

Texas Education Agency

2017-18 Federal Report Card for Texas Public Schools

Campus Name: FRIONA EL

Campus ID: 185903101

District Name: FRIONA ISD

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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);

			All	African			American			Two			EL
			Students	American	Hispanic	White	Indian	Asian	Pacific	or	Econ	Special	(Current
									Islander	Races	Disadv	Educ	and
													Former)
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17											
		Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-32	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 2031-32	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											
		Rates											41%
EL Progress		2017-18 through 2021-22											42%
		2022-23 through 2026-27											44%
		2027-28 through 2031-32											46%
		Baseline 2016-17											
		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Graduation Rate:4-Year Longitudinal Rate		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 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		Baseline 2016-17											
		Rates											

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%

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.

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.

		CWOD	87%	78%	78%	*	77%	100%	-	-	-	-	79%	71%	-	78%	47%	69%	85%	80%	*	-	-
		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%	*	*	-	-
Mathematics	All	90%	88%	88%	*	88%	100%	-	-	-	-	88%	88%	*	88%	65%	78%	95%	73%	*	*	-	
	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%	*	-	-	-	
	Male	89%	78%	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																						
	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	75%	83%	83%	*	84%	*	-	-	-	-	82%	*	*	83%	*	-	83%	*	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All	43%	21%	21%	-	18%	57%	-	-	-	-	15%	44%	*	20%	6%	23%	19%	*	*	-	-	
	Students																						
	CWD	28%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	44%	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%	*	*	-	-	
Mathematics	All	46%	55%	55%	-	51%	100%	-	-	-	-	47%	83%	*	54%	51%	55%	55%	67%	*	-	-	
	Students																						
	CWD	30%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	48%	54%	54%	-	51%	100%	-	-	-	-	47%	81%	-	54%	53%	53%	55%	67%	*	-	-	
	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%	*	-	*	
	Students																						
	CWD	28%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	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%	*	-	*	
	Female	47%	29%	29%	*	24%	*	-	-	-	-	25%	*	*	30%	6%	-	29%	*	*	-	-	
Mathematics	All	48%	34%	34%	*	32%	50%	-	-	-	-	30%	50%	*	35%	15%	38%	29%	15%	*	-	*	
	Students																						
	CWD	29%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	50%	35%	35%	*	34%	43%	-	-	-	-	31%	55%	-	35%	16%	39%	30%	15%	*	-	*	
	EL	38%	15%	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%	*	*	-	
	Students																						
	CWD	30%	*	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	*	-	
	CWOD	56%	42%	42%	*	39%	67%	-	-	-	-	45%	14%	-	42%	7%	31%	50%	30%	*	-	-	
	EL	35%	6%	6%	*	0%	-	-	-	-	-	6%	*	*	7%	6%	0%	*	*	-	-	-	
	Male	50%	28%	28%	-	28%	*	-	-	-	-	32%	*	*	31%	0%	28%	-	43%	*	*	-	
	Female	56%	48%	48%	*	43%	*	-	-	-	-	50%	*	*	50%	*	-	48%	*	*	-	-	
Mathematics	All	57%	49%	49%	*	48%	50%	-	-	-	-	47%	63%	*	51%	29%	47%	50%	36%	*	*	-	
	Students																						
	CWD	34%	*	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	*	-	
	CWOD	60%	51%	51%	*	51%	50%	-	-	-	-	48%	71%	-	51%	33%	48%	53%	40%	*	-	-	
	EL	46%	29%	29%	*	25%	-	-	-	-	-	31%	*	*	33%	29%	17%	60%	*	-	-	-	
	Male	57%	47%	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%	*	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	*	-	

