# **Print this report**

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

Campus Name: FRIONA EL Campus ID: 185903101 District Name: FRIONA ISD

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

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

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

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

										Two			EL
			All	African			American		Pacific	or More	Econ	Special	(Current and
				American	Hispanic	White	Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets		Baseline 2016-17											,
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through 2021-											
		22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026- 27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-		4270	40%	0076	3170	1070	3370	0270	4370	3170	3970
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17											
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021-											
		22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026- 27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-		4170	4970	0370	33 /0	0370	31 /0	0170	4570	34 /0	4970
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
		Baseline 2016-17											
EL Progress		Rates											41%
		2017-18 through 2021-											
		22 2022 22 through 2026											42%
		2022-23 through 2026- 27											44%
		2027-28 through 2031-											4470
		32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
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-		92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		<u>-</u>	0170	0170	3170	3173	0170	01/0	0170	3173	0170	0170	0170

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

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

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including: (aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

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 performance data.

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

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

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

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

#### Part (ii): Student Achievement by Proficiency Level

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

Two

											Two		Nan									
					African			Americai	_	Pacific	or More	Econ	Non								Foster	
		State	District	Campu	sAmerica:									CWE	CWOE	) EL	Male	Female	Migrantl	Homeless		
						орш			,										9			
STAAR Percen	t at Appro	oache	s Grade	e Level o	or Above																	
Grade 3																						
Reading	All		74%	74%	-	72%	100%	-	-	-	-	69%	94%	*	73%	64%	72%	76%	*	*	-	-
	Students																					
	CWD	51%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD		73%	73%	-	71%	100%	-	-	-	-	68%	94%	-	73%		69%	76%	*	*	-	-
	EL	70%	64%	64%	-	64%	-	-	-	-	-	61%	*	*	63%		59%	71%	*	-	-	-
	Male	74%	72%	72%	-	69%	*	-	-	-	-	69%	86%	*	69%		72%	-	*	-	-	-
	Female	79%	76%	76%	-	74%	*	-	-	-	-	68%	100%	-	76%	71%	-	76%	*	*	-	-
Mathematics	s All	77%	88%	88%	-	87%	100%	-	-	-	-	87%	94%	*	88%	84%	86%	90%	83%	*	-	-
	Students																					
	CWD	52%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	80%	88%	88%	-	87%	100%	-	-	-	-	86%	94%	-	88%	83%	85%	90%	83%	*	-	-
	EL	74%	84%	84%	-	84%	-	-	-	-	-	82%	*	*	83%	84%	87%	79%	*	-	-	-
