-	*	-	*
	Female		65%	65%	*	58%	93%	-	-	-	-	62%	82%	*	70%	*	-	65%	*	*	-	-
Mathematic		71%	65%	65%	*	63%	78%	-	-	-	-	66%	63%	43%	71%	*	70%	61%	*	*	-	-
	Students CWD	42%	43%	43%		35%	*					38%	*	43%	_		42%	45%	*	*		
	CWOD		71%	71%	*	70%	74%	-	-	-	-	73%	58%		71%	*	81%	64%	_	*	-	-
	EL	52%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	69%	70%	70%	*	70%	70%	-	-	-	-	71%	63%	42%	81%	-	70%	-	-	*	-	-
	Female	73%	61%	61%	-	56%	85%	-	-	-	-	61%	63%	45%	64%	*	-	61%	*	*	-	-
Grade 8																						
Reading	All Students	85%	79%	79%	*	76%	96%	-	-	-	-	76%	91%	38%	86%	*	79%	79%	-	-	-	*
	CWD	49%	38% 86%	38% 86%	*	32% 84%	95%	-	-	-	-	32% 85%	91%	38%	86%	*	38% 88%	* 85%	-	-	-	*
	EL	58%	*	*	_	0470	95%	-	-	-		*	9170 *	-	*	*	00 70 *	*	-	-	-	_
	Male	82%	79%	79%	*	77%	92%	_	_	_	-	75%	95%	38%	88%	*	79%	_	_	_	_	*
	Female		79%	79%	*	75%	100%	-	-	-	-	77%	88%	*	85%	*	-	79%	-	-	-	*
Mathematic	s All Students	85%	88%	88%	*	85%	100%	-	-	-	*	84%	100%	57%	93%	*	89%	85%	-	*	-	*
	CWD	53%	57%	57%	-	53%	*	-	-	-	-	53%	*	57%	-	-	53%	*	-	-	-	-
	CWOD		93%	93%	*	91%	100%	-	-	-	*	91%	100%	-	93%	*	97%	88%	-	*	-	*
	EL Mala	73%	*	*	- *	*	1000/	-	-	-	- *	*	* 1000/	- E20/	*	*	*	*	-	-	-	-
	Male Female	82% 87%	89% 85%	89% 85%	*	86% 83%	100% 100%		-	-	_	86% 82%	100% 100%		97% 88%	*	89% -	- 85%	-	-	-	*
Science	All	75%	78%	78%	*	75%	92%	_	_	_	_	73%	95%	38%	86%	*	79%	78%	_	*		*
	Students						*						*					*				
	CWD		38% 86%	38% 86%	*	33% 83%	96%	-	-	-	-	32% 82%	94%	38%	86%	*	31% 90%	81%	-	*	-	*
	EL	46%	*	*	_	*	-	_	_	_	-	*	*	_	*	*	*	*	_	*	_	_
		74%	79%	79%	*	77%	86%	-	-	-	-	72%	100%	31%	90%	*	79%	-	-	*	-	*
	Female		78%	78%	*	73%	100%	-	-	-	-	75%	88%	*	81%	*	-	78%	-	*	-	*
End of Course	Э																					
Algebra I	All Students	82%	84%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	-	100%	100%	-	-	-	-
	CWD	47%	55%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	86%	89%	100%	*	100%	100%	-	-	-	-		100%	-	100%	-	100%	100%	-	-	-	-
	EL Mala	67%	*	-	-	1000/	- *	-	-	-	-	1000/	1000/	-	1000/	-	1000/	-	-	-	-	-
	Male Female	78% 87%	82% 86%	100% 100%	*	100% 100%	100%	-	-	-	-		100% 100%		100% 100%	-	100%	100%	-	-	-	-
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		StateD	DistrictC	ampus	African American	Hispani		Americar Indian		Pacific Islander			Econ Disady	cwd	CWOD	EL	Male	FemaleM	igrantHomeless	Foste Care	
Reading	All		34%	34%	*	28%	57%	*	*	-	-	28%	58%		33%	*	30%	38%	- *	-	-
	Students CWD	22%	35%	35%	_	35%	_	_	_	_	_	35%	_	35%	_	_	36%	*	. *	_	_
	CWOD		33%	33%	*	27%	57%	*	*	-	-	26%	58%	-	33%	*	29%	38%	- *	-	-
	EL	14%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*		-	-
	Male Female		30% 38%	30% 38%	*	27% 30%	46% 65%	*	*	-	-	28% 28%	42% 67%	36%	29% 38%	*	30%	38%	- *	-	-
	Temale	72/0	3070	30 /0		30 70	0070			_	_	2070	01 70		50 70		_	3070	_	_	
Mathematics		43%	44%	44%	*	38%	74%	*	*	-	-	36%	79%	32%	46%	*	45%	43%	- *	-	-
	Students CWD	23%	32%	32%	_	32%	_	_	_	_	_	32%	_	32%	_	_	31%	*	. *	_	_
	CWOD		46%	46%	*	39%	74%	*	*	-	_	37%	79%	-	46%	*	48%	44%	- *	_	_
	EL	24%	*	*	-	*	-	-	-	-	-	*		-	*	*	-	*		-	-
	Male Female		45% 43%	45% 43%	*	41% 33%	69% 78%	*	- *	-	-	40% 31%	75% 81%	31%	48% 44%	- *	45%	43%	- *	-	-
	remale	42 /0	4370	43 /0		33 /0	1070			-	-	3170	0170		44 /0		-	4370	-	-	-
rade 7																					
Reading	All Students	47%	43%	43%	*	39%	61%	-	-	-	*	40%	64%	21%	47%	*	42%	44%	* *	-	*
	CWD	23%	21%	21%	-	22%	*	_	_	_	_	18%	*	21%	_	_	25%	*	* *	_	_
	CWOD	50%	47%	47%	*	42%	63%	-	-	-	*	44%	65%	-	47%	*	46%	48%	- *	-	*
	EL Mala	16% 42%	* 42%	* 420/	-	* 400/	- 50%	-	-	-	-	*	- 64%	- 25%	* 460/	*	420/	*		-	-
	Male Female		44%	42% 44%	*	40% 38%	71%	-	-	-	_	38% 41%	64%	25%	46% 48%	*	42%	44%	* *	-	_
		0070		,0		0070							0.70		.070						
Mathematics		39%	26%	26%	*	25%	30%	-	-	-	-	25%	38%	23%	27%	*	31%	22%	* *	-	-
	Students CWD	20%	23%	23%	_	23%	*	_	_	_	_	19%	*	23%	_	_	32%	9%	* *	_	
