Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: EARLY CHILDHOOD CENTER Campus ID: 178914106 District Name: FLOUR BLUFF ISD

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system; The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any

student group, and 10 tests or students for All student group.

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

										Two			EL
			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander		Econ Disadv	Special Educ	(Current and Former)
Academic Performance (At Meets		Baseline 2016-17											<i></i>
Grade Level or Above)	Reading/ELA	Rates 2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22 2022-23 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2026-27 2027-28 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates 2017-18 through											41%
		2021-22 2022-23 through											42%
		2026-27 2027-28 through											44%
Graduation Rate:4-Year		2031-32 Baseline 2016-17											46%
Longitudinal Rate		Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2021-22 2022-23 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2026-27 2027-28 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

 c. Graduation Rate: Federal Graduation Status
 d. ELP Indicator: English Learner Language Proficiency Status
 e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All 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); <u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted support and event support and additional targeted support schools and Additional targeted support Schools list those campuses that have been identified for comprehensive support and additional targeted support schools and Additional targeted support Schools and Part (i).

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.

								_		_	Two or		Non									
	:	Statel	District	Campus	African American	Hispani		America Indian		Pacific Islande					cwor	DELM	aleFem	aleMic	orantHe		Foster	
TAAR Pe End of Co	rcent at Ap ourse	oproa	ches G	irade Lev	vel or Abo	ve																
English	All Students	66%	72%	*	-	-	-	-	-	-	*	*	-	-	*	-	* -		-	-	-	*
	CWD	25%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-			-	-	-	-
	CWOD		76%	*	-	-	-	-	-	-	*	*	-	-	*	-	* -		-	-	-	*
	EL	27%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-			-	-	-	-
		61%	67%	*	-	-	-	-	-	-	*	*	-	-	*	-	* -		-	-	-	*
	Female	72%	78%	-	-	-	-	-	-	-	-	-	-	-	-	-			-	-	-	-
FAAR Per End of Co	rcent at Me	eets (Grade L	evel or	Above																	
English		47%	52%	*	-	-	-	-	-	-	*	*	-	-	*	-	* -		-	-	-	*
		14%	16%	-	_	-			-	-		-	-		-	-					-	-
	CWOD		56%	*	-	-	-	-	-	-	*	*		-	*		* _				-	*
	EL	9%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-			-	-	-	-
	Male		45%	*	-	-	-	-	-	-	*	*	-	-	*	-	* -		-	-	-	*
	Female	54%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-			-	-	-	-
TAAR Pei End of Co	rcent at Ma ourse	asters	s Grade	e Level																		