		CWOD	42%	32%	32%	*	31%	50%	-	-	-	-	32%	29%	-	32%	0%	34%	30%	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%	*	*	-	-
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All	24%	11%	11%	-	8%	43%	-	-	-	-	4%	33%	*	9%	0%	12%	10%	*	*	-	-	
	Students																						
	CWD	9%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	26%	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%	*	*	-	-	
Mathematics	All	22%	24%	24%	-	20%	71%	-	-	-	-	13%	67%	*	23%	22%	18%	31%	17%	*	-	-	
	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																						
	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	25%	11%	11%	*	12%	*	-	-	-	-	9%	*	*	11%	0%	-	11%	*	*	-	-	
Mathematics	All	26%	20%	20%	*	20%	25%	-	-	-	-	16%	36%	*	21%	9%	19%	21%	8%	*	-	*	
	Students																						
	CWD	11%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	28%	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																							
Reading	All	26%	12%	12%	*	12%	17%	-	-	-	-	12%	13%	*	13%	0%	9%	14%	18%	*	*	-	
	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%	*	*	-	-	-	
	Male	24%	9%	9%	-	10%	*	-	-	-	-	11%	*	*	10%	0%	9%	-	29%	*	*	-	
	Female	28%	14%	14%	*	14%	*	-	-	-	-	13%	*	*	15%	*	-	14%	*	*	-	-	
Mathematics	All	30%	24%	24%	*	23%	33%	-	-	-	-	24%	25%	*	26%	12%	22%	26%	18%	*	*	-	
	Students																						
	CWD	13%	*	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	*	-	
	CWOD	31%	26%	26%	*	25%	33%	-	-	-	-	26%	29%	-	26%	13%	24%	28%	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%	*	*	-	-	
Grade 6																							
Science	All	16%	8%	8%	*	8%	17%	-	-	-	-	9%	0%	*	9%	0%	6%	10%	9%	*	*	-	
	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 Percent at Approaches Grade Level or Above

All Grades																						
All Subjects	All	77%	76%	78%	*	77%	96%	-	-	-	-	77%	86%	61%	79%	61%	75%	81%	70%	95%	*	*
	Students																					
	CWD	45%	35%	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%	50%	61%	61%	60%	63%	54%	*	-	-
	Male	74%	74%	75%	-	73%	96%	-	-	-	-	75%	75%	68%	76%	60%	75%	-	68%	100%	*	*
	Female	79%	78%	81%	*	82%	96%	-	-	-	-	79%	96%	42%	82%	63%	-	81%	75%	93%	-	-

Reading	All	73%	70%	71%	*	69%	90%	-	-	-	-	68%	85%	50%	72%	50%	68%	74%	67%	89%	*	*
	Students																					
	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	77%	74%	74%	*	73%	90%	-	-	-	-	70%	90%	*	75%	49%	-	74%	70%	83%	-	-
Mathematics	All	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	82%	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																					
	CWD	48%	42%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	*	-
	CWOD	82%	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 Percent at Meets Grade Level or Above

All Grades																						
All Subjects	All	47%	39%	37%	*	35%	63%	-	-	-	-	34%	52%	22%	38%	19%	37%	37%	27%	41%	*	*
	Students																					
	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%	23%	12%	*	-	-
	Male	45%	39%	37%	-	35%	56%	-	-	-	-	34%	50%	32%	37%	16%	37%	-	26%	29%	*	*
	Female	50%	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%	*	*	-	*	-
	CWOD	48%	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%	-	-
Mathematics	All	48%	44%	46%	*	44%	67%	-	-	-	-	41%	69%	31%	46%	33%	47%	45%	33%	33%	*	*
	Students																					
	CWD	26%	15%	31%	-	17%	*	-	-	-	-	20%	*	31%	-	*	45%	*	*	-	*	-
	CWOD	51%	47%	46%	*	45%	61%	-	-	-	-	42%	71%	-	46%	35%	47%	46%	34%	33%	-	*
	EL	33%	25%	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	49%	39%	30%	*	29%	50%	-	-	-	-	30%	25%	*	32%	0%	31%	29%	27%	*	*	-
	Students																					
	CWD	23%	13%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	*	-
	CWOD	52%	42%	32%	*	31%	50%	-	-	-	-	32%	29%	-	32%	0%	34%	30%	30%	*	-	-
	EL	21%	7%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	*	-	-	-
	Male	50%	47%	31%	-	31%	*	-	-	-	-	32%	*	*	34%	0%	31%	-	*	*	*	-
	Female	49%	33%	29%	*	27%	*	-	-	-	-	29%	*	*	30%	*	-	29%	*	*	-	-