	CWOD		27%	27%	*	26%	32%	-	-	-	-	26%	33%	-	27%	*	31%	24%	- *	-	-
	EL	17%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*		-	-
	Male Female		31% 22%	31% 22%	*	30% 20%	30%	-	-	-	-	27% 23%	63% 13%	32% 9%	31% 24%	- *	31%	- 22%	- * * *	-	•
	гетнате	4U70	ZZ70	44 70	-	20%	31%	-	-	-	-	23%	13%	J 70	∠4 70		-	ZZ70		-	
ade 8																					
Reading	All Students	48%	46%	46%	*	42%	70%	-	-	-	-	40%	69%	19%	51%	*	40%	53%		-	*
	CWD	23%	19%	19%	_	16%	*	_	_	_	_	16%	*	19%	_	_	15%	*		_	_
	CWOD		51%	51%	*	47%	71%	-	-	-	-	44%	70%	-	51%	*	45%	57%		-	*
	EL	13%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*		-	
	Male Female		40% 53%	40% 53%	*	37% 48%	58% 82%	-	-	-	-	34% 46%	58% 81%	15%	45% 57%	*	40%	53%		-	*
	Tomaic	3070	3370	00 /0		4070	0270					4070	0170		01 70			3070			
Mathematics		50%	56%	56%	*	51%	81%	-	-	-	*	52%	73%	33%	60%	*	56%	56%	- *	-	*
	Students CWD	25%	33%	33%	_	26%	*	_	_	_	_	26%	*	33%	_	_	27%	*		_	_
	CWOD		60%	60%	*	56%	79%	-	_	-	*	57%	71%	-	60%	*	63%	57%	- *	_	*
	EL	30%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*		-	-
	Male Female		56% 56%	56% 56%	*	50% 53%	79% 86%	-	-	-	*	51% 53%	74% 73%	27%	63% 57%	*	56%	- 56%	- *	-	*
	i ciliale	3370	30 /0	JU /0		33 /0	0070	-	-	_	-	JJ 70	1370		31 /0		-	30 /0		-	
Science	All	50%	51%	51%	*	48%	65%	-	-	-	-	44%	74%	21%	57%	*	47%	57%	- *	-	*
	Students CWD	23%	21%	21%	_	19%	*	_	_	_	_	18%	*	21%	_	_	13%	*		_	_
	CWOD		57%	57%	*	54%	70%	-	-	-	-	50%	75%	-	57%	*	54%	59%	. *	-	*
	EL	19%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	- *	-	-
	Male Female		47% 57%	47% 57%	*	44% 53%	57% 75%	-	-	-	-	40% 49%	67% 82%	13%	54% 59%	*	47%	- 57%	- *	-	*
	remale	30%	3770	3/ 70		3370	13%	-	-	-	-	4970	0270		39%		-	3770	-	-	
nd of Course																					
Algebra I	All	53%	56%	98%	*	97%	100%	-	-	-	-	97%	100%	*	98%	-	95%	100%		-	
	Students CWD	19%	26%	*	_	*	_	_	_	_	_	*	_	*	_	_	_	*		_	
	CWOD	58%	61%	98%	*	97%	100%	-	-	-	-	97%	100%	-	98%	-	95%	100%		-	
	EL Mala	29%	*	- 05%	-	-	-	-	-	-	-	-	1000/	-	- 050/	-	-	-		-	-
	Male Female		49% 62%	95% 100%	*	93% 100%	100%	-	-	-	-	92% 100%	100% 100%	*	95% 100%	-	95%	- 100%		-	-
	· ciliale	JJ /0	J_ /0	. 50 /0		10070	10070	-	_	-	-	100 /0	. 50 /0		10070	-	-	10070	-	_	_
AD D	-4 84- 1		4-1:																		
AR Percent ade 6	at Maste	rs Gra	ue Leve	1																	
Reading	All	18%	13%	13%	*	10%	27%	*	*	-	-	10%	24%	20%	12%	*	11%	15%	- *	-	
	Students																		-		
	CWD	8% 20%	20% 12%	20% 12%	*	20% 9%	- 27%	*	- *	-	-	20% 9%	- 24%	20%	- 12%	*	14% 10%	* 14%	- *	-	-
	EL	4%	*	*	-	*	-	-	-	-	-	*	<u>-</u> 70	-	*	*	-	*	-	-	
	Male	15%	11%	11%	-	11%	8%	-	-	-	-	10%	17%	14%		-	11%	-	- *	-	
	Female	22%	15%	15%	*	9%	41%	*	*	-	-	11%	29%	*	14%	*	-	15%	- *	-	-
Mathematics	All	18%	18%	18%	*	15%	26%	*	*	_	_	14%	36%	27%	16%	*	18%	18%	- *	_	_
	Students						_0,0						-070		. 5 70						
	CWD		27%	27%	-	27%	-	-	-	-	-	27%	-	27%	-	-	25%	*	- *	-	-
	CWOD EL	19% 6%	16%	16% *	*	13%	26%	*	*	-	-	11%	36%	-	16%	*	16%	16%	- *	-	-
	EL Male		18%	18%	-	16%	31%	-	-	-	-	14%	- 42%	25%	16%	_	- 18%	_	*	-	
	Female		18%	18%	*	14%	22%	*	*	-	-	13%	33%	*	16%	*	-	18%	- *	-	-
ado 7																					
ade 7 Reading	All	28%	22%	22%	*	18%	32%	_	_	_	*	20%	32%	8%	24%	*	22%	22%	* *	_	*
	Students			,0		.070	J= /0					_0 /0	/0	2.0			/0				
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		State	District	Campus	American	Hispanio	White			Pacific slander				CWD	CWOD	EL	Male I	Female	Migrant			
	CWOD	30%	24%	24%	*	20%	33%	-	-	-	*	22%	35%	-	24%	*	25%	23%	-	*	-	*
	EL Mala	6% 24%	*	* 22%	- *	* 19%	- 29%	-	-	-	-	*	- 27%	- 6%	* 25%	*	- 22%	*	-	-	-	- *
	Male Female		22% 22%	22% 22%	*	17%	36%	-	-	-	_	21% 19%	36%	*	23%	*	22%	- 22%	*	*	-	_
		0070					0070					1070	0070		2070							
Mathematics		18%	6%	6%	*	5%	9%	-	-	-	-	6%	0%	10%	4%	*	6%	5%	*	*	-	-
	Students	70/	100/	400/		120/	*					120/	*	100/			110/	00/	*	*		