English	All Students	8%	4%	*	-	-	-	-	-	-	*	*	-	-	*	-	* -		-	-	-	*
		4%	2%	-	_	-	-	-	-	-	-	-	-	-	-	-			-	-	-	_
	CWOD		4%	*	-	-	-	-	-	-	*	*	-	-	*	-	* -		-	-	-	*
	EL	0%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-			-	-	-	-
	Male	5%	3%	*	-	-	-	-	-	-	*	*	-	-	*	-	* -		-	-	-	*
	Female		5%	-	-	-	-	-	-	-	-	-	-	-	-	-			-	-	-	-
AAK Pe	rcent at Ap	oproa	ches G	rade Lev	vel or Abo	ve																
All Grade All	s All		ches G 83%	irade Lev	vel or Abo -	-	-	-	-	-	*	*	-	-	*	-	* -		-	-	-	*
All Grade All	All Students CWD	77% 45%	83% 54%	irade Lev * -	vel or Abo - -	- -	-		-	-	*	*	-	-	*	-	* -		-	-	-	*
All Grade All	All Students CWD CWOD	77% 45% 80%	83% 54% 87%	irade Lev * - *	vel or Abo - - -	- - -	- - -	- -	•	- -	* - *	* - *	- - -	- -	* - *	- -	* - * -		- -	- -	-	* - *
All Grade All	All Students CWD CWOD EL	77% 45% 80% 60%	83% 54% 87% 54%	irade Lev * - * -	vel or Abo - - - -	- - - -	-	- - -	- - -	- - -	* - *	* - * -	- - -	- - -	* - * -	- - -	* - * -		-	- - -	-	* - * -
All Grade All	All Students CWD CWOD EL	77% 45% 80% 60% 74%	83% 54% 87%	irade Lev * - * - * -	vel or Abo - - - - - - - - - -	- - - - - - -	-	- - - -		- - - -	* - * - *	* - * - *		- - - -	* - * -		* - * - * -		-	- - - -	-	* - * -
All Grade All ubjects	All Students CWD CWOD EL Male Female	77% 45% 80% 60% 74% 79%	83% 54% 87% 54% 81% 85%	irade Lev * - * - * - *	vel or Abo - - - - - - - - -	- - - - - - -	-	-			* - * - *	* - * - *		-	* - * - *		* - * - * -		-	-	-	* - * - *
All Grade All	All Students CWD CWOD EL Male Female g All Students	77% 45% 80% 60% 74% 79% 73%	83% 54% 87% 54% 81% 85% 81%	* - - * - * - *	vel or Abo - - - - - - - - - -	- - - - - - -	-		-		* - * - *	* - * - *		- - - -	* - * - *	-	* - * - * - * -		-	- - - -		* - * - *
All Grade All ubjects	All Students CWD CWOD EL Male Female g All Students CWD	77% 45% 80% 60% 74% 79% 73% 39%	83% 54% 87% 54% 81% 85% 81% 48%	;rade Lev - - - - - - - - - -	vel or Abo - - - - - - - - - - -	- - - - - - - - - -				-	* - * - *	* - * - *	-		* - * - * -	-	* - * - * -		-	- - - - -	-	* - * - *
All Grade All ubjects	All Students CWD CWOD EL Male Female Students CWD CWOD	77% 45% 80% 60% 74% 79% 73% 39% 77%	83% 54% 87% 54% 81% 85% 81% 48%	;rade Lev * - * - * * * * * *	vel or Abo - - - - - - - - - - - - - - - - - - -		-		-	-	* - * - * - *	* - * - * - *	-		* - * - * - *	-	* - * - * - - * - * -		-	-	-	* - * - *
All Grade All ubjects	All Students CWD CWOD EL Male Female g All Students CWD EL	77% 45% 80% 60% 74% 79% 73% 39% 77% 52%	83% 54% 87% 54% 81% 85% 81% 48% 84% 43%	;rade Lev * - * - * - * - * - * -	vel or Abo - - - - - - - - - - - - - - - - - - -		-	- - - - - -	-	-	* - * - * - * - *	* - * - * - * - *			* - * - * - *		*		-	-	-	* - * - * - *
All Grade All Ibjects	All Students CWD CWOD EL Male Female g All Students CWD CWOD EL Male	77% 45% 80% 60% 74% 79% 73% 39% 73% 52% 69%	83% 54% 87% 54% 81% 81% 81% 48% 84% 43% 77%	;rade Lev * - * - * - * - * - * - * - * - *	vel or Abo - - - - - - - - - - - - - - - - - - -		-	-	-		* - * - * - *	* - * - * - *			* - * - * - *		*		-	-	-	* - * * * *
