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

Campus Name: MCCAMEY MIDDLE
Campus ID: 231901041
District Name: MCCAMEY 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.

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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 l	∐icnanic	White	American Indian	Asian	Pacific Islander		Econ Disadv	Special Educ	(Current and Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	rtcading/LL/t	Rates	7770	02 /0	01 /0	00 70	40 /0	7 7 70	4070	0070	0070	1370	2570
0.000 2010 0.7.0010,		2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22											
		2022-23 through 2026- 27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		32											
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		Rates											
		2017-18 through 2021- 22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		27											
		2027-28 through 2031-	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		32											
EL Progress		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70% 41%
_		Rates											
		2017-18 through 2021-											42%
		22											
		2022-23 through 2026-											44%
		27											400/
		2027-28 through 2031- 32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates	00 /0	00 /0	01 /0	3370	0070	3070	0370	JZ /0	00 /0	1070	1 2 /0
		2017-18 through 2021-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		22											

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								or			(Current	
	All	African			American		Pacific	More	Econ	Special	and	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)	
2022-23 through 2026-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	
27												
2027-28 through 2031-	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	
32												

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

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

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

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

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

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

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

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 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 or Non African American Pacific More Econ Econ Foster State District Campus American Hispanic White Indian Asian Islander Races Disady Disady CWD CWOD EL Male Female Migrant Homeless Care Military STAAR Percent at Approaches Grade Level or Above Grade 5 ΑII 83% 71% 71% 65% 82% Reading 69% 78% 74% 74% 69% Students CWD 54% CWOD 87% 67% 89% 78% 80% 74% 74% 73% 74% 69% EL 73% Male 81% 69% 69% 69% 64% 69% Female 86% 74% 60% 88% 73% 80% 74% 74% 69% 89% Mathematics All 90% 69% 70% 64% 62% 63% 71% 75% Students CWD 70% 67% 89% CWOD 92% 71% 71% 71% 64% 71% 67% EL 86% 73% Male 89% 75% 75% 85% 75% Female 91% 63% 75% 53% 67% 63% 63% 50% Science ΑII 75% 46% 46% 43% 45% 46% 45% 44% 47% Students CWD 48% CWOD 78% 43% 45% 47% 45% 45% 45% 62% EL 76% 44% 44% 46% 45% 44% Male Female 75% 47% 47% 47% 47% 47% Grade 6 Reading ΑII 68% 53% 53% 42% 89% 56% 53% 56% 50% Students CWD 35% * CWOD 71% 53% 53% 41% 89% 52% 56% 53% 53% 53% 42% EL Male 63% 56% 56% 86% 62% 53% 56% Female 72% 50% 50% 47% 42% 53% 50% Mathematics All 76% 67% 67% 62% 89% 63% 78% 67% 76% 58% Students CWD 50% CWOD 79% 67% 67% 61% 89% 78% 67% 56%

or Non **African** American Pacific More Econ Econ Foster State District Campus American Hispanic White Indian Asian Islander Races Disady Disady CWD CWOD EL Male Female Migrant Homeless Care Military EL 61% Male 76% 76% 76% 70% 86% 79% 80% 76% Female 77% 58% 58% 56% 46% 83% 56% 58% Grade 7 73% 74% 74% 70% 88% 87% 78% 71% 75% Reading ΑII 65% Students CWD 37% CWOD 77% 78% 78% 75% 88% 71% 87% 78% 71% 82% 44% EL Male 69% 71% 71% 64% 67% 71% 71% Female 79% 75% 75% 74% 64% 90% 82% 75% 68% 59% 100% 68% Mathematics All 71% 68% 71% 65% 74% 69% Students CWD 42% CWOD 75% 74% 74% 66% 100% 81% 65% 74% 73% 74% 52% FΙ 62% 69% 69% 69% 80% 73% 69% Male 73% 68% Female 73% 68% 68% 58% 100% 64% 74% Grade 8 82% Reading ΑII 85% 82% 79% 89% 76% 100% 83% 81% 83% 81% Students CWD 49% 83% 83% 83% 83% CWOD 88% 74% 100% 81% 81% 78% 100% 81% 79% 83% EL 58% 82% 83% 79% 100% 79% Male 83% 71% 83% 80% 78% 83% 81% Female 88% 81% 81% Mathematics All 85% 82% 82% 83% 78% 77% 100% 86% 80% 85% Students CWD 53% CWOD 89% 86% 84% 81% 100% 86% 88% 86% 100% 85% EL 73% 100% Male 82% 80% 80% 81% 69% 85% 80% 88% Female 87% 85% 85% 85% 83% 85% 65% 78% 92% Science ΑII 75% 65% 61% 56% 66% 60% 69% Students CWD 39% CWOD 78% 66% 66% 63% 83% 56% 92% 66% 60% 71% EL 46% 74% 60% 60% 57% 44% 89% 60% Male 60% Female 76% 69% 69% 65% 65% 71% 69%