	CWD	7% 19%	10% 4%	10% 4%	*	12% 3%	11%	-	-	-	-	12% 5%	0%	10%	4%	*	11% 4%	9% 5%	_	*	-	-
	EL	5%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	17%	6%	6%	*	7%	0%	-	-	-	-	7%	0%	11%	4%	-	6%		-	*	-	-
	Female	18%	5%	5%	-	3%	15%	-	-	-	-	6%	0%	9%	5%	*	-	5%	*	*	-	-
Grade 8																						
Reading	All	26%	26%	26%	*	23%	48%	-	-	-	-	21%	46%	5%	30%	*	21%	33%	-	-	-	*
	Students	00/	5 0/	=0/		00/	_					00/		5 0/			00/					
	CWD	8% 28%	5% 30%	5% 30%	- *	0% 27%	48%	-	-	-	-	0% 25%	45%	5% -	30%	*	8% 23%	37%	-	-	-	*
	EL	4%	*	*	_	*	-	_	_	_	_	*	*	_	*	*	*	*	_	-	_	_
	Male	22%	21%	21%	*	18%	33%	-	-	-	-	17%	32%	8%	23%	*	21%	-	-	-	-	*
	Female	30%	33%	33%	*	28%	64%	-	-	-	-	25%	63%	*	37%	*	-	33%	-	-	-	*
Mathematics	s All	15%	28%	28%	*	24%	48%				*	25%	40%	10%	31%	*	24%	32%		*		*
Maulemance	Students	1370	20 /0	20 /0		24 /0	40 /0	-	-	-		25 /0	40 /0	10 /0	3170		24 /0	JZ /0	-		-	
	CWD	9%	10%	10%	-	11%	*	-	-	-	-	11%	*	10%	-	-	0%	*	-	-	-	-
	CWOD		31%	31%	*	26%	53%	-	-	-	*	27%	43%	-	31%	*	30%	32%	-	*	-	*
	EL Mala	6%	*	*	*	*	420/	-	-	-	-	210/	*	-	* 200/	*	*	*	-	- *	-	-
	Male Female	14%	24% 32%	24% 32%	*	20% 28%	43% 57%	-	-	-	_	21% 29%	37% 45%	0%	30% 32%	*	24%	- 32%	-	_	-	*
	Tomalo	1070	0270	0270		2070	01 70					2070	1070		0270			0270				
Science	All	27%	22%	22%	*	19%	31%	-	-	-	-	19%	29%	8%	24%	*	20%	24%	-	*	-	*
	Students	00/	00/	00/		400/	*					00/	*	00/			00/	*				
	CWD CWOD	8% 29%	8% 24%	8% 24%	*	10% 21%	35%	-	-	-	-	9% 22%	31%	8%	24%	*	6% 23%	25%	-	*	-	*
	EL	6%	*	*	_	*	-	_	_	_	_	*	*	_	*	*	*	*	_	*	_	_
	Male	29%	20%	20%	*	17%	29%	-	-	-	-	17%	29%	6%	23%	*	20%	-	-	*	-	*
	Female	25%	24%	24%	*	21%	33%	-	-	-	-	22%	29%	*	25%	*	-	24%	-	*	-	*
End of Course																						
Algebra I	All	31%	36%	85%	*	85%	83%	_	_	_	_	77%	100%	*	87%	_	95%	79%	_	_	_	_
,goz.a .	Students		0070	0070		0070	0070						.0070		0.70		0070					
	CWD	7%	19%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD		39%	87%	*	88%	83%	-	-	-	-	80%	100%	-	87%	-	95%	81%	-	-	-	-
	EL Male	12% 28%	31%	95%	-	93%	*	-	-	-	-	92%	100%	-	95%	-	95%	-	-	-	-	
	Female		40%	79%	*	79%	75%	-	-	-	-	67%	100%	*	81%	-	-	79%	-	-	-	-
TAAR Percent	t at Annre	achos	Grade	l evel o	r Ahove																	
All Grades	· ut rippi o	401100	o.uuo	2010.0.	ABOVO																	
All Subjects		77%	73%	76%	82%	72%	92%	*	*	-	*	72%	91%	43%	81%	44%	77%	74%	*	65%	-	100
	Students	450/	420/	420/		400/	83%					400/	000/	420/			400/	4.40/	*	*		
	CWD CWOD		43% 77%	43% 81%	- 82%	40% 78%	92%	*	*	-	*	40% 79%	83% 91%	43%	- 81%	44%		44% 77%	_	78%	-	100
	EL	60%	50%	44%	-	44%	-	-	_	-	_	47%	*	_	44%			40%	-	*	_	-
		74%	72%	77%	100%	75%	88%	-	-	-	*	74%			85%	*	77%	-	-	50%	-	100
	Female	79%	75%	74%	75%	69%	95%	*	*	-	-	70%	89%	44%	77%	40%	-	74%	*	86%	-	*
Reading	All	73%	65%	70%	71%	65%	91%	*	*		*	66%	88%	34%	76%	*	71%	70%	*	71%		*
Reading	Students	13/0	0370	10 /0	1 1 /0	03 /6	9170			-		00 /6	00 /0	34 /0	7070		/ 1 /0	7070		1 1 70	-	
		39%	34%	34%	-	32%	*	-	-	-	-	31%	*	34%	-	-	37%	27%	*	*	-	-
	CWOD		69%	76%	71%	72% *	92%	*	*	-	*	73%	88%	-	76%	*	78%	74%	-	*	-	*
	EL Male	52% 69%	40% 63%	* 71%	*	* 67%	- 85%	-	-	-	- *	* 67%		- 37%	* 78%	*	* 71%	*	-	*	-	-
	Female		68%	70%	*	63%	98%	*	*	-	_	65%			74%	*	-	70%	*	*	-	*
	Tomalo		0070	1070		0070	0070					0070	0070	21 70	1 1 70			7070				
		80%	79%	80%	86%	78%	92%	*	*	-	*	78%	92%	53%	85%	*	83%	77%	*	63%	-	*
Mathematics			E00/	F20/		400/	1000/					F00/	000/	F20/			E00/	E00/	*	*		
Mathematics	Students	E00/	50%	53%	- 86%	49% 83%	100% 91%	*	*	-	*	50% 83%	83% 92%	53%	- 85%	*	50% 91%	58% 79%	_	*	-	*
Mathematics	Students CWD				00 /0	*	-	_	_	-	_	*	*	_	*	*	*	*	-	_	-	_
Mathematics	Students CWD CWOD	83%	83%	85% *	-		93%	-	-	-	*	81%	93%	50%	91%	*	83%	-	-	*	-	*
Mathematics	Students CWD CWOD EL Male	83% 70% 78%		* 83%	*	81%				_	-	74%	90%	58%	79%	*	-	77%	*	*	-	*
Mathematics	Students CWD CWOD EL	83% 70% 78%	83% 63%	*	- * *	81% 74%	91%	*	*					38%	86%	*						*