All Grade All ubjects	All Students CWD CWOD EL Male Female g All Students CWD EL	77% 45% 80% 60% 74% 79% 73% 39% 73% 52% 69%	83% 54% 87% 54% 81% 85% 81% 48% 84% 43%	irade Lev * - * - * - * - * - * - * - * -	vel or Abo - - - - - - - - - - - - - - - - - - -		-	-			* -* -* - * -* -	* -* - * -* -			* - * - * - * - * -	-	*		-	-		* - * * - * * - * * - * *
All Grade: All ubjects Reading	All Students CWD CWOD EL Male Female g All Students CWD CWOD EL Male Female	77% 45% 80% 60% 74% 79% 73% 39% 77% 52% 69% 77%	83% 54% 54% 81% 85% 81% 48% 43% 77% 84%	* - * - * - * - * -	-		-	-	-	-	* -* - * -* -* -	* - * - * - * -	-		* -* - * -* -* -		*			-	-	* - * - * - * - * -
All Grade: All ubjects Reading TAAR Per All Grade: All	All Students CWD EL Male Female g All Students CWD CWDD EL Male Female Female	77% 45% 80% 60% 74% 79% 73% 73% 39% 77% 52% 60% 77% eeets (83% 54% 54% 81% 85% 81% 48% 43% 77% 84%	* - * - * - * - * -	-	•ve	-	-	-	-	* -* -* -* -* -	* - * - * - * - *	-		* -* - * -* - *		*			-	-	* - * - * - * - *
All Grade: All Jbjects Reading Reading	All Students CWD CWOD EL Male Female g All Students CWD CWOD EL Male Female Female	77% 45% 80% 60% 74% 73% 39% 77% 52% 69% 77% eets (47%	83% 54% 87% 54% 81% 81% 48% 84% 43% 77% 84% Srade L 54%	* - * - * - * - * -	-		-	-	-	-	* -* - * -* - * -	* -* -* -* - * -	-		* -* -* -* -* -		*			-		* - * - * - * - * - * - * -
All Grade: All Jbjects Reading Reading	All Students CWD EL Male Female g All Students CWD EL Male Female Female	77% 45% 80% 60% 74% 79% 73% 39% 77% 52% 69% 77% 69% 77% 47% 23%	83% 54% 87% 54% 81% 81% 48% 84% 43% 77% 84% 54% 54% 29%	* - * - * - * - * -	-		-	-	-	-	* -* -* -* -* - * -*	* -* -* -* - * -*	-		* -* - * -* - * -*		*			-	-	* -* -* -* -* -*
All Grade: All Jbjects Reading Reading	All Students CWD EL Male Female g All Students CWD CWOD EL Male Female	77% 45% 80% 60% 74% 73% 73% 73% 73% 69% 77% eeets (47% 23% 50%	83% 54% 87% 54% 81% 81% 48% 84% 43% 77% 84% Srade L 54%	* - * - * - * - * -	-			-		-	* -* -* -* - * -* -	* -* - * -* - * -* -	-		* _* _* _* _* _* _* _* _* _* _*		*			-	- - - - - - - - - - - -	
All Grade: All bjects Reading Reading	s All Students CWD EL Male Female g All Students CWD CWOD EL Male Female Female	77% 45% 80% 60% 74% 73% 73% 39% 77% 52% 69% 77% 47% 23% 50% 226% 45%	83% 54% 87% 54% 81% 85% 81% 48% 43% 77% 84% 3rade L 54% 29% 57%	* - * - * - * - * -	-			-	· · · · ·		* -* - * -* -* -* -* -*	* -* - * -* -* -* -* -*	· · · · ·		* -* -* -* - * -* -* -* -*		*			-	· · · ·	
All Grade: All Jbjects Reading Reading	All Students CWD CWOD EL Male Female g All Students CWD EL Male Female s All Students CWD EL Students CWD CWOD EL	77% 45% 80% 60% 74% 73% 73% 39% 77% 52% 69% 77% 47% 23% 50% 226% 45%	83% 54% 87% 54% 81% 81% 81% 48% 84% 43% 77% 84% 54% 54% 52% 57% 20%	* - * - * - * - * -	-		-	-	· · · · ·	-	* -* - * -* - * -* -* -	* -* - * -* - * -* -* -* -* -* -* -* -*	· · · · ·		* -* -* -* - * -* -* -		*			-	· · · · ·	*