	Male	77%	86%	86%	-	85%	*	-	-	-	-	86%	86%	*	85%	87%	86%	-	*	-	-	-
	Female	78%	90%	90%	-	90%	*	-	-	-	-	87%	100%	-	90%	79%	-	90%	*	*	-	-
Grade 4																						
Reading	All	72%	61%	61%	*	61%	75%	-	-	-	-	58%	71%	*	64%	36%	62%	61%	54%	*	-	*
_	Students																					
	CWD	46%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	75%	64%	64%	*	64%	71%	-	-	-	-	61%	82%	-	64%	38%	66%	62%	54%	*	-	*
	EL	60%	36%	36%	*	38%	-	_	-	-	-	35%	*	*	38%	36%	41%	31%	*	*	-	-
	Male	70%	62%	62%	-	61%	*	_	-	-	-	57%	86%	*	66%	41%	62%	-	56%	*	-	*
	Female	75%	61%	61%	*	61%	*	-	-	-	-	59%	*	*	62%	31%	-	61%	*	*	-	-
Mathematics	s All	77%	80%	80%	*	79%	100%	_	_	_	_	79%	79%	*	83%	67%	81%	79%	85%	*	_	*
	Students																					
	CWD	49%	*	*	_	*	*	_	_	_	_	*	*	*	_	*	*	*	_	_	_	_
	CWOD		83%	83%	*	82%	100%	_	_	_	_	81%	91%	_	83%	69%	84%	81%	85%	*	_	*
	EL	72%	67%	67%	*	69%	-	_	_	_	_	65%	*	*	69%		65%		75%	*	_	_
	Male	77%	81%	81%	_	79%	*	_	_	_	_	83%	71%	*	84%		81%	-	89%	*	_	*
	Female			79%	*	79%	*	-	-	-	-	75%	86%	*	81%	69%	-	79%	*	*	-	-
Grade 5																						
Reading	All	83%	77%	77%	*	76%	100%	_	_	_	_	77%	75%	*	78%	47%	69%	83%	82%	*	*	_
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	EL	73%	47%	47%	•	44%	-	-	-	-	-	50%	•	^	47%	47% 50%	•		-	-	-
	Male	81%	69%	69%	-	66%	*	-	-	-	-	71%	*	*	69%	50% 69%	-	86%	*	*	-
	Female	86%	83%	83%	*	84%	*	-	-	-	-	82%	*	*	85%	* -	83%	*	*	-	-
Mathematic	ce All	90%	88%	88%	*	88%	100%	_	_	_	_	88%	88%	*	88%	65% 78%	95%	73%	*	*	_
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	Students																				
	CWD	70%	*	*	-	*	-	-	-	-	-	*	*	*	-	* *	*	*	-	*	-
	CWOD	92%	88%	88%	*	89%	100%	-	-	-	-	89%	86%	-	88%	67% 79%	95%	80%	*	-	-
	EL	86%	65%	65%	*	63%	_	_	_	_	_	69%	*	*	67%	65% 50%	100%	*	_	_	_
			78%				*						*	*			-	*	*	*	
	Male .	89%		78%	-	76%		-	-	-	-	79%			79%	50% 78%					-
	Female	91%	95%	95%	*	97%	*	-	-	-	-	95%	*	*	95%	100% -	95%	*	*	-	-
Science	All	75%	80%	80%	*	79%	100%	-	-	-	-	80%	75%	*	80%	50% 75%	83%	55%	*	*	-
	Students																				
		400/	*	*		*											*	*			
	CWD	48%			-		-	-	-	-	-	-	=		-				-	=	-
	CWOD	78%	80%	80%	*	79%	100%	-	-	-	-	81%	71%	-	80%	50% 76%	83%	60%	*	-	-
	EL	62%	50%	50%	*	47%	-	-	-	-	-	53%	*	*	50%	50% 45%	*	*	-	-	-
	Male	76%	75%	75%	_	72%	*	_	_	-	_	79%	*	*	76%	45% 75%	_	*	*	*	_
	Female			83%	*	84%	*	_	_	_	_	82%	*	*	83%	* _	83%	*	*	_	_
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Reading	All	43%	21%	21%	-	18%	57%	-	-	-	-	15%	44%	~	20%	6% 23%	19%	•	•	-	-
	Students																				
	CWD	28%	*	*	-	*	*	-	-	-	-	*	*	*	-	* *	-	-	-	-	-
	CWOD		20%	20%	_	18%	40%	_	_	_	_	15%	38%	_	20%	6% 21%	19%	*	*	_	_
	EL	32%	6%	6%		6%						6%	*	*	6%	6% 5%	7%	*			_
					-		*	-	-	-	-								-	-	-
	Male	40%	23%	23%	-	18%	•	-	-	-	-	17%	57%	^	21%	5% 23%	-	•	-	-	-
	Female	45%	19%	19%	-	18%	*	-	-	-	-	13%	36%	-	19%	7% -	19%	*	*	-	-
Mathematic	cs All	46%	55%	55%	-	51%	100%	-	-	-	-	47%	83%	*	54%	51% 55%	55%	67%	*	-	-
	Students																				
	CWD	30%	*	*	_	*	*	_	_	_	_	*	*	*	_	* *	_	_	_	_	_
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	EL	39%	51%	51%	-	51%	-	-	-	-	-	47%	*	*	53%	51% 43%	64%	*	-	-	-
	Male	47%	55%	55%	-	50%	*	-	-	-	-	49%	86%	*	53%	43% 55%	-	*	-	-	-
	Female	45%	55%	55%	-	51%	*	-	-	-	-	45%	82%	-	55%	64% -	55%	*	*	-	-
Grade 4																					
Reading	All	45%	31%	31%	*	28%	63%					27%	50%	*	32%	9% 33%	29%	23%	*		*
rteauling		4370	3170	31/0		20 /0	03 /0	-	-	-	-	21 /0	30 /0		JZ /0	970 3370	29 /0	23/0		-	