	Students CWD CWOD EL Male Female	83% 70% 78% 82%	83% 63% 79% 79%	* 83% 77%		74%	91%	*	*			73%	05%				70%	78%		*		
Mathematics Science	Students CWD CWOD EL Male Female	83% 70% 78%	83% 63% 79% 79%	* 83%	*			*	-	-	-	73%	95%	30 /0	00 /0		79%	78%	-	*	-	
	Students CWD CWOD EL Male Female All Students CWD	83% 70% 78% 82% 79% 48%	83% 63% 79% 79% 83%	* 83% 77% 78% 38%	*	74% 75% 33%	91% 92% *	-	-	-	-	32%	*	38%	_	-	31%	*	-	*	-	_
	Students CWD CWOD EL Male Female All Students CWD CWOD	83% 70% 78% 82% 79% 48% 82%	83% 63% 79% 79% 83%	* 83% 77% 78% 38% 86%	*	74% 75%	91% 92%	* - -	- - -	-	-					- *			-	* - *	-	- *
	Students CWD CWOD EL Male Female All Students CWD CWOD EL	83% 70% 78% 82% 79% 48% 82% 58%	83% 63% 79% 79% 83% 49% 88% *	* 83% 77% 78% 38% 86% *	*	74% 75% 33% 83%	91% 92% * 96%	* - - -	- - -	-	-	32% 82% *	* 94% *	38% - -	- 86% *	- * *	31% 90% *	*	-	* * * *	-	- * - *
	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male	83% 70% 78% 82% 79% 48% 82% 58% 78%	83% 63% 79% 79% 83% 49% 88% *	* 83% 77% 78% 38% 86% * 79%	* - *	74% 75% 33% 83% * 77%	91% 92% * 96% - 86%	* - - - -	-	-	-	32% 82% * 72%	94% *	38% - -	- 86% * 90%	- * * *	31%	* 81% *	-	* - * * *	-	- * - *
	Students CWD CWOD EL Male Female All Students CWD CWOD EL	83% 70% 78% 82% 79% 48% 82% 58% 78%	83% 63% 79% 79% 83% 49% 88% *	* 83% 77% 78% 38% 86% *	* - * - *	74% 75% 33% 83%	91% 92% * 96%	* - - - -		-	-	32% 82% *	* 94% *	38% - - 31%	- 86% *	* * *	31% 90% * 79%	*	-	* * * *	-	- * - *
Science	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	83% 70% 78% 82% 79% 48% 82% 58% 78% 80%	83% 63% 79% 79% 83% 49% 88% * 82% 85%	* 83% 77% 78% 38% 86% * 79% 78%	* - * - *	74% 75% 33% 83% * 77%	91% 92% * 96% - 86%	* - - - -	-	-	- - - -	32% 82% * 72%	94% *	38% - - 31%	- 86% * 90%	- * * *	31% 90% * 79%	* 81% *	-	* * * *	-	- * - *
Science	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	83% 70% 78% 82% 79% 48% 82% 58% 78% 80%	83% 63% 79% 79% 83% 49% 88% * 82% 85%	* 83% 77% 78% 38% 86% * 79% 78%	* - * - *	74% 75% 33% 83% * 77%	91% 92% * 96% - 86%	*	- - - -			32% 82% * 72%	94% *	38% - - 31%	- 86% * 90%	* * *	31% 90% * 79%	* 81% *	-	* * * *		- * - *
Science FAAR Percent All Grades	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	83% 70% 78% 82% 79% 48% 82% 58% 78% 80%	83% 63% 79% 79% 83% 49% 88% * 82% 85%	* 83% 77% 78% 86% * 79% 78% or Abov	* * - * -	74% 75% 33% 83% * 77% 73%	91% 92% * 96% - 86% 100%	*	*			32% 82% * 72% 75%	* 94% * 100% 88%	38% - - 31% *	- 86% * 90% 81%	* *	31% 90% * 79% -	* 81% * - 78%		* - * * * * *		- * - * *
Science	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	83% 70% 78% 82% 79% 48% 82% 58% 78% 80%	83% 63% 79% 79% 83% 49% 88% * 82% 85%	* 83% 77% 78% 38% 86% * 79% 78%	* - * - *	74% 75% 33% 83% * 77%	91% 92% * 96% - 86%	*	-	-		32% 82% * 72%	* 94% * 100% 88%	38% - - 31% *	- 86% * 90%	* *	31% 90% * 79% -	* 81% *		* * * * * *	-	*****
Science FAAR Percent All Grades	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female t at Meets Students CWD CWOD EL Students CWD	83% 70% 78% 82% 79% 48% 82% 58% 78% 80% Grade 47% 23%	83% 63% 79% 79% 83% 49% 88% * 82% 85% e Level 41% 27%	* 83% 77% 78% 38% 86% * 79% 78% or Abov 45% 26%	* - * - * * * 47%	74% 75% 33% 83% * 77% 73%	91% 92% * 96% - 86% 100% 65% 42%	*	*			32% 82% * 72% 75% 39%	* 94% * 100% 88% 70%	38% - - 31% *	86% * 90% 81%	* * *	31% 90% * 79% - 43% 26%	* 81% * - 78% 47%		*		-
Science FAAR Percent All Grades	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female t at Meets All Students	83% 70% 78% 82% 79% 48% 82% 58% 78% 80% 47% 23% 50%	83% 63% 79% 79% 83% 49% 88% * 82% 85% e Level	* 83% 77% 78% 38% 86% * 79% 78% or Abov 45%	* * - * - * * *	74% 75% 33% 83% * 77% 73%	91% 92% * 96% - 86% 100%	*	*		*	32% 82% * 72% 75%	* 94% * 100% 88%	38% - - 31% *	86% * 90% 81%	* * 11% - 11%	31% 90% * 79% - 43% 26% 48%	* 81% * - 78%	*			889