STAAR Percent at Masters Grade Level

All Grades																						
All Subjects	All	21%	15%	17%	*	15%	33%	-	-	-	-	13%	35%	14%	17%	7%	16%	17%	11%	18%	*	*
	Students																					
	CWD	8%	6%	14%	-	0%	83%	-	-	-	-	0%	38%	14%	-	0%	20%	0%	*	-	*	-
	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%	14%	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	19%	12%	13%	*	12%	29%	-	-	-	-	10%	28%	19%	12%	1%	15%	11%	10%	11%	*	*
	Students																					
	CWD	7%	6%	19%	-	0%	*	-	-	-	-	*	*	19%	-	*	27%	*	*	-	*	-
	CWOD	20%	13%	12%	*	12%	17%	-	-	-	-	10%	24%	-	12%	1%	13%	12%	10%	11%	-	*
	EL	7%	1%	1%	*	1%	-	-	-	-	-	1%	*	*	1%	1%	2%	0%	0%	*	-	-
	Male	16%	12%	15%	-	12%	36%	-	-	-	-	11%	33%	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.
 - Indicates zero observations reported for this group.

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	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 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 Graduation Rate (Gr 9-12): Class of 2017													
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
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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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	44	*	42	64	-	-	-	-	41	35	29
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	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	Y		Y						Y		Y
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

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 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			American		Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv						
All Subjects	All Students	99%	100%	100%	100%	-	-	-	*	100%	98%	89%	100%	100%	100%	100%
	CWD	89%	-	93%	100%	-	-	-	*	92%	85%	89%	-	100%	100%	67%
	CWOD	100%	100%	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%
	EL	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%
Reading	All Students	99%	*	100%	100%	-	-	-	*	100%	98%	88%	100%	100%	100%	100%
	CWD	88%	-	92%	*	-	-	-	*	90%	83%	88%	-	*	100%	*
	CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%
	EL	100%	*	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
	Female	98%	*	99%	100%	-	-	-	*	99%	95%	*	100%	100%	-	98%
Mathematics	All Students	99%	*	100%	100%	-	-	-	*	100%	98%	88%	100%	100%	100%	100%
	CWD	88%	-	92%	*	-	-	-	*	90%	83%	88%	-	*	100%	*
	CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%
	EL	100%	*	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
	Female	98%	*	99%	100%	-	-	-	*	99%	95%	*	100%	100%	-	98%
Science	All Students	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
	CWD	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%
	Female	100%	*	100%	*	-	-	-	-	100%	*	*	100%	100%	-	100%
Non-Participation Rate																
All Subjects	All Students	1%	0%	0%	0%	-	-	-	*	0%	2%	11%	0%	0%	0%	0%
	CWD	11%	-	7%	0%	-	-	-	*	8%	15%	11%	-	0%	0%	33%
	CWOD	0%	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%
	EL	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%
Reading	All Students	1%	*	0%	0%	-	-	-	*	0%	3%	13%	0%	0%	0%	2%
	CWD	13%	-	8%	*	-	-	-	*	10%	17%	13%	-	*	0%	*
	CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%
	EL	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%
	Female	2%	*	1%	0%	-	-	-	*	1%	5%	*	0%	0%	-	2%
Mathematics	All Students	1%	*	0%	0%	-	-	-	*	0%	3%	13%	0%	0%	0%	2%
	CWD	13%	-	8%	*	-	-	-	*	10%	17%	13%	-	*	0%	*
	CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%
	EL	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%
	Female	2%	*	1%	0%	-	-	-	*	1%	5%	*	0%	0%	-	2%
Science	All Students	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	*
	CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%

EL	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	0%
Male	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	-	0%
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 with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
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	*	*	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
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	*	*	*	*	*	*	*	*	*	*	*
	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	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
	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 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	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%

-' 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.