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	CWOD	47%	32%	32%	*	30%	57%	-	-	-	-	28%	55%	-	32%	9% 34%	30%	23%	*	-	*
	EL	29%	9%	9%	*	9%	_	_	_	_	_	10%	*	*	9%	9% 12%	6%	*	*	_	_
	Male	43%	33%	33%		32%	*					29%	57%	*	34%	12% 33%		22%	*		*
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Mathematic	cs All	48%	34%	34%	*	32%	50%	-	-	-	-	30%	50%	*	35%	15% 38%	29%	15%	*	-	*
	Students																				
	CWD	29%	*	*		*	*					*	*	*		* *	*				
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	CWOD			35%		34%	43%	-	-	-	-	31%	55%	-	35%	16% 39%	30%	15%	•	-	•
	EL	38%		15%	*	16%	-	-	-	-	-	13%	*	*	16%	15% 18%	13%	0%	*	-	-
	Male	48%	38%	38%	-	37%	*	-	-	-	-	37%	43%	*	39%	18% 38%	-	11%	*	-	*
	Female	47%	29%	29%	*	27%	*	-	-	-	-	22%	57%	*	30%	13% -	29%	*	*	-	-
				- · ·		• •															
Grade 5																					
Reading	All	53%	39%	39%	*	36%	67%	_	_	_	_	42%	13%	*	42%	6% 28%	48%	27%	*	*	_
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	Students																				
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	EL	35%	6%	6%	*	0%	_	_	_	_	_	6%	*	*	7%	6% 0%	*	*	_	_	_
	Male	50%		28%	_	28%	*	_	_	_	_	32%	*	*	31%	0% 28%	_	43%	*	*	
					*		*	-	-	-	-		*	*				4370 *	*		-
	Female	: 50%	48%	48%		43%		-	-	-	-	50%			50%	* -	48%			-	-
				,																	
Mathematic		57%	49%	49%	*	48%	50%	-	-	-	-	47%	63%	*	51%	29% 47%	50%	36%	*	*	-
	Students																				
	CWD	34%	*	*	-	*	-	-	-	-	-	*	*	*	-	* *	*	*	-	*	-
	CWOD		51%	51%	*	51%	50%	_	_	_	_	48%	71%	_	51%	33% 48%	53%	40%	*	-	_
					*		JU /U	-	_	_	_		/ 1 /0 *	*				**		_	-
	EL .	46%		29%		25%	-	-	-	-	-	31%			33%	29% 17%	60%		-	-	-
	Male	57%		47%	-	48%	*	-	-	-	-	46%	*	*	48%	17% 47%	-	*	*	*	-
	Female	58%	50%	50%	*	49%	*	-	-	-	-	47%	*	*	53%	60% -	50%	*	*	-	-
Science	All	40%	30%	30%	*	29%	50%	-	-	-	-	30%	25%	*	32%	0% 31%	29%	27%	*	*	-
	Students			-																	
	CWD	25%	*	*	_	*	_	_	_	_	_	*	*	*	_	* *	*	*	_	*	_
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	CWOD		32%	32%	•	31%	50%	-	-	-	-	32%	29%	-	32%	0% 34%		30%	^	-	-
	EL	24%	0%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0% 0%	*	*	-	-	-
	Male	42%	31%	31%	-	31%	*	-	-	-	-	32%	*	*	34%	0% 31%	-	*	*	*	-
	Female	38%	29%	29%	*	27%	*	-	-	-	_	29%	*	*	30%	* -	29%	*	*	-	_
		. 0070	2070	_0,0		,,						2070			0070		2070				
CTAAD Davasu	st at Maata		ada Lav	.al																	
STAAR Percen	it at waste	ers Gra	ade Lev	eı																	
Grade 3																					
Reading	All	24%	11%	11%	-	8%	43%	-	-	-	-	4%	33%	*	9%	0% 12%	10%	*	*	-	-
	Students																				
	CWD	9%	*	*	_	*	*	_	_	_	_	*	*	*	_	* *	_	_	_	_	_
	CWOD		9%	9%		8%	20%					5%	25%		9%	0% 8%	10%	*	*		
					-			-	-	-	-			-						-	-
	EL	15%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0% 0%	0%	*	-	-	-
	Male	22%	12%	12%	-	8%	*	-	-	-	-	6%	43%	*	8%	0% 12%	-	*	-	-	-
	Female	26%	10%	10%	-	8%	*	-	-	-	-	3%	27%	-	10%	0% -	10%	*	*	-	_
Mathematic	s All	22%	24%	24%	_	20%	71%	_	_	_	_	13%	67%	*	23%	22% 18%	31%	17%	*	_	_
Mathematic			24 /0	Z-7 /0	_	2070	1 1 70	_	_	-	_	1370	01 /0		2570	22 /0 10 /0	3170	17 70		_	_
	Students																				
	CWD	12%	*	*	-	*	*	-	-	-	-	*	*	*	-	* *	-	-	-	-	-
	CWOD	24%	23%	23%	-	21%	60%	-	-	-	-	14%	63%	-	23%	22% 15%	31%	17%	*	-	-
	EL	17%	22%	22%	_	22%	_	_	_	_	_	15%	*	*	22%	22% 13%	36%	*	_	_	_
	Male	23%	18%	18%	_	13%	*	_	_	_	_	11%	57%	*	15%	13% 18%	-	*	_	_	_
					-			-	-	-	-								-	-	-