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		State	District(Campus	American	Hispani	cWhite	Indian	Asiar	nIslander	Races	Disadv	Disad	CWD	CWOD	EL	Male	FemaleM	igrantH	lomeless	Care	Military
	Male	45%	40%	43%	60%	40%	59%	-	-	-	*	38%	66%	26%		*	43%	-	-	20%	-	80%
	Female	50%	43%	47%	42%	41%	71%	*	*	-	-	40%	73%	28%	49%	13%	-	47%	*	14%	-	*
Reading	All	46%	37%	41%	29%	36%	62%	*	*		*	35%	63%	25%	43%	*	37%	45%	*	14%		*
rteading	Students	4070	37 70	41/0	2370	30 70	02 /0			_		33 /0	00 /0	2570	40 /0		31 /0	4570		14 /0	_	
	CWD	22%	26%	25%	_	24%	*	_	_	_	_	23%	*	25%	_	_	26%	23%	*	*	_	_
	CWOD		39%	43%	29%	38%	63%	*	*	_	*	38%	64%		43%	*	39%	47%	_	*	_	*
	EL	21%	20%	*	-	*	-	_	_	_	_	*	*	_	*	*	*	*	_	_	_	_
	Male	41%	35%	37%	*	34%	51%	_	-	-	*	33%	55%	26%	39%	*	37%	-	-	*	-	*
	Female	50%	40%	45%	*	38%	71%	*	*	-	-	38%	71%	23%	47%	*	-	45%	*	*	-	*
NA-41	- AII	400/	450/	470/	F 7 0/	400/	000/					400/	740/	000/	500 /		400/	400/		400/		
Mathematic	S All Students	48%	45%	47%	57%	43%	68%			-		42%	74%	30%	50%		49%	46%		13%	-	
	CWD	26%	28%	30%	_	28%	50%	_	_	_	_	26%	67%	30%	_	_	30%	29%	*	*	_	_
	CWOD		47%	50%	57%	46%	69%	*	*	_	*	44%	74%	-	50%	*	53%	48%	_	*	_	*
	EL	33%	25%	*	-	*	-	_	_	_	_	*	*	_	*	*	*	*	_	_	_	_
	Male	47%	45%	49%	*	45%	66%	_	_	_	*	43%	76%	30%	53%	*	49%	_	_	*	_	*
	Female		44%	46%	*	40%	70%	*	*	_	_	40%	72%	29%	48%	*	-	46%	*	*	_	*
Science	All Students	49%	45%	51%	*	48%	65%	-	-	-	-	44%	74%	21%	57%	*	47%	57%	-	*	-	*
	CWD	23%	24%	21%	_	19%	*	_	_	_	_	18%	*	21%	-	_	13%	*	_	_	_	_
	CWOD		48%	57%	*	54%	70%	_	_	_	_	50%	75%		57%	*	54%	59%	_	*	_	*
	EL	21%	*	*	_	*	-	_	_	_	_	*	*	_	*	*	*	*	_	*	_	_
	Male	50%	42%	47%	*	44%	57%	_	_	_	_	40%	67%	13%	54%	*	47%	_	_	*	_	*
	Female		49%	57%	*	53%	75%	_	_	_	_	49%	82%	*	59%	*	-	57%	_	*	_	*
All Grades All Subjects	s All	21%	17%	22%	29%	19%	34%	*	*	-	*	18%	37%	12%	23%	0%	20%	23%	*	0%	-	50%
	Students																			*		
	CWD	8%	14%	12%	-	13%	8%	-	-	-	-	13%	8%	12%	-	-	10%	17%	*		-	-
	CWOD		18%	23%	29%	20%	36%	•	•	-	•	19%	38%	-	23%		22%	24%	-	0%	-	50%
	EL Mala	9%	14%	0%	200/	0%	200/	-	-	-	*	0%		100/	0%	0%	200/	0%	-	00/	-	600/
	Male Female	20%	16% 18%	20% 23%	20%	18%	29% 39%	*	*	-		17% 19%	32% 41%	10%	22%	0%	20%	23%	*	0% 0%	-	60%
	remale	2270	1070	23%	33%	20%	3970			-	-	1970	4170	17%	24%	U 70	-	23%		076	-	
Reading	All Students	19%	15%	20%	14%	17%	35%	*	*	-	*	17%	34%	11%	21%	*	17%	23%	*	0%	-	*
	CWD	7%	12%	11%	_	10%	*	_	_	_	_	10%	*	11%	-	_	9%	14%	*	*	_	_
	CWOD		15%	21%	14%	18%	35%	*	*	-	*	18%	35%	-	21%	*	19%	24%	-	*	-	*
	EL	7%	20%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	16%	12%	17%	*	16%	23%	-	-	-	*	16%	26%	9%	19%	*	17%	-	-	*	-	*
	Female	22%	17%	23%	*	18%	45%	*	*	-	-	18%	42%	14%	24%	*	-	23%	*	*	-	*
Mathematic	s All	23%	21%	23%	29%	20%	34%	*	*	_	*	19%	42%	15%	25%	*	23%	24%	*	0%	_	*
	Students																					
	CWD	10%	17%	15%	-	16%	0%	-	-	-	-	16%	0%	15%	-	-	12%	21%	*	*	-	-
	CWOD	25%	21%	25%	29%	21%	37%	*	*	-	*	20%	45%	-	25%	*	25%	24%	-	*	-	*
	EL	13%	6%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	23%	21%	23%	*	20%	34%	-	-	-	*	19%	40%	12%	25%	*	23%	-	-	*	-	*
	Female	24%	21%	24%	*	20%	35%	*	*	-	-	19%	44%	21%	24%	*	-	24%	*	*	-	*
Science	All	22%	16%	22%	*	19%	31%	-	-	-	-	19%	29%	8%	24%	*	20%	24%	-	*	-	*
	Students CWD	7%	12%	8%		10%	*					9%	*	8%			6%	*				
	CWD		17%	8% 24%	*	21%	35%	-	-	-	-	9% 22%	31%	8%	- 24%	*	23%	25%	-	*	-	*
	EL	5%	*	*	_	∠ I /0 *	-	-	-	_	-	*	J 1 /0 *	-	∠ -1 /0 *	*	*	*	-	*	_	_
	Male	23%	17%	20%	*	17%	29%	-	-	-	-	17%	29%	6%	23%	*	20%	_	_	*	-	*
	Female		16%	24%	*	21%	33%	-	-	-	_	22%	29%	*	25%	*		24%	_	*	_	*
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Two