All Grade: All Jbjects Reading Reading	All Students CWD EL Male Female g All Students CWD CWOD EL Male Female rcent at Ma s All Students CWD EL Male Female	77% 45% 80% 60% 74% 73% 39% 77% 52% 69% 77% 69% 77% 47% 23% 50% 26% 45% 50%	83% 54% 87% 54% 81% 81% 84% 48% 84% 64% 54% 54% 29% 57% 20% 53%	* - * - * - * - * -	-				· · · · ·		* -* -* -* -* -* -* -* -* -*	* -* - * -* - * -* - *	· · · · ·		* _* _ * _ * _ * _ * _ *		*				· · · ·	*
All Grade: All ubjects Reading TAAR Per All Grade: All ubjects	All Students CWD EL Male Female g All Students CWD CWOD EL Male Female rcent at Muss All Students CWD CWOD EL Male Female g All Students CWD	77% 45% 80% 60% 74% 73% 73% 52% 69% 77% 69% 77% 69% 77% 69% 77% 69% 77% 69% 72% 69% 77% 69% 72% 69% 72% 69% 72% 60% 72% 60% 74% 72% 60% 74% 72% 60% 74% 72% 60% 74% 72% 72% 60% 74% 72% 72% 72% 72% 72% 72% 72% 72% 72% 72	83% 54% 87% 81% 81% 81% 81% 84% 43% 77% 84% 54% 54% 57% 20% 53% 53% 53% 53%	* - * - * - * - * -	-	•ve					* -* -* -* -* -* -* -* -* -*	* .* . * .* .* .* .* .			* _* _* _* _* _* _* _* _* _*		*			-		* - * -
All Grade: All Jbjects Reading TAAR Per All Grade: All Jbjects	All Students CWD EL Male Female g All Students CWD CWOD EL Male Female rcent at Mu s All Students CWD EL Male Female g All Students CWD CWOD EL Male Female g All Students CWD CWD EL Male Female	77% 45% 80% 60% 77% 73% 73% 73% 77% 60% 60% 77% 47% 23% 50% 26% 50% 46% 22%	83% 54% 87% 54% 81% 81% 81% 81% 84% 43% 77% 84% 54% 54% 29% 57% 20% 53% 25% 23% 27%	* - * - * - * - * -	-	•ve			· · · · ·		* -* -* -* -* - * -* -* -* -*	* _* _* _* _* _* _* _* _* _* _*			* _* _* _* _* _* _* _* _* _* _*		*			-	· · · · ·	* * - *
All Grade: All ubjects Reading TAAR Per All Grade: All ubjects	All Students CWD CWOD EL Male Female g All Students CWD CWOD EL Male Female s All Students CWD CWD EL Male Female g All Students CWD CWD EL Male Female	77% 45% 80% 74% 79% 73% 73% 73% 69% 77% 69% 77% 69% 77% 69% 77% 69% 77% 69% 77% 69% 77% 69% 77% 69% 70% 60% 70% 60% 70% 60% 70% 74% 70% 73% 60% 73% 74% 70% 73% 73% 60% 73% 74% 70% 73% 73% 73% 60% 73% 74% 70% 73% 73% 60% 73% 74% 70% 73% 73% 73% 60% 73% 74% 70% 73% 73% 73% 73% 73% 73% 73% 73% 73% 73	83% 54% 87% 54% 81% 85% 81% 84% 43% 77% 84% 54% 54% 54% 59% 55% 53% 56%	* - * - * - * - * -	-	•ve					* -* -* -* -* -* -* -* -*	* * * * * * * * * * *			* -* -* -* -* -* -* -* -* -*		*					* - * - *
All Grade: All Jbjects Reading Reading Ida R Pe All Grade: All Grade: All Jbjects	All Students CWD CWOD EL Male Female g All Students CWD CWOD EL Male Female s All Students CWD CWD EL Male Female g All Students CWD CWD EL Male Female	77% 45% 80% 60% 73% 73% 73% 73% 73% 69% 77% eets C 47% 23% 50% 45% 50% 46% 22% 46%	83% 54% 87% 48% 81% 81% 88% 84% 43% 77% 84% 54% 55% 55% 53% 53% 53% 53% 53%	* - * - * - * - * -	-	•ve					* .* .* .* .* .* .* .* .* .* .* .*	* .* .* .* .* .* .* .* .* .* .*			* _* _* _* _* _* _* _* _* _* _* _* _* _*		*			-		* * - *