	Female	21%	31%	31%	-	28%	•	-	-	-	-	16%	73%	-	31%	36% -	31%	•	•	-	-
Grade 4																					
Reading	All	23%	16%	16%	*	15%	25%	-	-	-	-	13%	29%	*	16%	3% 21%	11%	8%	*	-	*
	Students			•		/ •							0			/0		•			
			*	*		*	*					*	*	*		* *	*				
	CWD	9%			-			-	-	-	-				-			-	-	-	-
	CWOD	25%	16%	16%	*	16%	14%	-	-	-	-	14%	27%	-	16%	3% 21%	11%	8%	*	-	*
	EL	12%	3%	3%	*	3%	-	-	-	-	-	3%	*	*	3%	3% 6%	0%	*	*	-	-
	Male	22%	21%	21%	_	18%	*	-	_	_	_	17%	43%	*	21%	6% 21%	-	11%	*	_	*
	Female		11%	11%	*	12%	*	_	_	_	_	9%	*	*	11%	0% -	11%	*	*	_	_
	i ciliale	: 23 /0	1 1 70	11/0		12 /0		-	-	-	-	9 /0			1 1 70	070 -	1 1 70			-	-
												/									
Mathematic	s All	26%	20%	20%	*	20%	25%	-	-	-	-	16%	36%	*	21%	9% 19%	21%	8%	*	-	*
	Students																				
	CWD	11%	*	*	-	*	*	-	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD		21%	21%	*	21%	29%	_	_	_	_	17%	45%	_	21%	9% 21%	22%	8%	*	_	*
													*	*					*		
	EL	18%	9%	9%		9%	-	-	-	-	-	6%		-	9%	9% 12%	6%	0%	-	-	-
	Male	27%	19%	19%	-	21%	*	-	-	-	-	20%	14%	*	21%	12% 19%	-	0%	*	-	*
	Female	25%	21%	21%	*	18%	*	-	-	-	-	13%	57%	*	22%	6% -	21%	*	*	-	-
Grade 5																					
	AII	26%	120/	12%	*	100/	170/					120/	120/	*	120/	0% 9%	14%	18%	*	*	
Reading	All		12%	12 /0		12%	17%	-	-	-	-	12%	13%		13%	070 970	14 70	1070			-
	Students																				
	CWD	9%	*	*	-	*	-	-	-	-	-	*	*	*	-	* *	*	*	-	*	-
	CWOD	27%	13%	13%	*	13%	17%	-	-	-	-	13%	14%	-	13%	0% 10%	15%	20%	*	-	-
	EL	12%	0%	0%	*	0%	_	_	_	_	_	0%	*	*	0%	0% 0%	*	*	-	_	_
							*						*	*				20%	*	*	
	Male	24%	9%	9%	-	10%	_	-	-	-	-	11%	_	_	10%		-	29%	_		-
	Female	28%	14%	14%	*	14%	*	-	-	-	-	13%	*	*	15%	* -	14%	*	*	-	-
Mathematic	s All	30%	24%	24%	*	23%	33%	-	-	-	-	24%	25%	*	26%	12% 22%	26%	18%	*	*	-
	Students																				
	CWD	13%	*	*	_	*	_	_	_	_	_	*	*	*	_	* *	*	*	_	*	_
			000/	000/	*	050/	220/					000/	000/		000/	400/ 040/	000/	000/	*		
	CWOD		26%	26%	*	25%	33%	-	-	-	-	26%	29%	-	26%	13% 24%		20%		-	-
	EL	19%	12%	12%	^	6%	-	-	-	-	-	13%		*	13%	12% 8%	20%	^	-	-	-
	Male	29%	22%	22%	-	24%	*	-	-	-	-	21%	*	*	24%	8% 22%	-	*	*	*	-
	Female	30%	26%	26%	*	22%	*	-	-	-	-	26%	*	*	28%	20% -	26%	*	*	-	-
				-																	
Science	All	16%	8%	8%	*	8%	17%	_	_	_	_	9%	0%	*	9%	0% 6%	10%	9%	*	*	-
Soletice			J /0	J /0		U /0	17 70	-	-	-	-	3 70	0 /0		3 /0	U/U U/0	10 /0	3 70			-
	Students																				
	CWD	9%	*	*	-	*	-	-	-	-	-	*	*	*	-	* *	*	*	-	*	-
	CWOD	17%	9%	9%	*	8%	17%	-	-	-	-	10%	0%	-	9%	0% 7%	10%	10%	*	-	-
	EL	7%	0%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0% 0%	*	*	-	-	-
	Male	18%	6%	6%	_	7%	*	_	_	_	_	7%	*	*	7%	0% 6%	_	*	*	*	-
					*		*						*	*					*		
	Female	15%	10%	10%	=	8%	-	-	-	-	-	11%	-	-	10%	* -	10%	-	-	-	-
STAAR Percer	nt at Appro	oaches	s Grade	Level or	r Above																
All Grades																					
All Subjects	s All	77%	76%	78%	*	77%	96%	_	_	_	_	77%	86%	61%	70%	61% 75%	21%	70%	95%	*	*
All Subjects			10/0	10/0		1170	JU /0	-	-	-	-	1170	JU 70	U 1 70	1 5 70	01/0/10/0	U 1 70	1 0 70	JJ /0		
	Students																				
	CWD	45%		61%	-	57%	100%	-	-	-	-	57%	69%	61%	-	50% 68%	42%	*	-	*	-
	CWOD	80%	80%	79%	*	78%	95%	-	-	-	-	78%	87%	-	79%	61% 76%	82%	72%	95%	-	*
	EL	60%	52%	61%	*	61%	-	_	_	_	_	60%	69%		61%			54%	*	_	_
		74%	74%			73%	96%					75%	75%					68%	100%	*	*
	Male			75%	-			-	-	-	-										-
	Female	/9%	78%	81%	*	82%	96%	-	-	-	-	79%	96%	42%	82%	63% -	81%	75%	93%	-	-