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth
This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			•								
Reading											
All Students	63	*	61	68	*	*	-	*	61	56	*
CWD	56	-	53	*	-	-	-	-	55	56	-
CWOD	64	*	63	67	*	*	-	*	62	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	65	*	66	59	-	-	-	*	64	60	*
Female	60	*	56	76	*	*	-	-	58	48	*
Mathematics											
All Students	75	79	75	75	*	*	-	*	74	74	92
CWD	74	-	72	92	-	-	-	-	74	74	-
CWOD	75	79	76	74	*	*	-	*	73	-	92
EL	92	-	92	-	-	-	-	-	*	-	92
Male	80	*	79	81	-	-	-	*	78	79	*

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

Indicates zero observations reported for this group.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Female	71	*	71	70	*	*	-	-	69	63	*

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 Grad	duation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates results are masked due to small numbers to protect student confidentiality. Indicates there are no students in the group.
- ...

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency

- Indicates results are masked due to small numbers to protect student confidentiality.
- ... Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

Student Success (Student Achi			Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	48	53	44	64	*	*	-	*	43	27	*
School Quality (College, Career	, and Military	/ Readines	s Performa	ince)							
%Students meeting CCMR	-	-	-	-	-	_	-	-	-	-	_

- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

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	N		Υ	Υ					Υ	Υ	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					N	N	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N	N	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Υ	Υ					Υ	Υ	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	Υ					N	N	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N	N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N	N	

English Learner Language Proficiency Status

Interim Goals (2018-2022)	42%
Target Met Interim Goals (2023-2027)	44%
Target Met	

Interim Goals (2028-2032) Target Met	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL + 46%
Long-Term Goals Target Met											46%
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%