											Two or		Non									
					African			America		Pacific											Foster	
				Campus	American	Hispani	icWhite	Indian	Asian	Islande	Races	Disadv	Disadv	CWD	cwo	DELI	MaleF	emale	ligrant	Homeless	s Care	Milita
	Female	e 50%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TAAR Per All Grades		Aaster	s Grade	Level																		
All	All	21%	24%	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-	-	-	*
ubjects	Students																					
	CWD	8%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	23%	26%	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-	-	-	*
	EL	9%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	20%	23%	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-	-	-	*
	Female	e 22%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	g All Students	19%	21%	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-	-	-	*
	CWD	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	20%	23%	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-	-	-	*
	EL	7%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	16%	18%	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-	-	-	*
	Female	e 22%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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.

There is no data for this campus.

Part (iii)(II): Graduation Rate This section provides information on high school graduation rates.

There is no data for this campus.

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
	*	*	*
1*1		to small numbers to protect student co	nfidentiality.
-'	Indicates zero observations report	ed for this group.	

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 Achieve	ement Don	nain Score	STAAR Co	omponen	t Only)						
STAAR Component Score	*	-	-	-	-	-	-	*	*	-	-
School Quality (College, Career, a	nd Military	Readiness	s Performar	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
 Indicates results are masked of -' Indicates there are no students n/a' Indicates the student group is 	s in the gro	up.		ident conf	identiality.						

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.

32% 42% 54% 66% 31% 41% 54% 66%	 Hispanic 37% 46% 58% 69% 40% 49% 59% 70% 	White 60% 66% 73% 80% 59% 65% 73% 80%	Indian 43% 51% 62% 72% 45% 53% 63% 73%	Asian 74% 78% 82% 87% 82% 85% 88% 91%	Islander 45% 53% 63% 73% 50% 57% 66% 75%	Races 56% 62% 70% 78% 54% 61% 69% 77%	Disadv 33% 43% 55% 67% 36% 45% 57% 68%	CWD 19% 31% 45% 60% 23% 34% 48% 62%	EL + 29% 39% 52% 65% 40% 49% 59% 70%
42% 54% 66% 31% 41% 54% 66%	46% 58% 69% 40% 49% 59%	66% 73% 80% 59% 65% 73%	51% 62% 72% 45% 53% 63%	78% 82% 87% 82% 85% 88%	53% 63% 73% 50% 57% 66%	62% 70% 78% 54% 61% 69%	43% 55% 67% 36% 45% 57%	31% 45% 60% 23% 34% 48%	39% 52% 65% 40% 49% 59%
42% 54% 66% 31% 41% 54% 66%	46% 58% 69% 40% 49% 59%	66% 73% 80% 59% 65% 73%	51% 62% 72% 45% 53% 63%	78% 82% 87% 82% 85% 88%	53% 63% 73% 50% 57% 66%	62% 70% 78% 54% 61% 69%	43% 55% 67% 36% 45% 57%	31% 45% 60% 23% 34% 48%	39% 52% 65% 40% 49% 59%
42% 54% 66% 31% 41% 54% 66%	46% 58% 69% 40% 49% 59%	66% 73% 80% 59% 65% 73%	51% 62% 72% 45% 53% 63%	78% 82% 87% 82% 85% 88%	53% 63% 73% 50% 57% 66%	62% 70% 78% 54% 61% 69%	43% 55% 67% 36% 45% 57%	31% 45% 60% 23% 34% 48%	39% 52% 65% 40% 49% 59%
54% 66% 31% 41% 54% 66%	58% 69% 40% 49% 59%	73% 80% 59% 65% 73%	62% 72% 45% 53% 63%	82% 87% 82% 85% 88%	63% 73% 50% 57% 66%	70% 78% 54% 61% 69%	55% 67% 36% 45% 57%	45% 60% 23% 34% 48%	52% 65% 40% 49% 59%
54% 66% 31% 41% 54% 66%	58% 69% 40% 49% 59%	73% 80% 59% 65% 73%	62% 72% 45% 53% 63%	82% 87% 82% 85% 88%	63% 73% 50% 57% 66%	70% 78% 54% 61% 69%	55% 67% 36% 45% 57%	45% 60% 23% 34% 48%	52% 65% 40% 49% 59%
66% 31% 41% 54% 66%	69% 40% 49% 59%	80% 59% 65% 73%	72% 45% 53% 63%	87% 82% 85% 88%	73% 50% 57% 66%	78% 54% 61% 69%	67% 36% 45% 57%	60% 23% 34% 48%	65% 40% 49% 59%
66% 31% 41% 54% 66%	69% 40% 49% 59%	80% 59% 65% 73%	72% 45% 53% 63%	87% 82% 85% 88%	73% 50% 57% 66%	78% 54% 61% 69%	67% 36% 45% 57%	60% 23% 34% 48%	65% 40% 49% 59%
31% 41% 54% 66%	40% 49% 59%	59% 65% 73%	45% 53% 63%	82% 85% 88%	50% 57% 66%	54% 61% 69%	36% 45% 57%	23% 34% 48%	40% 49% 59%
31% 41% 54% 66%	40% 49% 59%	59% 65% 73%	45% 53% 63%	82% 85% 88%	50% 57% 66%	54% 61% 69%	36% 45% 57%	23% 34% 48%	40% 49% 59%
41% 54% 66%	49% 59%	65% 73%	53% 63%	85% 88%	57% 66%	61% 69%	45% 57%	34% 48%	49% 59%
41% 54% 66%	49% 59%	65% 73%	53% 63%	85% 88%	57% 66%	61% 69%	45% 57%	34% 48%	49% 59%
41% 54% 66%	49% 59%	65% 73%	53% 63%	85% 88%	57% 66%	61% 69%	45% 57%	34% 48%	49% 59%
54% 66%	59%	73%	63%	88%	66%	69%	57%	48%	59%
54% 66%	59%	73%	63%	88%	66%	69%	57%	48%	59%
66%									
66%									
	70%	80%	73%	91%	75%	77%	68%	62%	70%
us									
									44% 46% 46%
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
	92% 94% 94%	92% 92% 94% 94% 94% 94%	92% 92% 92% 94% 94% 94% 94% 94% 94%	92% 92% 92% 92% 94% 94% 94% 94% 94% 94% 94% 94%	92% 92% 92% 92% 92% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94%	92% 92% 92% 92% 92% 92% 92% 92% 92% 92% 92% 92% 94% <td>92% 92% 92% 92% 92% 92% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% e EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL</td> <td>92% 92%<td>92% 94% 94%</td></td>	92% 92% 92% 92% 92% 92% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% e EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL (Current & Monitored) EL English Learner Language Proficiency uses EL	92% 92% <td>92% 94% 94%</td>	92% 94% 94%