,r																					
Reading	All Students	73%	70%	71%	*	69%	90%	-	-	-	-	68%	85%	50%	72%	50% 68%	74%	67%	89%	*	*
	CWD	39%	24%	50%	-	42%	*	-	-	-	-	*	*	50%	-	* 64%	*	*	-	*	-
	CWOD	77%	75%	72%	*	71%	89%	-	-	-	-	69%	85%	-	72%	50% 68%	75%	66%	89%	-	*
	EL	52%	41%	50%	*	50%	-	-	_	-	-	49%	*	*	50%	50% 51%	49%	50%	*	-	_
	Male	69%	67%	68%	_	65%	91%	_	_	_	_	66%	78%	64%	68%	51% 68%	_	65%	*	*	*
	Female			74%	*	73%	90%	-	-	-	-	70%	90%	*	75%	49% -	74%	70%	83%	-	-
Mathematic		80%	84%	85%	*	85%	100%	-	-	-	-	85%	90%	63%	86%	74% 82%	89%	80%	100%	*	*
	Students																				
	CWD	52%	47%	63%	-	58%	*	-	-	-	-	60%	*	63%	-	* 73%	*	*	-	*	-
	CWOD	83%	87%	86%	*	86%	100%	-	-	-	-	85%	91%	-	86%	75% 83%	89%	83%	100%	-	*
	EL	70%	68%	74%	*	74%	-	-	-	-	-	73%	83%	*	75%	74% 71%	77%	67%	*	-	-
	Male	78%	82%	82%	-	80%	100%	-	-	-	_	83%	78%	73%	83%	71% 82%	-	75%	*	*	*
	Female		85%	89%	*	89%	100%	-	-	-	-	86%	100%	*	89%	77% -	89%	90%	100%	-	-
Science	All	79%	76%	80%	*	79%	100%	-	-	-	-	80%	75%	*	80%	50% 75%	83%	55%	*	*	-
	Students	400/	400/	*		*											*	*			
	CWD	48%	42%		-		-	-	-	-	-				-				-	-	-
	CWOD		80%	80%	*	79%	100%	-	-	-	-	81%	71%	-	80%	50% 76%	83%	60%	•	-	-
	EL	58%	41%	50%	*	47%	-	-	-	-	-	53%	*	*	50%	50% 45%	*	*	-	-	-
	Male	78%	79%	75%	-	72%	*	-	-	-	-	79%	*	*	76%	45% 75%	-	*	*	*	-
	Female	80%	73%	83%	*	84%	*	-	-	-	-	82%	*	*	83%	* -	83%	*	*	-	-
STAAR Percen	it at Meets	Grad	le Level	l or Above																	
All Grades All Subjects		47%		37%	*	35%	63%	_	_	_	_	34%	52%	22%	38%	19% 37%	37%	27%	41%	*	*
rui Gubjects	Students	T1 /0	JJ /0	J1 /0		JJ /0	JJ /0	-	-	-	-	J <del>-7</del> /0	JZ /0	<b></b> /0	JU /0	10/0 01/0	J1 /0	∠1 /0	<del>-1</del> 1 /0		
	CWD	23%	12%	22%	-	7%	100%	-	-	-	-	9%	46%	22%	-	0% 32%	0%	*	-	*	-
	CWOD	50%	42%	38%	*	36%	57%	_	_	_	_	35%	52%	_	38%	20% 37%	38%	28%	41%	_	*
	EL	26%	15%	19%	*	18%	-	_	_	_	_	18%	31%	0%	20%	19% 16%		12%	*	_	_
	Male	45%	39%	37%		35%	56%					34%	50%	32%	37%	16% 37%	-	26%	29%	*	*
	Female		40%	37%	*	35%	70%	-	-	-	-	34%	54%	0%	38%	23% -	37%	29%	47%	-	-
Reading	All	46%	36%	30%	*	27%	62%	-	-	-	-	28%	41%	19%	31%	7% 28%	32%	20%	44%	*	*
	Students CWD	22%	11%	19%		0%	*					*	*	19%		* 27%	*	*		*	
					*			-	-	-	-				240/				4.40/		-
	CWOD		38%	31%		28%	56%	-	-	-	-	29%	38%	-	31%	7% 28%	33%	21%	44%	-	•
	EL	21%	7%	7%	*	6%	-	-	-	-	-	8%	*	*	7%	7% 6%	9%	6%	*	-	-
	Male	41%	33%	28%	-	25%	55%	-	-	-	-	25%	44%	27%	28%	6% 28%	-	25%	*	*	*
	Female	50%	38%	32%	*	28%	70%	-	-	-	-	31%	38%	*	33%	9% -	32%	10%	67%	-	-
Mathematic	s All Students	48%	44%	46%	*	44%	67%	-	-	-	-	41%	69%	31%	46%	33% 47%	45%	33%	33%	*	*
	CWD	26%	15%	31%	_	17%	*	_	_	_	_	20%	*	31%	_	* 45%	*	*	_	*	_
					*		640/					400/	740/	3170			460/	2.40/	220/		*
	CWOD			46%		45%	61%	-	-	-	-	42%	71%	-	46%	35% 47%	46%	34%	33%	-	-
	EL	33%		33%	*	33%	-	-	-	-	-	31%	67%	*	35%	33% 29%	40%	22%	*	-	-
	Male	47%	42%	47%	-	45%	64%	-	-	-	-	44%	61%	45%	47%	29% 47%	-	25%	*	*	*
	Female	49%	46%	45%	*	43%	70%	-	-	-	-	39%	76%	*	46%	40% -	45%	50%	33%	-	-
Science	All Students	49%	39%	30%	*	29%	50%	-	-	-	-	30%	25%	*	32%	0% 31%	29%	27%	*	*	-
	CWD	23%	13%	*	-	*	-	-	-	-	-	*	*	*	-	* *	*	*	-	*	-
	CWOD			32%	*	31%	50%	_	_	_	_	32%	29%	_	32%	0% 34%	30%	30%	*	_	_
	EL	21%	7%	0%	*	0%	-	_	_	_	_	0%	*	*	0%	0% 0%	*	*	_	_	_
							*	_	-	_	-		*	*					*	*	_
	Male Female	50%		31% 29%	*	31% 27%	*	-	-	-	-	32% 29%	*	*	34% 30%	0% 31% * -	- 29%	*	*	_	-
STAAR Percen All Grades	it at Maste	ers Gr	ade Lev	/el																	
All Subjects	Students		15%	17%	*	15%	33%	-	-	-	-	13%	35%		17%	7% 16%		11%	18%	*	*
	CWD	8%	6%	14%	-	0%	83%	-	-	-	-	0%	38%	14%	-	0% 20%		*	-	*	-
	CWOD	23%	16%	17%	*	16%	26%	-	-	-	-	14%	33%	-	17%	8% 15%	18%	12%	18%	-	*
	EL	9%	5%	7%	*	7%	-	-	-	-	-	6%	31%	0%	8%	7% 6%	9%	2%	*	-	-
	Male	20%		16%	-	14%	28%	-	-	-	-	13%	30%	20%	15%	6% 16%	-	11%	0%	*	*
	Female	22%	15%	17%	*	16%	39%	-	-	-	-	13%	39%	0%	18%	9% -	17%	13%	27%	-	-
Reading	All Students	19%	12%	13%	*	12%	29%	-	-	-	-	10%	28%	19%	12%	1% 15%	11%	10%	11%	*	*
	CWD	7%	6%	19%	_	0%	*	_	_	_	_	*	*	19%	_	* 27%	*	*	_	*	_
	CWD				*	12%		-	_	_	-	10%	24%		12%	1% 13%			- 11%		*
			13%	12%	*		17%	-	-	-	-		24%	*				10%	11% *	-	-
	EL	7%	1%	1%	^	1%	-	-	-	-	-	1%			1%	1% 2%	0%	0%		-	-
	Male	16%		15%	-	12%	36%	-	-	-	-	11%		27%	13%	2% 15%	-	15%	*	*	*
	Female	22%	13%	11%	*	11%	20%	-	-	-	-	9%	24%	*	12%	0% -	11%	0%	17%	-	-