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Campua	African	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	Non Econ Disadv	CWD	CWOD	EL	Male	Esmals	Migrant
Participation Rat	е	Campus	American	пізрапіс	wille	mulan	ASIAII	isianuer	Races	Disauv	Disauv	CWD	CWOD	EL	Wate	remale	wiigrani
All Subjects	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
-	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	-	100%	100%	*
	CWOD	100%	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%	100%	100%	-	100%	*
Reading	All Students	100%	100%	99%	100%	*	*	-	*	99%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	-	100%	100%	*
	CWOD	100%	100%	99%	100%	*	*	-	*	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	-	-	-	-	- *	100%		-	100%	100%		100%	-
	Male	100%	100%	100% 99%	100% 100%	-	-	-	•	100%	100%	100%	99%		100%	4000/	-
	Female	100%	100%	99%	100%			-	-	99%	100%	100%	100%	100%	-	100%	
Mathematics	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	4000/	100%	100%	- *	-	-	- *	100%	100%	100%	4000/	4000/	100%	100%	-
	EL	100% 100%	100%	100% 100%	100%			-	_	100% 100%	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%	-	100%	*
	remale	100 /6		100 /6	100 /0			-	-	100 /6	100 /6	100 /0	100 /6	100 /0	-	100 /6	
Science	All Students	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%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	-	-
Non-Participation	Female n Rate	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	-	100%	-
All Cubicata	All Students	0%	0%	0%	0%	*	*		*	0%	0%	0%	0%	0%	0%	0%	*
All Subjects	CWD	0% 0%	-	0%	0%			-	_	0%	0%	0%	-	-	0%	0%	*
	CWOD	0%	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%	0%	0%	-	0%	*
Reading	All Students	0%	0%	1%	0%	*	*	_	*	1%	0%	0%	0%	0%	0%	0%	*
rtodding	CWD	0%	-	0%	*	_	_	_	_	0%	*	0%	-	-	0%	0%	*
	CWOD	0%	0%	1%	0%	*	*	_	*	1%	0%	-	0%	0%	1%	0%	_
	EL	0%	-	0%	-	-	-	-	_	0%	*	_	0%	0%	*	0%	-
	Male	0%	*	1%	0%	-	-	-	*	1%	0%	0%	1%	*	0%	-	-
	Female	0%	0%	1%	0%	*	*	-	-	1%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	0%	0%	0%	*	*	_	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	_	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	*
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	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%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	0%	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	Students with Disabilities (Section 504)	
Students Without Disabilities		Students	American	mopanic	Winte	Hauve	Asian	isianaci	Nuccs		Disabilities	(00011011 004)	
In-School Suspensions													
	Male	42	2	35	5	0	0	0	0	2			
	Female	13	0	11	2	0	0	0	0	0			
	Total	55	2	46	7	0	0	0	0	2			
Out-of-School Suspensions		_		_		_	_	_	_	_			
	Male	2	2	0	0	0	0	0	0	0			
	Female	2	0	2	0	0	0	0	0	0			
Francisions	Total	4	2	2	0	0	0	0	0	0			
Expulsions With Educational Sandage	Mala	0	0	0	0	0	0	0	0	0			
With Educational Services	Male Female	0	0	0	0	0	0	0	0	0			
	Total	0	0	0	0	0	0	0	0	0			
Without Educational Services	Male	0	0	0	0	0	0	0	0	0			
Without Educational Services	Female	0	0	0	0	0	0	0	0	0			
	Total	0	0	0	0	0	0	0	0	0			
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0			
Officer Zero Tolerance Policies	Female	0	0	0	0	0	0	0	0	0			
	Total	0	0	0	0	0	0	0	0	0			
School-Related Arrests	IUlai	U	U	U	U	U	U	U	U	U			
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0			
	Female	0	0	0	0	0	0	0	0	0			
	Total	0	0	0	0	0	0	0	0	0			
Referrals to Law Enforcement	Total	O	O	O	U	O	U	O	O	U			
Reletials to Law Efficient	Male	0	0	0	0	0	0	0	0	0			
	Female	Ö	Õ	0	0	Ö	0	ő	ő	0			
	Total	0	0	0	0	0	0	0	0	0			
Students With Disabilities	iotai	O	O	O	O	O	U	O	O	U			
In-School Suspensions													
iii dailea daapailalaila	Male	19	0	14	5	0	0	0	0	0		11	
	Female	5	Ö	5	Ö	Ö	Ö	Ö	Ö	Ö		2	
	Total	24	0	19	5	0	0	0	0	0		13	
Out-of-School Suspensions													
'	Male	2	0	2	0	0	0	0	0	0		2	
	Female	0	0	0	0	0	0	0	0	0		0	
	Total	2	0	2	0	0	0	0	0	0		2	
Expulsions													
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0	
	Female	0	0	0	0	0	0	0	0	0		0	
	Total	0	0	0	0	0	0	0	0	0		0	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0	
	Female	0	0	0	0	0	0	0	0	0		0	
	Total	0	0	0	0	0	0	0	0	0		0	
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0	
	Female	0	0	0	0	0	0	0	0	0		0	
	Total	0	0	0	0	0	0	0	0	0		0	
School-Related Arrests													
	Male	0	0	0	0	0	0	0	0	0		0	
	Female	0	0	0	0	0	0	0	0	0		0	
	Total	0	0	0	0	0	0	0	0	0		0	
Referrals to Law Enforcement													
	Male	0	0	0	0	0	0	0	0	0		0	
	Female	0	0	0	0	0	0	0	0	0		0	
	Total	0	0	0	0	0	0	0	0	0		0	
All Students													
Chronic Absenteeism													
	Male	13	0	11	2	0	0	0	0	0	5	2	
	Female	22	0	20	2	0	0	0	0	0	8	2	
	Total	35	0	31	4	0	0	0	0	0	13	4	

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

^{...}

	Total
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

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

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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 7.5	Percent 18.6%
Teachers Teaching with Emergency or Provisional Credentials	2.0	5.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.2	8.4%

^{&#}x27;-' Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State 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%	5	3%	-	-
Mathematics	6,056	1%	5	3%	-	-

^{&#}x27;-' Indicates there are no students in the group.

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

	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 5 Reading	6,162	2%	*	*	-	-
Mathematics	6,160	1%	*	*	-	-
Science	6,164	1%	*	*	-	-
Grade 6 Reading	5,678	1%	6	4%	6	4%
Mathematics	5,677	1%	6	3%	6	3%
Grade 7 Reading	5,298	1%	5	3%	5	3%
Mathematics	5,294	1%	5	3%	5	3%
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%	66	2%	31	3%
Reading	43,730	1%	30	2%	14	3%
Mathematics	39,178	1%	27	2%	14	3%
Science	16,112	1%	9	2%	*	*

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

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

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

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

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	60	68	29	37	5	9
	=	Black	44	49	56	51	22	20	3	3
		Hispanic	49	46	51	54	19	23	3	4
		White	21	22	79	78	45	47	10	13
		American Indian	*	52	*	48	*	20	*	3
		Asian	16	16	84	84	61	59	19	22
		Pacific Islander	*	42	*	58	*	27	*	4
		Two or More Races	33	27	67	73	38	42	8	11
		Econ Disadv	50	46	50	54	18	22	2	3
		Students with Disabilities	75	70	25	30	7	11	1	2
		English Language Learners	63	68	37	32	12	9	1	1
	Mathematics	Overall	18	20	82	80	41	40	8	8
		Black	30	37	70	63	24	19	3	2
		Hispanic	21	29	79	71	33	26	5	3
		White	9	12	91	88	59	51	13	11
		American Indian	*	31	*	69	*	24	*	3
		Asian	8	8	92	92	74	67	34	25
		Pacific Islander	*	29	*	71	*	29	*	4
		Two or More Races	13	15	87	85	57	45	17	11
		Econ Disadv	25	31	75	69	29	25	4	3
		Students with Disabilities	50	55	50	45	16	15	2	2
		English Language Learners	29	47	71	53	27	14	4	2
Grade 8	Reading	Overall	29	24	71	76	28	36	2	4
		Black	42	40	58	60	14	18	n/a	1
		Hispanic	34	33	66	67	21	23	1	1
		White	17	16	83	84	40	45	3	6
		American Indian	*	37	*	63	*	22	*	1
		Asian	8	13	92	87	63	57	10	12
		Pacific Islander	*	35	*	65	*	23	*	2
		Two or More Races	23	18	77	82	35	42	5	6
		Econ Disadv	38	35	62	65	17	21	1	1
		Students with Disabilities	74	65	26	35	4	8	n/a	1
		English Language Learners	62	68	38	32	5	5	n/a	n/a

		% Belov	w Basic	% At or Al	oove Basic	% At or Abo	ve Proficient	% At Advanced	
Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Mathematics	Overall	30	30	70	70	33	34	9	10
	Black	44	53	56	47	14	13	1	2
	Hispanic	38	43	62	57	23	20	4	4
	White	16	20	84	80	51	44	16	13
	American Indian	*	44	*	56	*	18	*	4
	Asian	3	12	97	88	77	64	40	32
	Pacific Islander	*	36	*	64	*	25	*	6
	Two or More Races	24	27	76	73	33	37	8	13
	Econ Disadv	40	45	60	55	20	18	3	3
	Students with Disabilities	78	73	22	27	5	7	1	1
	English Language Learners	61	71	39	29	7	6	1	1
	•	Mathematics Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities	Subject Student Group TX Mathematics Overall 30 Black 44 Hispanic 38 White 16 American Indian * Asian 3 Pacific Islander * Two or More Races 24 Econ Disadv 40 Students with Disabilities 78	Mathematics Overall Black 30 30 Black 44 53 Hispanic 38 43 White 16 20 American Indian * 44 Asian 3 12 Pacific Islander * 36 Two or More Races 24 27 Econ Disadv 40 45 Students with Disabilities 78 73	Subject Student Group TX US TX Mathematics Overall Black 30 30 70 Black Hispanic 38 43 62 White 16 20 84 American Indian * 444 * * Asian 9acific Islander * 36 * * Two or More Races 24 27 76 Econ Disadv 40 45 60 Students with Disabilities 78 73 22	Subject Student Group TX US TX US Mathematics Overall Black 30 30 70 70 Black Hispanic 38 43 56 47 Hispanic White Hie Black Hispanic 38 43 62 57 White Hie Black Hispanic Hispanic 16 20 84 80 American Indian Asian Hispanic Hispa	Subject Student Group TX US TX US TX Mathematics Overall Black 30 30 70 70 33 Black Hispanic 44 53 56 47 14 Hispanic 38 43 62 57 23 White 16 20 84 80 51 American Indian * 44 * 56 * Asian 3 12 97 88 77 Pacific Islander * 36 * 64 * Two or More Races 24 27 76 73 33 Econ Disadv 40 45 60 55 20 Students with Disabilities 78 73 22 27 5	Subject Student Group TX US TX US TX US Mathematics Overall 30 30 70 70 33 34 Black 44 53 56 47 14 13 Hispanic 38 43 62 57 23 20 White 16 20 84 80 51 44 American Indian * 44 * 56 * 18 Asian 3 12 97 88 77 64 Pacific Islander * 36 * 64 * 25 Two or More Races 24 27 76 73 33 37 Econ Disadv 40 45 60 55 20 18 Students with Disabilities 78 73 22 27 5 7	Subject Student Group TX US TX US TX US TX Mathematics Overall Black 30 30 70 70 33 34 9 Hispanic Hispanic 38 43 62 57 23 20 4 White Hispanic Winte 16 20 84 80 51 44 16 American Indian Asian Asian Pacific Islander Pacific Islander Two or More Races Econ Disadv Adv 44 * 56 * 18 * Two or More Races Econ Disadv Adv 44 27 76 73 33 37 8 Econ Disadv Students with Disabilities 78 73 22 27 5 7 1

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

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	81%
	•	English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	81%
	•	English Learners	94%
	Mathematics	Students with Disabilities	82%
		English Learners	96%

Source: TEA Division of Student Assessment

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

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

Data are not available.

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[&]quot;" Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.