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Dooding					Americanl			indian	Asian	iisianderi	Races			* CWD		*			iigrantH	omeiess	Care	willtary
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	CWD	200/	*	*		*	*					*		*		*		*				
		30%	260/	260/	*	100/	220/	-	-	-	-	270/	220/		260/	*	120/	400/	-	-	-	-
	CWOD EL	35%	26%	26% *		19% *	33%	-	-	-	-	27%	22%	*	26%	*	13%	40% *	-	-	-	-
	⊏∟ Male	50%	13%		-	8%	*	-	-	-	-	9%	*		120/	*	13%		-	-	-	-
			42%	13%	*			-	-	-	-	9% 47%	*	*	13%	*	1370	400/	-	-	-	-
	Female	50%	42%	42%		40%	38%	-	-	-	-	47%			40%		-	42%	-	-	-	-
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	CWOD	46%	16% *	16% *		1470	1170	-	-	-	-	14%	22%	*	16%	*	19%	13%	-	-	-	-
	EL				-		*	-	-	-	-		*		400/	*	400/		-	-	-	-
	Male	57%	19%	19%	*	15%		-	-	-	-	18%	*	*	19%		19%	- 040/	-	-	-	-
	Female	58%	21%	21%		20%	13%	-	-	-	-	20%	-	-	13%		-	21%	-	-	-	-
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	EL	24%	*	*	-	*	-	-	-	-	-		-	*	*	*		*	-	-	-	-
	Male	42%	6%	6%	-	8%	*	-	-	-	-	9%	*	-	6%	*	6%	-	-	-	-	-
	Female	38%	21%	21%	*	*	*	-	-	-	-	27%	*	*	13%	*	-	21%	-	-	-	-
Grade 6		/										/	/		/		/	/				
Reading	All	38%	29%	29%	*	21%	56%	-	-	-	-	28%	33%	*	28%	-	38%	22%	-	-	-	-
	Students																					
	CWD	22%	*	*	-	*	<u>-</u>	-	-	-	-	*	<u>-</u>	*	<u>-</u>	-	*	*	-	-	-	-
	CWOD		28%	28%	*	18%	56%	-	-	-	-	26%	33%	-	28%	-	33%	24%	-	-	-	-
	EL	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	34%	38%	38%	-	*	43%	-	-	-	-	46%	*	*	33%	-	38%	-	-	-	-	-
	Female	42%	22%	22%	*	13%	*	-	-	-	-	8%	*	*	24%	-	-	22%	-	-	-	-
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	CWOD		18%	18%	*	9%	44%	-	-	-	-	17%	22%	-	18%	-	27%	11%	-	-	-	-
	EL	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	44%	29%	29%	-	20%	43%	-	-	-	-	29%	*	*	27%	-	29%	-	-	-	-	-
	Female	42%	11%	11%	*	6%	*	-	-	-	-	8%	17%	*	11%	-	-	11%	-	-	-	-
Grade 7																						
Reading	All	47%	37%	37%	-	30%	63%	-	-	-	-	39%	33%	*	39%	*	50%	29%	-	-	-	-
•	Students																					
			*	*	-	*	-	-	-	-	-	*	-	*	-	-	_	*	-	-	-	-
	CWOD		39%	39%	-	32%	63%	-	-	-	-	43%	33%	-	39%	*	50%	32%	-	-	-	-
	EL	16%	*	*	_	*	-	_	_	_	_	-	*	_	*	*	_	*	_	_	_	_
		42%	50%	50%	_	45%	*	_	_	_	_	67%	*	_	50%	_	50%	_	_	_	_	_
	Female			29%	_	21%	*	_	_	_	_	21%	40%	*	32%	*	-	29%	_	_	_	_
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					African			American		Pacific		Econ									Foster	
		State	Dietrict	Campue	Americani	Hienani								CWD	CWOD	EI	Malo	Fomale	Migrapth			Military
Mathematics			24%	24%	-	25%	25%	- Illulali	Asia:	-	*	17%	35%	*	26%	*			iviigi aiiti -	-	Care	wiiiitai y
	Students	0070	2170	70		2070	2070					11 70	0070		2070		1070	2070				
	CWD	20%	*	*	_	*	_	_	_	_	_	*	_	*	_	_	*	*	_	_	_	_
	CWOD		26%	26%	_	28%	25%	_	_	_	*	19%	35%	_	26%	*	20%	30%	_	_	_	_
	EL	17%	*	*	_	*	-	_	_	_	_	-	*	_	*	*	_	*	_	_	_	_
	Male	38%	19%	19%	-	15%	*	-	_	_	_	20%	*	*	20%	_	19%	_	_	-	-	-
	Female		28%	28%	_	32%	20%	_	_	_	*	14%	45%	*	30%	*	_	28%	_	_	_	_
Grade 8																						
Reading	All	48%	41%	41%	*	36%	56%	-	-	-	-	38%	50%	67%	37%	*	43%	38%	-	-	-	-
_	Students																					
	CWD	23%	67%	67%	*	*	*	-	-	-	-	67%	-	67%	-	-	*	*	-	-	-	-
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	EL	13%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	44%	43%	43%	-	37%	*	-	-	-	-	43%	44%	*	37%	*	43%	-	-	-	-	-
	Female	53%	38%	38%	*	35%	*	-	-	-	-	35%	*	*	38%	*	-	38%	-	-	-	-
Mathematics		50%	41%	41%	*	34%	67%	-	-	-	-	36%	58%	*	41%	*	40%	42%	-	-	-	-
	Students																					
	CWD	25%	*	*	*	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
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	EL	30%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	48%	40%	40%	-	38%	*	-	-	-	-	31%	56%	*	40%	*	40%		-	-	-	-
	Female	53%	42%	42%	*	30%	*	-	-	-	-	39%	*	*	42%	*	-	42%	-	-	-	-
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Science	All	50%	43%	43%	*	39%	56%	-	-	-	-	33%	75%	*	43%	*	48%	38%	-	-	-	-
	Students	/			*		*							*				*				
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	CWOD		43%	43% *	-	39%	67%	-	-	-	-	31%	75%	-	43%		50%	38%	-	-	-	-
	EL	19%	*		-		- *	-	-	-	-		-	- *			400/	*	-	-	-	-
	Male	51%	48%	48%	*	48%	· •	-	-	-	-	31%	78% *		50%	·	48%	-	-	-	-	-
	Female	50%	38%	38%	^	30%	^	-	-	-	-	35%	^	•	38%	•	-	38%	-	-	-	-
STAAR Percent	ot Mooto	ro Cro	do Lov	a l																		
Grade 5	at iviaste	is Gra	iue Lev	ei																		
Reading	All	26%	17%	17%	*	13%	18%					19%	11%	*	13%	*	0%	32%				
•	Students	20 /0	17 /0	17 /0		13/0	10 /0	-	-	-	-	13/0	11/0		13 /0		U /0	JZ /0	-	-	-	-
	CWD	9%	*	*	_	*	*	_	_	_	_	*	_	*	_	*	_	*	_	_	_	_
	CWOD		13%	13%	*	10%	11%	_	_	_	_	14%	11%		13%	*	0%	27%	_	_	_	_
	EL	12%	*	*	_	*	1170	_	_	_		*	1170	*	*	*	*	Z1 /0 *	_	_		_
	Male	24%	0%	0%	-	0%	*	_	_	_		0%	*	_	0%	*	0%	_	_	_		_
	Female		32%	32%	*	30%	25%	_	_	_		33%	*	*	27%	*	-	32%	_	_	_	_
	remale	20 /0	JZ /0	J2 /0		JU /0	20 /0	-	_	-	-	JJ /0			21/0		-	JZ /0	-	-	-	-
Mathematics	ΔII	30%	6%	6%	*	9%	0%	_	_	_	_	0%	22%	*	6%	*	6%	5%	_	_	_	_
	Students	JU /0	U /U	U /0		J /0	U /0	-	-	-	-	0 /0	ZZ /U		U /U		0 /0	J /0	-	_	-	-
	CWD	13%	*	*	_	*	*	_	_	_	_	*	_	*	_	*	_	*	_	_	_	_
	CWOD		6%	6%	*	10%	0%	_	_	_	_	0%	22%	_	6%	*	6%	7%	_	_	_	_
	EL	19%	*	*	_	*	-	_	_	_	_	*	/0	*	*	*	*	*	_	_	_	_
	Male	29%	6%	6%	_	8%	*	_	_	_	_	0%	*	_	6%	*	6%	_	_	_	_	_
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	F	State			AmericanH			Indian	Asian	ıısıander	Races		/Disadv	CMD	CWOD	ΕL	Male		MigrantHo	omeless	Care	Military
	Female	30%	5%	5%		10%	0%	-	-	-	-	0%	-		7%		-	5%	-	-	-	-
Science	All	16%	0%	0%	*	0%	0%	_	_	_	_	0%	*	*	0%	*	0%	0%	_	_	_	_
Ocience	Students	10 /0	0 70	0 70		0 70	0 70	_	_	_	_	0 70			0 70		0 70	0 70	_	_	_	_
	CWD	9%	*	*	_	*	*	_	_	_	_	*	_	*	_	*	_	*	_	_	_	_
	CWOD		0%	0%	*	0%	*	_		_	_	0%	*	_	0%	*	0%	0%	_	_	_	_
	EL	7%	*	*		*						*		*	*	*	*	*				
	Male	18%	0%	0%	-	0%	*	-	-	-	-	0%	*		0%	*	0%		-	-	-	-
	Female		0%	0% 0%	*	*	*	-	_	-	-	0%	*	*	0%	*	0 70	0%	-	-	-	-
	i Ciliale	1370	0 70	U /0				-	-	-	-	0 70			0 70		_	0 70	-	-	-	-
Grade 6																						
Reading	All	18%	12%	12%	*	4%	33%					16%	0%	*	13%	_	25%	0%				
Reading	Students		12 /0	12/0		4 /0	33 /0	-	-	-	-	10 /0	0 70		13 /0	-	23 /0	0 70	-	-	-	-
	CWD	8%	*	*		*	_					*		*			*	*				
					*	E0/		-	-	-	-	17%	00/		120/	-	270/	0%	-	-	-	-
	CWOD	20% 4%	13%	13%		5%	33%	-	-	-	-		0%	-	13%	-	27%	U%	-	-	-	-
	EL		- 250/	- 250/	-	*	420/	-	-	-	-	- 240/	*	*	270/	-	250/	-	-	-	-	-
	Male	15%	25%	25%	-		43%	-	-	-	-	31%	*		27%	-	25%		-	-	-	-
	Female	22%	0%	0%		0%		-	-	-	-	0%	•	-	0%	-	-	0%	-	-	-	-
N 4 - 4 4 -	- AII	400/	C0/	C 0/	*	40/	440/					70/	00/	*	C0/		C0/	F 0/				
Mathematic		18%	6%	6%		4%	11%	-	-	-	-	7%	0%		6%	-	6%	5%	-	-	-	-
	Students	00/	*			*						*		*				*				
	CWD	9%		*	-		-	-	-	-	-		-	*	-	-	*		-	-	-	-
	CWOD		6%	6%	*	4%	11%	-	-	-	-	8%	0%	-	6%	-	7%	6%	-	-	-	-
	EL	6%	-	-	-	-	-	-	-	-	-		-	-	<u>-</u>	-	-	-	-	-	-	-
	Male	18%	6%	6%	-	0%	14%	-	-	-	-	7%	*	*	7%	-	6%		-	-	-	-
	Female	17%	5%	5%	*	6%	*	-	-	-	-	8%	0%	*	6%	-	-	5%	-	-	-	-
Grade 7		000/	400/	400/		400/	000/					000/	400/		400/		0.407	470/				
Reading	All	28%	18%	18%	-	13%	38%	-	-	-	-	22%	13%	*	19%	*	21%	17%	-	-	-	-
	Students	/																				
	CWD	10%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD		19%	19%	-	14%	38%	-	-	-	-	24%	13%	-	19%	*	21%		-	-	-	-
	EL	6%	*	*	-	*	-	-	-	-	-		*	-	*	*		*	-	-	-	-
	Male		21%	21%	-	9%	*	-	-	-	-	33%	*	-	21%	-	21%		-	-	-	-
	Female	33%	17%	17%	-	16%	*	-	-	-	-	14%	20%	*	18%	*	-	17%	-	-	-	-
Mathematic		18%	7%	7%	-	6%	13%	-	-	-	*	0%	18%	*	8%	*	0%	12%	-	-	-	-
	Students																					
	CWD	7%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	19%	8%	8%	-	7%	13%	-	-	-	*	0%	18%	-	8%	*	0%	13%	-	-	-	-
	EL	5%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
		17%	0%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	-	0%	-	-	-	-	-
	Female	18%	12%	12%	-	11%	20%	-	-	-	*	0%	27%	*	13%	*	-	12%	-	-	-	-
Grade 8																						
Reading	All	26%	10%	10%	*	10%	11%	-	-	-	-	8%	17%	0%	12%	*	13%	8%	-	-	-	-
_	Students																					
	CWD	8%	0%	0%	*	*	*	-	-	-	-	0%	-	0%	-	-	*	*	-	-	-	-
	CWOD		12%	12%	-	11%	17%	-	-	-	-	10%	17%	-	12%	*	16%	8%	-	-	-	-
	EL	4%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-

											Iwo		NI									
					A 6-1			A!		D '6' -	or		Non								- - 4	
		04-4-5	N - 4! - 4:	^	African			American		Pacific				-014/D	014/05			- 1 - 8/			Foster	A ! ! ! 4
					American		wnite	Indian	Asian	isiander	Races			CMD) FL		remaieiv	ligrantH	omeless	Care	Military
	Male Female		13% 8%	13% 8%	- *	16% 5%	*	-	-	-	-	14% 4%	11% *	*	16% 8%	*	13%	8%	-	-	-	-
	remaie	30%	8%	8%		5%		-	-	-	-	4%			8%		-	8%	-	-	-	-
Mathematics		15%	6%	6%	*	7%	0%	-	-	-	-	5%	8%	*	7%	*	12%	0%	-	-	-	-
	Students CWD	9%	*	*	*	*	*	_	_	_	_	*	_	*	_	_	*	*	_		_	_
	CWOD		7%	7%	_	8%	0%	_		_	_	6%	8%	_	7%	*	15%	0%	_	_	_	_
	EL	6%	*	*	-	*	-	_	_	_	_	*	-	_	*	*	*	*	_	_	_	_
	Male	14%	12%	12%	_	14%	*	_	_	_	_	13%	11%	*	15%	*	12%	_	_	_	_	_
	Female		0%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
Science	All	27%	24%	24%	*	24%	22%	_	_	_	_	13%	58%	*	25%	*	36%	12%	_	_	_	_
	Students	,,	, ,	, ,								.075	0070		_0 / 0		0070	,,				
	CWD	8%	*	*	*	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD		25%	25%	-	24%	33%	-	-	-	-	13%	58%	-	25%	*	40%	13%	-	-	-	-
	EL	6%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	29%	36%	36%	-	43%	*	-	-	-	-	25%	56%	*	40%	*	36%	-	-	-	-	-
	Female	25%	12%	12%	*	5%	*	-	-	-	-	4%	*	*	13%	*	-	12%	-	-	-	-
STAAR Percent All Grades All Subjects	All	77%		69%	75%	65%	79%	_	_	_	*	64%	80%	52%	71%	58%	69%	68%	_	_	_	_
	Students												0070									
	CWD	45%	44%	52%	*	46%	53%	-	-	-	-	52%	-	52%	-	*	67%	42%	-	-	-	-
	CWOD		71%	71%	*	67%	84%	-	-	-	*	66%	80%	-	71%		69%	72%	-	-	-	-
	EL	60%	50%	58%	-	58%	- 700/	-	-	-	-	59%	*	~	50%	58%		88%	-	-	-	-
	Male	74%	65%	69%	- 750/	66%	78%	-	-	-	*	65%	78%	67%	69%	*	69%	-	-	-	-	-
	Female	79%	71%	68%	75%	64%	79%	-	-	-		64%	81%	42%	72%	88%	-	68%	-	-	-	-
Reading	All	73%	65%	71%	*	66%	86%	-	-	-	-	67%	82%	57%	73%	*	71%	71%	-	-	-	-
	Students CWD	39%	39%	57%	*	*	*					57%	_	57%		*	100%	*				
	CWD		67%	73%	*	68%	91%	-	-	-	-	68%	- 82%	31 70 -	73%	*	69%	76%	-	-	-	-
	EL	52%	42%	*	_	*	3170	_	_	_	_	*	*	*	*	*	*	*	_	_	_	_
	Male	69%	58%	71%	_	65%	88%	_	_	_	_	66%	82%	100%	69%	*	71%	_	_	_	_	_
	Female		71%	71%	*	67%	85%	-	-	-	-	67%	83%	*	76%	*	-	71%	-	-	-	-
Mathematics	All	80%	74%	72%	*	70%	81%	_	_	_	*	69%	81%	47%	75%	71%	76%	70%	_	_	_	_
	Students						0170						0170		1070		7 1 0 70	. 0 70				
	CWD			47%	*	45%	*	-	-	-	-	47%	-	47%	-	*		*	-	-	-	-
	CWOD		77%	75%	*	72%	88%	-	-	-	*	73%	81%	-	75%	*		73%	-	-	-	-
	EL		64%	71%	-	71%	-	-	-	-	-	83%	*	*		71%		*	-	-	-	-
		78%		76%	-	75%	76%	-	-	-	-	75%	78%	*	79%	*		-	-	-	-	-
	Female	82%	73%	70%	*	65%	85%	-	-	-	*	65%	83%	*	73%	*	-	70%	-	-	-	-
Science	Students			57%	*	55%	60%	-	-	-	-	52%	71%	55%	57%	*	54%	60%	-	-	-	-
	CWD			55%	*	*	*	-	-	-	-	55%	-	55%	-	*	*	*	-	-	-	-
	CWOD	82%	67%	57%	*	56%	60%	-	-	-	-	52%	71%	-	57%	*	53%	62%	-	-	-	-

											IWO		Man									
					African			A mariaar		Docific	or More	Econ	Non								Footor	
		Ctotol	District	Campus	African	Llianani		Americar		Pacific				CMD	CMOE	\ EI	Mala	Famalal	Minunnall	امسماممسا	Foster	Militom
	EL	58%	DISTRICT *	campus *	American	mispanii *	Cvvnite	mulan	Asiai	iisianuer	Races	DISAUV	Disau	, CAAD	CAAOF	, EL	waie *	remale:	wigranin	omeies	Care	wiiitary
	⊏∟ Male	78%	64%	54%	-	53%	*	-	-	-	-	44%	- 71%	*	53%	*	54%		-	-	-	-
	Female			60%	*	53% 57%	62%	-	-	-	-	58%	71%	*	62%	*	34 70	- 60%	-	-	-	-
	remale	00 /0	07 /0	00 /6		31 /0	02 /0	-	-	-	-	JO 70	/ 1 /0		02 /0		-	00 /6	-	-	-	-
STAAR Percent	at Meets	Grade	e I evel	or Abov	_																	
All Grades	at McCts	Oraci	C LCVCI	OI ABOV	•																	
All Subjects	All	47%	34%	31%	75%	26%	43%	_	_	_	*	29%	37%	43%	30%	16%	32%	30%	_	_	_	_
	Students	17 70	0170	0170	1070	2070	1070					2070	01 70	1070	0070	1070	0270	0070				
	CWD	23%	32%	43%	*	33%	47%	_	_	_	_	43%	_	43%	_	*	50%	38%	_	_	_	_
	CWOD		34%	30%	*	26%	42%	_	_	_	*	26%	37%	-	30%	Λ%	30%	29%	_	_	_	_
	EL	26%	14%	16%	_	16%	-	_	_	_		18%	*	*	0%	16%		38%	_	_	_	_
	Male	45%	33%	32%		29%	- 44%	-	-	-	-	30%	36%	50%	30%	*	32%	-	-	-	-	-
	Female		35%	32 % 30%	- 75%	25%	42%	-	-	-	*	28%	39%	38%	29%	200/		30%	-	-	-	-
	remale	30%	33%	30%	7370	25%	4270	-	-	-		2070	3970	30 70	2970	30%	-	30%	-	-	-	-
Reading	All	46%	3/1%	35%	*	28%	51%	_	_	_	_	34%	36%	50%	33%	*	36%	33%	_	_	_	_
•	Students	70 /0	J -1 //0	33 /0		2070	3170					J 7 70	30 70	30 70	3370		30 70	33 70				
	CWD	22%	32%	50%	*	*	*					50%	_	50%		*	80%	*				
	CWOD		34%	33%	*	28%	50%	-	-	-	-	32%	36%	JU /0	33%	*	33%	33%	-	-	-	-
	EL	21%	11%	33 /0 *		20 /0 *	30 /6	-	-	-	-	32 /0 *	30 /0 *	*	33 /0	*	33 /0	33 /0 *	-	-	-	-
					-		- E20/	-	-	-	-		270/	000/	220/	*	260/		-	-	-	-
	Male	41%	31%	36%	*	31%	53%	-	-	-	-	40%	27%	80% *	33%	*	36%	-	-	-	-	-
	Female	50%	37%	33%	-	27%	50%	-	-	-	-	30%	43%		33%		-	33%	-	-	-	-
Mathematics	. AII	48%	34%	28%	*	24%	38%				*	24%	36%	35%	27%	1/10/	28%	27%				
	Students	40 /0	34 /0	20 /0		Z 4 /0	30 /0	-	-	-		24 /0	30 /0	33 /0	21 /0	14/0	20 /0	21 /0	-	-	-	-
		000/	040/	250/	*	070/	*					250/		250/		*	*	*				
	CWD	26%	31%	35%	*	27%	200/	-	-	-	*	35%	-	35%	-	*	070/	000/	-	-	-	-
	CWOD		34%	27%		23%	38%	-	-	-	•	22%	36%	-	27%	4.407	27%	26%	-	-	-	-
	EL	33%	14%	14%	-	14%	-	-	-	-	-	17%				14%		^	-	-	-	-
	Male	47%	35%	28%	-	25%	41%	-	-	-	-	25%	35%	*	27%	*	28%		-	-	-	-
	Female	49%	33%	27%	*	23%	35%	-	-	-	*	23%	38%	*	26%	*	-	27%	-	-	-	-
0.4	A 11	400/	000/	040/	*	000/	0.50/					000/	400/	450/	000/		000/	040/				
Science	All	49%	33%	31%	-	28%	35%	-	-	-	-	28%	43%	45%	29%	-	32%	31%	-	-	-	-
	Students	000/	000/	4=0/	*	*	*					450/		450/			*	*				
	CWD	23%	33%	45%	*			-	-	-	-	45%	-	45%	-	_			-	-	-	-
	CWOD		33%	29%	^	27%	33%	-	-	-	-	24%	43%	*	29%		31%	28%	-	-	-	-
	EL	21%	*	*	-	*	-	-	-	-	-	*	<u>-</u>	*	*	*	*	*	-	-	-	-
	Male	50%	33%	32%	-	32%	*	-	-	-	-	22%	50%	*	31%	*	32%		-	-	-	-
	Female	49%	33%	31%	*	23%	38%	-	-	-	-	32%	29%	*	28%	*	-	31%	-	-	-	-
CTAAD Dawaana	-4 114-	0	ماء ا مد	-1																		
STAAR Percent	at waste	ers Gra	iae Lev	eı																		
All Grades	A 11	040/	400/	440/	400/	400/	4.40/				*	00/	400/	70/	440/	- 0/	400/	00/				
All Subjects	All	21%	10%	11%	13%	10%	14%	-	-	-	^	9%	16%	7%	11%	5%	13%	9%	-	-	-	-
	Students				_																	
	CWD	8%	7%	7%	*	8%	7%	-	-	-	-	7%	-	7%	-	*	6%	8%	-	-	-	-
	CWOD		11%	11%	*	10%	15%	-	-	-	*	9%	16%	-	11%		14%	9%	-	-	-	-
	EL	9%	2%	5%	-	5%	-	-	-	-	-	6%	*	*	0%	5%		13%	-	-	-	-
	Male	20%	11%	13%	-	13%	15%	-	-	-	-	13%	14%	6%	14%		13%	-	-	-	-	-
	Female	22%	9%	9%	13%	8%	13%	-	-	-	*	6%	19%	8%	9%	13%	-	9%	-	-	-	-

											or		Non									
					African			Americai	า	Pacific		Fcon									Foster	
		State	District	Campus	American	Hienani								CWD	CWOD	FI	Male	Fomale	Migranth			Military
Reading	All	19%	9%	14%	*	10%	24%	-		-	-	15%	11%	14%		*	14%	14%		-	-	-
	Students		0 70	1-70		10 70	2-170					1070	1170	1-170	1-170		1 1 70	1-170				
·	CWD	7%	10%	14%	*	*	*	_	_	_	_	14%	_	14%	_	*	0%	*	_	_	_	_
	CWOD		9%	14%	*	10%	25%	_	_	_	_	15%	11%	1 70	14%	*	16%	13%	_	_	_	_
	EL	20 % 7%	5%	14 /0 *		10 /0	25 /0	-	-	-	-	1370	11 /0 *	*	1 4 /0 *	*	*	*	-	-	-	-
		16%	5% 8%	14%	-	10%	- 29%	-	-	-	-	19%	5%	0%	16%	*	14%		-	-	-	-
	Male				-			-	-	-	-			U% *		*		4.40/	-	-	-	-
	Female	22%	9%	14%	-	11%	20%	-	-	-	-	13%	17%		13%		-	14%	-	-	-	-
Mathematics	All	23%	10%	6%	*	7%	5%	-	-	-	*	3%	13%	0%	7%	0%	7%	6%	-	-	-	-
;	Students																					
	CWD	10%	3%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	25%	11%	7%	*	7%	6%	-	-	-	*	4%	13%	-	7%	*	8%	6%	-	-	-	-
	EL	13%	0%	0%	-	0%	-	_	_	-	_	0%	*	*	*	0%	*	*	_	-	-	-
	Male	23%	11%	7%	-	7%	6%	_	_	-	_	6%	9%	*	8%	*	7%	-	_	-	-	-
	Female	24%	10%	6%	*	6%	5%	-	-	-	*	2%	17%	*	6%	*	-	6%	-	-	-	-
Science	All	22%	14%	14%	*	16%	10%	_	_	_	_	8%	33%	9%	15%	*	22%	7%	_	-	_	_
;	Students																					
	CWD	7%	7%	9%	*	*	*	_	_	-	_	9%	-	9%	-	*	*	*	_	-	-	-
	CWOD	24%	15%	15%	*	15%	13%	_	_	-	_	7%	33%	_	15%	*	22%	8%	-	-	-	-
	EL	5%	*	*	_	*	_	_	_	_	_	*	_	*	*	*	*	*	_	_	_	_
	Male	23%	20%	22%	_	26%	*	_	_	_	_	15%	36%	*	22%	*	22%	_	_	_	_	_
	Female		9%	7%	*	3%	15%	_	_	_	_	3%	29%	*	8%	*	-	7%	_	_	_	_

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	Otadonto	,oou	тпоратно	*************		7101011	ioiaiiaoi	114000	2.000	01.12	
Reading											
All Students	74	*	72	82	-	-	-	-	75	67	*
CWD	67	*	71	*	-	-	-	-	67	67	-
CWOD	75	*	72	87	-	-	-	-	77	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	74	-	75	72	-	-	-	-	76	*	*
Female	74	*	69	92	-	-	-	-	75	71	*
Mathematics											
All Students	76	*	78	71	-	-	-	*	76	57	*
CWD	57	*	55	*	-	-	-	-	57	57	-

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

^{&#}x27;-' 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
CWOD	78	*	80	73	-	-	-	*	79	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	77	-	80	69	-	-	-	-	75	*	*
Female	75	*	75	72	-	-	-	*	77	*	*

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates 4-year Longitudinal Cohort Gr			Hispanic Class of 20	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	_	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	_	-	-	-	-	-	-	-	-	-	-	-	-

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.

All African American Pacific Two or More Econ
Students American Hispanic White Indian Asian Islander Races Disadv CWD EL

^{**} Indicates results are masked due to small numbers to protect student confidentiality.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	37	*	34	45	-	-	-	*	34	*	*
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.

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					Υ		
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	N		N	N					N		
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	
Interim Goals (2023-2027)	44%
Target Met	
Interim Goals (2028-2032)	46%
Target Met	
Target Met Long-Term Goals	46%
Target Met	

Federal Graduation Status

^{&#}x27;-' Indicates there are no students in the group.
'n/a' Indicates the student group is not applicable to this report.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
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											

^{&#}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.

			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	е	- upui	7				7.0			2.00.0.0	2.00.0.		31.02				g
All Subjects	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	-	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	*	100%	100%	_	_	_	_	100%	100%	100%	100%	100%	100%	100%	_
•	CWD	100%	*	100%	100%	-	-	-	-	100%	-	100%	-	*	100%	100%	-
	CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	*	*	-
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	-	100%	-
Mathematics	All Students	100%	*	100%	100%	_	_	_	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	-	100%	-	*	100%	100%	-
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	*	*	-
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	-	100%	-
Science	All Students	100%	*	100%	100%	_	_	-	_	100%	100%	100%	100%	100%	100%	100%	_
	CWD	100%	*	100%	100%	-	-	-	-	100%	-	100%	-	*	100%	100%	-
	CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-

			A fui a a u			A		Daaifia	Two or	F	Non						
		Campus	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Male	100%	-	100%	100%	-		-	-	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	_	_	_	_	100%	100%	100%	100%	*	-	100%	_
Non-Participation		100,0		.0070	.0070					.0075	.0070		.0070			.0075	
All Subjects	All Students	0%	0%	0%	0%				*	0%	0%	0%	0%	0%	0%	0%	_
All Subjects	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%	0%	_
	Male	0%	_	0%	0%	_	_	_	_	0%	0%	0%	0%	0%	0%	-	_
	Female	0%	0%	0%	0%	_	_	_	*	0%	0%	0%	0%	0%	-	0%	_
	Tomalo	3 70	0 70	070	070					0 70	070	070	070	070		070	
Reading	All Students	0%	*	0%	0%	-	-	_	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	-	0%	-	*	0%	0%	-
	CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	*	-
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	-
Mathematics	All Students	0%	*	0%	0%	_	_	_	*	0%	0%	0%	0%	0%	0%	0%	_
	CWD	0%	*	0%	0%	_	_	_	_	0%	-	0%	-	*	0%	0%	_
	CWOD	0%	*	0%	0%	_	-	-	*	0%	0%	_	0%	0%	0%	0%	-
	EL	0%	_	0%	-	_	-	-	-	0%	*	*	0%	0%	*	*	-
	Male	0%	_	0%	0%	_	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	-	0%	-
Science	All Students	0%	*	0%	0%	_	_	_	_	0%	0%	0%	0%	0%	0%	0%	_
Colorido	CWD	0%	*	0%	0%	_	_	_	_	0%	-	0%	-	*	0%	0%	_
	CWOD	0%	*	0%	0%	_	_	_	_	0%	0%	-	0%	0%	0%	0%	_
	EL	0%	_	0%	-	_	_	_	_	0%	-	*	0%	0%	*	*	_
	Male	0%	_	0%	0%	_	_	_	_	0%	0%	0%	0%	*	0%	_	_
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	-

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

Part (viii): Civil Rights Data

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

Students Without Disabilities In-School Suspensions		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific ⁻ Islander	「wo or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
	Male	7	*	5	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	7	*	5	*	*	*	*	*	*	

^{&#}x27;_'

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
Out-of-School Suspensions											
	Male	5	*	5	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	7	*	7	*	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
•	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
School-Related Arrests											
Control Molated / Miloto	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Referrals to Law Enforcement	Iotai										
Reletials to Law Efficient	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
		*	*	*	*	*	*	*	*	*	
Ctudente With Dischilities	Total										
Students With Disabilities											
In-School Suspensions	Mala	*	*	*	*	•	*	•	•	*	+
	Male	•	*	*	*	*	*	*	*	*	^ +
	Female	*	*	*	*	*	*	*	*	*	•
0 / (0 / 10	Total	*	*	*	*	*	*	*	*	*	*
Out-of-School Suspensions			_					_			
	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											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement											
The state of the s	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
All Students	iolai										
All otudents											

Chronic Absenteeism		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)
Official Absenteelsin	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.

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

					Indian or					Students
	Total students	African American	Hispanic	White	Alaska Native	Asian	Pacific Islander	Two or More Races	EL	with Disabilities
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 School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.2	16.2%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the	1.5	11.9%
Teacher is Certified or Licensed		

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.

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

Blank cell Indicates data are 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 3 Reading	6,019	1%	*	*	-	-
Mathematics	6,020	1%	*	*	-	-
Grade 4 Reading	6,061	1%	-	-	-	-
Mathematics	6,056	1%	-	-	-	-
Grade 5 Reading	6,162	2%	*	*	*	*
Mathematics	6,160	1%	*	*	*	*
Science	6,164	1%	*	*	*	*
Grade 6 Reading	5,678	1%	*	*	*	*
Mathematics	5,677	1%	*	*	*	*
Grade 7 Reading	5,298	1%	-	-	-	-
Mathematics	5,294	1%	-	-	-	-
Grade 8 Reading	5,088	1%	*	*	*	*
Mathematics	5,087	2%	*	*	*	*
Science	5,087	1%	*	*	*	*
End of Course English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-
Biology	4,861	1%	-	-	-	-
All Grades All Subjects	99,020	1%	18	2%	14	3%
Reading	43,730	1%	7	2%	5	3%
Mathematics	39,178	1%	7	2%	5	3%
Science	16,112	1%	*	*	*	*

State	State	District		Campus	Campus
Number of ALT2	Rate of ALT2	Number of ALT2	District Rate of ALT2	Number of ALT2	Rate of ALT2

- 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

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Above	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

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.

^{&#}x27;*' Indicates reporting standards not met.

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.