Mathematics	All	23%	20%	23%	*	21%	43%	_	_	_	_	18%	49%	13%	23%	15%	19%	26%	13%	22%	*	*
	Students																					
	CWD	10%	9%	13%	-	0%	*	-	-	-	-	0%	*	13%	-	*	18%	*	*	-	*	-
	CWOD	25%	21%	23%	*	22%	39%	-	-	-	-	19%	50%	-	23%	16%	20%	27%	14%	22%	-	*
	EL	13%	12%	15%	*	14%	-	-	-	-	-	11%	67%	*	16%	15%	12%	20%	6%	*	-	-
	Male	23%	17%	19%	-	19%	27%	-	-	-	-	17%	33%	18%	20%	12%	19%	-	5%	*	*	*
	Female	24%	23%	26%	*	23%	60%	-	-	-	-	19%	62%	*	27%	20%	-	26%	30%	33%	-	-
Science	All	22%	11%	8%	*	8%	17%	_	_	_	_	9%	0%	*	9%	0%	6%	10%	9%	*	*	_
	Students																					
	CWD	7%	0%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	*	-
	CWOD	24%	12%	9%	*	8%	17%	-	-	-	-	10%	0%	-	9%	0%	7%	10%	10%	*	-	-
	EL	5%	0%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	*	-	-	-
	Male	23%	15%	6%	-	7%	*	-	-	-	-	7%	*	*	7%	0%	6%	-	*	*	*	-
	Female	21%	8%	10%	*	8%	*	-	-	-	-	11%	*	*	10%	*	-	10%	*	*	-	-

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

## Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	69	*	68	69	-	-	-	-	69	60	55
CWD	60	-	56	*	-	-	-	-	*	60	*
CWOD	70	*	69	67	-	-	-	-	70	-	57
EL	55	*	53	-	-	-	-	-	54	*	55
Male	69	-	69	*	-	-	-	-	68	71	48
Female	69	*	67	71	-	-	-	-	71	*	63
Mathematics											
All Students	74	*	73	77	-	-	-	-	73	75	64
CWD	75	-	83	*	-	-	-	-	79	75	*
CWOD	74	*	73	83	-	-	-	-	73	-	63
EL	64	*	64	-	-	_	-	-	61	*	64
Male	69	-	68	*	-	-	-	-	70	*	63
Female	78	*	78	79	-	-	-	-	76	*	64

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

This section provides information on high school graduation rates.

	All Students	African	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL	Homeless	Foster Care
Federal Graduation Rates	Gtadonto	71110110411	inopunio	***************************************	maian	7101411	ioiaiiaoi	Radoo	Dioday	01.12		11011101000	Guio
4-year Longitudinal Cohort G	raduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	_	-	-	_

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

#### Part (iv): English Language Proficiency

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

Total EL in Class Proficiency of EL Rate of Proficiency

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

<sup>&#</sup>x27;-' Indicates there are no students in the group.

129 13 10%

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

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

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

Student Success (Student Achie		African American nain Score		White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	44	*	42	64	-	-	-	-	41	35	29
School Quality (College, Career,	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

#### Part (vi): Goal Meeting Status

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

	All Students	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status	Students	American	mapanic	Wille	mulan	Asian	isianuei	Naces	Disauv	OND	
Reading		/							/		
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	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
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N

#### English Learner Language Proficiency Status

42%
N
44%
N
46%
N
46%
N

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 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.

				African			A		Docific	Two or	F	Non						
			Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Pa	articipation Ra	te																<b>3</b> · ·
	All Subjects	All Students	99%	100%	100%	100%	-	-	-	*	100%	98%	89%	100%	100%	100%	99%	100%
		CWD	89%	-	93%	100%	-	-	-	*	92%	85%	89%	-	100%	100%	67%	*
		CWOD	100%	100%	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
		EL	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
		Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
		Female	99%	100%	99%	100%	-	-	-	*	99%	96%	67%	100%	100%	-	99%	100%
	Reading	All Students	99%	*	100%	100%	-	-	-	*	100%	98%	88%	100%	100%	100%	98%	100%
		CWD	88%	-	92%	*	-	-	-	*	90%	83%	88%	-	*	100%	*	*
		CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
		EL	100%	*	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	100%
		Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
		Female	98%	*	99%	100%	-	-	-	*	99%	95%	*	100%	100%	-	98%	100%
	Mathematics	All Students	99%	*	100%	100%	-	-	-	*	100%	98%	88%	100%	100%	100%	98%	100%
		CWD	88%	-	92%	*	-	-	-	*	90%	83%	88%	-	*	100%	*	*
		CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
		EL	100%	*	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	100%
		Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
		Female	98%	*	99%	100%	-	-	-	*	99%	95%	*	100%	100%	-	98%	100%
	Science	All Students	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
		CWD	100%	_	100%	_	_	_	_	_	*	*	100%	_	*	*	*	*
		CWOD	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%
		Female	100%	*	100%	*	_	_	_	_	100%	*	*	100%	100%	-	100%	*
N	on-Participatio		10070		10070						10070			.0070	.0070		10070	
	All Subjects	All Students	1%	0%	0%	0%	-	-	-	*	0%	2%	11%	0%	0%	0%	1%	0%
		CWD	11%	_	7%	0%	_	_	_	*	8%	15%	11%	_	0%	0%	33%	*
		CWOD	0%	0%	0%	0%	_	_	_	_	0%	0%	-	0%	0%	0%	0%	0%
		EL	0%	0%	0%	-	_	_	_	_	0%	0%	0%	0%	0%	0%	0%	0%
		Male	0%	-	0%	0%	_	_	_	_	0%	0%	0%	0%	0%	0%	-	0%
		Female	1%	0%	1%	0%	-	-	-	*	1%	4%	33%	0%	0%	-	1%	0%
	Reading	All Students	1%	*	0%	0%	-	-	-	*	0%	3%	13%	0%	0%	0%	2%	0%
		CWD	13%	_	8%	*		_	_	*	10%	17%	13%	_	*	0%	*	*
		CWOD	0%	*	0%	0%	_	_	_	_	0%	0%	-	0%	0%	0%	0%	0%
		EL	0%	*	0%	-	_	_	_	-	0%	0%	*	0%	0%	0%	0%	0%
		Male	0%	_	0%	0%	_	_	_	_	0%	0%	0%	0%	0%	0%	-	0%
		Female	2%	*	1%	0%	-	-	-	*	1%	5%	*	0%	0%	-	2%	0%
	Mathematics	All Students	1%	*	0%	0%	-	-	-	*	0%	3%	13%	0%	0%	0%	2%	0%
		CWD	13%	-	8%	*	-	_	-	*	10%	17%	13%	_	*	0%	*	*
		CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
		EL	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	0%
		Male	0%	-	0%	0%	-	_	-	-	0%	0%	0%	0%	0%	0%	-	0%
		Female	2%	*	1%	0%	-	-	-	*	1%	5%	*	0%	0%	-	2%	0%
	Science	All Students	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
		CWD	0%	_	0%	_	_	_	_	_	*	*	0%	_	*	*	*	*
		CWOD	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%
Female	0%	*	0%	*	_	-	_	_	0%	*	*	0%	0%	_	0%	*

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

## Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities(Section 50-	s
Students Without Disabilities												
In-School Suspensions	Mala	*	*	*	*	*	*	*	*	*		
	Male Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions	Total											
Cut of Control Cuoperiolone	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Total	=	**	•	=	=	=	=		-		
Ochool-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions		*	*	*	*	*	*	*	*	*		
	Male	•	*		*	*	*	*	*	•	^ +	
	Female	*	*	*	*	*	*	*	*	*	*	
Expulsions	Total											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	
With Educational Colvides	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
Referrals to Law Enforcement	Total	==	**	•	=	=	-	=		-	-	
Reletials to Law Efficient	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
All Students												
Chronic Absenteeism												
	Male	*	*	*	*	*	*	*	*	*	* *	
	Female	*	*	*	*	*	*	*	*	*	* *	
	Total	*	*	*	*	*	*	*	*	*	* *	

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 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	-	-	_	-	-	-	-	-	-	-

- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

# Part (ix): Teacher Quality Data

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

All Cobool

	All St	11001
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	3.6%
Teachers Teaching with Emergency or Provisional Credentials	0.6	2.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.5	5.6%

<sup>&#</sup>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.