Source: 2018 Accountability Closing the Gaps Status Table

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

		Campus	African American H	lisnanic	White	American Indian	∆sian	Pacific Islander	Two or More Races	Econ Disady	Non Econ Disady	CWD	CWOD	FI	Male	Female	Migra
rticipation Ra	ite	oumpuo	Americani	iopunio	TTINC	manan	Aolali	Ioluliuol	Rubbb	Diodav	Diouur	UND	01100		mare	Tomaio	mgra
All Subjects	All	*		-	-	_	_	_	*	*	_	_	*	-	*	_	_
	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	All	*	-	-	-	-	-	_	*	*	-	-	*	-	*	-	-
	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	_	-		-	-	_		-	-	-		-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All	-		-	-	-	-	_		_	-	-	-	-	-	-	-
	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

						A		Desifie	Two or		Non						
		Commun	African	Hispanic	White	American Indian	Acien	Pacific Islander	More	Econ	Econ Disadv	CWD	CWOD	EL	Mala	Famala	Miaro
on-Participati	on Rate	Campus	American	HISPANIC	white	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migra
All Subjects	All	*	-	_	_	_	_	_	*	*	_	_	*	_	*	_	_
All Oubjeets	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	- *	-	-	-	-	-	-	-	-
	Male	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	All	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-
	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	-	-	-	-	-	*	*	-	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Students																
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	results are m				rotect st	udent confid	dentiality	<i> </i> .									
	zero observa				101001 31		iciniality	<i>.</i>									

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.

		- ()				Indian or		B	Two or			Students with Disabilitie
		Total students	African American	Hispanic	White	Alaska Native	Asian	Pacific Islander	More Races	EL	with Disabilities	(Section 504)
Students Without Disabilities		otudonio		mopuno			7101011	lolulluol			2.00.0	
n-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	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	Total											
School-Related Allesis	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	IOLAI											
Referrals to Law Enforcement			*	*	*	*			*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*		*	*	*		
	Total		~	-	<u>^</u>	-	<u>^</u>	^	*			
Students With Disabilities n-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	iotai											
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
with Educational Services	Female	*	*	*	*	*	*	*	*	*		*
		*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male		*		÷	*	÷		-	<u>,</u>		*
	Female	*	*	*	*	*	*	*	*	*		*

									_			Students
		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students I with Disabilities	with Disabilities (Section 504)
	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	38	5	20	11	*	*	*	*	*	5	*
	Female	49	*	23	20	*	*	*	*	*	5	*
	Total	87	7	43	31	*	*	*	*	*	10	*

	Total
ncidents 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	*
llegations 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 1 Islander	Гwo or More Races	EL	Students with Disabilitie
Preschool Programs											
·	Male	68	5	32	26	*	*	*	5	*	8
	Female	67	*	32	26	*	*	*	5	*	*
	Total	135	7	64	52	*	*	*	10	*	10
ccelerated 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.

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	3.0	9.7%	
Teachers Teaching with Emergency or Provisional Credentials	0.0	-	
Teacher Who Are Not Teaching in the Subject or Field for Which the eacher is Certified or Licensed	1.6	5.5%	

		All So	chool
		Number	Percent
2	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

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.

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.

Grade 3 Reading 6,019 1% 7 2% - - Mathematics 6,020 1% 7 2% - - Grade 4 Reading 6,061 1% 8 2% - - Mathematics 6,056 1% 8 2% - - Mathematics 6,056 1% 8 2% - - Grade 5 Reading 6,162 2% 9 2% - - Mathematics 6,160 1% 9 2% - - Science 6,164 1% 9 2% - - Grade 6 Reading 5,678 1% . . - - Mathematics 5,677 1% . . . - - Mathematics 5,677 1% Mathematics 5,678 1% 10 2% Grade 8 5,087 2% 8		State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Attended 6,020 1% 7 2% . Grade 4 6,061 1% 8 2% . . Mathematics 6,056 1% 8 2% . . Grade 5 6,061 1% 8 2% . . Grade 5 6,056 1% 8 2% . . Grade 5 6,162 2% 9 2% . . Grade 6 6,162 2% 9 2% . . Mathematics 6,160 1% 9 2% . . Science 6,164 1% 9 2% . . Mathematics 5,677 1% Grade 7 5,298 1% 10 2% Mathematics 5,087 2% 8 2% . . . Scienco 5,087 2% 8 3% . . . <t< td=""><td></td><td>C 040</td><td>40/</td><td>7</td><td>00/</td><td></td><td></td></t<>		C 040	40/	7	00/		
Grade 4 Reading6.0611%82%.Mathematics6.0561%82%Grade 5 Reading6.1622%92%Mathematics6.1601%92%Science6.1641%92%Grade 6 Reading5.6781%%Mathematics5.6771%Grade 7 Reading5.2981%102%Mathematics5.6771%Grade 7 Reading5.2981%102%Mathematics5.0871%82%Grade 8 Reading5.0871%82%Science5.0871%82%English II4.5661%Algebra 14.8841%61%Biology4.8611%1292% <td>Reading</td> <td>6,019</td> <td>1%</td> <td>7</td> <td>2%</td> <td>-</td> <td>-</td>	Reading	6,019	1%	7	2%	-	-
Reading 6,061 1% 8 2% . . Mathematics 6,056 1% 8 2% . . Grade 5 Reading 6,162 2% 9 2% . . Mathematics 6,160 1% 9 2% . . Science 6,164 1% 9 2% . . Grade 6 Reading 5,678 1% Mathematics 5,677 1% Grade 7 Reading 5,298 1% 10 3% . . . Mathematics 5,294 1% 10 2% . . . Grade 8 Reading 5,087 1% 8 2% . . . Mathematics 5,087 1% 8 2% End of Course 5,087 1% 6 1% Alge	Mathematics	6,020	1%	7	2%	-	-
Authematics $6,056$ 1% 8 2% $-$ Grade 5 Reading $6,162$ 2% 9 2% $-$ Mathematics $6,160$ 1% 9 2% $-$ Science $6,164$ 1% 9 2% $-$ Grade 6 Reading $5,678$ 1% 0 2% $-$ Grade 7 Reading $5,677$ 1% \cdot \cdot $-$ Mathematics $5,677$ 1% 10 3% $ -$ Grade 7 Reading $5,298$ 1% 10 2% $ -$ Grade 8 Reading $5,088$ 1% 8 2% $ -$ Mathematics $5,087$ 2% 8 3% $ -$ Grade 8 Reading $5,087$ 2% 8 2% $ -$ Mathematics $5,087$ 2% 8 3% $ -$ Science $5,087$ 2% 8 3% $ -$ English I $4,888$ 1% 6 1% $ -$ Algebra I $4,884$ 1% 6 1% $ -$ Algebra I $4,884$ 1% 6 1% $ -$ Algebra I $4,861$ 1% 129 2% $ -$ Algebra I $4,3730$ 1% 52 2% $ -$ All Subjects $99,020$ 1% 52 2% $ -$ All Subjects $39,178$ <							
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Reading 6,162 2% 9 2% . Mathematics 6,160 1% 9 2% . . Science 6,164 1% 9 2% . . Grade 6 Reading 5,678 1% Mathematics 5,677 1% Grade 7 Reading 5,298 1% 10 3% . . Mathematics 5,298 1% 10 2% . . Grade 8 Reading 5,088 1% 8 2% . . Mathematics 5,087 2% 8 3% . . Science 5,087 1% 8 2% . . . English I 4,868 1% 6 1% . . . Algebra I 4,861 1% 	Mathematics	6,056	1%	8	2%	-	-
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Grade 6 Reading5.6781% \cdot \cdot $ -$ Mathematics5.6771% \cdot \cdot $ -$ Grade 7 Reading5.2981%103% $ -$ Mathematics5.2941%102% $ -$ Grade 8 Reading5,0881%82% $ -$ Mathematics5,0872%83% $ -$ Science5,0871%82% $ -$ English I4,8681% $ -$ Algebra I4,8641% $ -$ Biology4,8611% $ -$ All Grades All Subjects99,0201% 129 2% $ -$ Mathematics39,1781%52 2% $ -$	Science	6 164	1%	Q	2%	_	-
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All Subjects 99,020 1% 129 2% - - Reading 43,730 1% 56 2% - - Mathematics 39,178 1% 52 2% - -	Biology	4,861	1%	*	*	-	-
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Mathematics 39,178 1% 52 2%	All Subjects	99,020	1%	129	2%	-	-
	Reading	43,730	1%	56	2%	-	-
	Mathematics	39,178	1%	52	2%	-	-
Science 16.112 1% 21 2%	Science	16,112	1%	21	2%	-	-
	Indicates resu	Its are masked due to sr	mall numbers to prot	ect student confidential	ity.		
Indicates results are masked due to small numbers to protect student confidentiality.		observations reported f					

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

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	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	+2	23	*	4
		Two or More Races	33	42	29	31	29	23 30	8	4 11
		Econ Disadv	50	46	32	32	29 16	30 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 Disady	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	25 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
	Mathematics	Overall	30	30	37	36	24	24	9	10
	Wathematics								1	
		Black	44	53	41	34	13	11	-	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	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
'*' Indicat	es reporting standard	ds not met.	
		not applicable for this group.	

Source: TEA Division of Student Assessment

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting