Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: FLOUR BLUFF EL Campus ID: 178914101 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	African			American		Pacific	or More	Econ	Special	(Current and
			Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets		Baseline 2016-17											
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through 2021-											
		22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026- 27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-		4270	40 %	00 %	51%	1070	55%	02 70	43%	3170	3970
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17											
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021-											
		22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026- 27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-		41%	49%	05%	53%	00%	57 %	01%	45%	34%	49%
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
		Baseline 2016-17											
EL Progress		Rates											41%
		2017-18 through 2021-											
		22											42%
		2022-23 through 2026-											4.40/
		27 2027-28 through 2031-											44%
		32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											4070
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-											
		22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-											
		27 2027 28 through 2021	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%
		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
lementary 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%
0	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:

(bb) the methodology by which the State differentiates an 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;

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. TeX 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.

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								
		State	District	Campus	African American	lispani	cWhite	Americar		Pacific Islander				CWD	CWOE) EL Malei	Femalel	Migrant	Homeles	Foster s Care	
TAAR Percent						nopun		, indian	riolali		14000	Liouur	210441					grant		o ouro	
Grade 3	at Appro																				
Reading	All Students	77%		80%	55%	73%	88%	*	*	-	83%	76%	87%	66%	82%	65% 76%	84%	-	*	*	789
	CWD CWOD	51%	66% 82%	66% 82%	- 55%	57% 75%	72% 89%	-	-	-	* 81%	67% 77%	65% 90%	66% -	-	* 67% 63% 78%	64% 85%	-	-	-	* 829
	EL	79%	62% 65%	62% 65%	55%	75% 65%	- 69%	-	*	-	01% *	68%	90% *	*			63%	-	_	-	021
	Male	74%	76%	76%	*	68%	85%	*	*	-	73%	73%	83%	67%		67% 76%	-	-	*	*	75
	Female	79%	84%	84%	*	79%	90%	-	*	-	93%	80%	91%	64%	85%	63% -	84%	-	*	*	82
Mathematics	All Students	77%	78%	78%	58%	74%	82%	*	*	-	86%	73%	87%	61%	80%	67% 76%	80%	-	*	*	87
	CWD	52%		61%	*	50%	78%	-	-	-	*	57%	68%	61%	-	* 61%	62%	-	-	-	*
	CWOD		80%	80%	64%	79%	83%	*	*	-	85%	75%	91%	-		76% 79%	81%	-	*	*	86
	EL	74%	67%	67%	-	67%	-	-	*	-	720/	70%	*	×		67% 67%	67%	-	-	-	-
	Male Female	77% 78%	76% 80%	76% 80%	*	73% 77%	84% 81%	-	*	-	73% 100%	72% 75%	87% 88%	61% 62%	79% 81%	67%76% 67% -	80%	-	*	*	83 91
Grade 4																					
Reading	All Students	72%	83%	83%	70%	85%	80%	-	100%	*	79%	78%	91%	56%	86%	67% 82%	84%	-	*	*	96
	CWD	46%	56%	56%	*	62%	53%	-	*		*	50%	67%	56%	-	* 57%	54%	-	-	-	*
	CWOD		86%	86%	78%	87%	84%	-	100%	*	82%	81%	93%	-	86%	83% 85%	86%	-	*	*	100
	EL	60%	67%	67%	-	63%	-	-	-	-	*	63%	*	*			*	-	-	-	,
	Male	70%	82%	82%	83%	84%	79%	-	*	*	78%	74%	94%	57%	85%	* 82%	-	-	-	*	90
	Female	75%	84%	84%	*	87%	82%	-	*	-	80%	81%	88%	54%	86%	* -	84%	-	*	-	10
Mathematics	All Students	77%	82%	82%	70%	81%	82%	-	100%	*	88%	79%	88%	43%	88%	62% 82%	83%	-	*	*	88
	CWD	49%	43%	43%	*	40%	45%	-	*	-	*	38%	58%	43%	-	* 45%	38%	-	-	-	,
	CWOD		88%	88%	78%	86%	88%	-	100%	*	100%	86%	91% *	-		86% 89%	87% *	-	*	*	95
	EL Male	72% 77%	62% 82%	62% 82%	- 83%	55% 80%	- 83%	-	*	*	。 82%	58% 77%	89%	45%	86% 89%	62% * * 82%	^	-	-	-	73
	Female		83%	83%	*	82%	82%		*		93%	80%	88%	38%	87%	* -	- 83%		*		10
Grade 3																					
Reading	All Students	43%	42%	42%	18%	38%	49%	*	*	-	38%	35%	57%	37%	43%	10% 40%	45%	-	*	*	57
	Students CWD	28%	37%	37%	-	29%	39%	*	*	-	*	33%	41%	37%	-	* 33%	45%	-	*	*	
	Students CWD CWOD	28% 44%	37% 43%	37% 43%	- 18%	29% 39%	39% 51%	* - *	* - *	- - -	* 33%	33% 35%			- 43%	* 33% 13% 41%	45% 45%	-	* - *	* - *	
	Students CWD CWOD EL	28% 44% 32%	37% 43% 10%	37% 43% 10%	-	29% 39% 6%	39% 51% -	* - * -	* - * *	-	* 33% *	33% 35% 11%	41% 59% *	37% - *	- 43% 13%	* 33% 13% 41% 10% 8%	45% 45% 13%	-	* - * -	* - * -	59
	Students CWD CWOD	28% 44% 32% 40%	37% 43%	37% 43%	18%	29% 39%	39% 51%	* - * - *	* - * * *		* 33%	33% 35%	41%	37%	- 43%	* 33% 13% 41% 10% 8% 8% 40%	45% 45%	- - - -	* - * - *	* - * - *	59 50
Mathematics	Students CWD CWOD EL Male Female	28% 44% 32% 40%	37% 43% 10% 40% 45%	37% 43% 10% 40%	- 18% - *	29% 39% 6% 34%	39% 51% - 50%	* - * - *	* - * * * *		* 33% * 20%	33% 35% 11% 34%	41% 59% * 52%	37% - 33%	- 43% 13% 41% 45%	* 33% 13% 41% 10% 8% 8% 40%	45% 45% 13%	-	* - * * *	* - * - * *	59 50 64
Mathematics	Students CWD CWOD EL Male Female All Students	28% 44% 32% 40% 45% 46%	37% 43% 10% 40% 45% 44%	37% 43% 10% 40% 45% 44%	- 18% - * * 8%	29% 39% 6% 34% 42% 43%	39% 51% - 50% 49% 47%	* - * - * -	* - * * *	- - - -	* 33% * 20% 57% 34%	33% 35% 11% 34% 36% 35%	41% 59% * 52% 61% 60%	37% - 33% 45% 37%	- 43% 13% 41% 45% 45%	* 33% 13% 41% 10% 8% 8% 40% 13% - 19% 45%	45% 45% 13% - 45% 41%	-	* - * *	* - * - * *	59 50 64 43
Mathematics	Students CWD CWOD EL Male Female All Students CWD	28% 44% 32% 40% 45% 46% 30%	37% 43% 10% 40% 45% 44% 37%	37% 43% 10% 40% 45% 44% 37%	- 18% - * * 8%	29% 39% 6% 34% 42% 43% 25%	39% 51% 50% 49% 47% 50%	* - * - * - *	* - * * * * - *	-	* 33% 20% 57% 34%	33% 35% 11% 34% 36% 35% 30%	41% 59% * 52% 61% 60% 47%	37% - 33% 45%	- 43% 13% 41% 45% 45%	* 33% 13% 41% 10% 8% 8% 40% 13% - 19% 45% * 39%	45% 45% 13% 45% 41% 31%	-	* - * - * *	* - * * * *	, 59 - 50 64 43
Mathematics	Students CWD CWOD EL Male Female All Students	28% 44% 32% 40% 45% 46% 30% 48%	37% 43% 10% 40% 45% 44% 37% 45%	37% 43% 10% 40% 45% 44% 37% 45%	- 18% - * * 8%	29% 39% 6% 34% 42% 43% 25% 47%	39% 51% - 50% 49% 47%	* - * - * - * - *	* - * * * - * *	-	* 33% * 20% 57% 34%	33% 35% 11% 34% 36% 35% 30% 36%	41% 59% * 52% 61% 60%	37% - 33% 45% 37%	- 43% 13% 41% 45% 45% -	* 33% 13% 41% 10% 8% 8% 40% 13% - 19% 45% * 39% 24% 47%	45% 45% 13% - 45% 41%	· · · ·	* - * - * - *	* - * - * - * -	, 59 - 50 64 43
Mathematics	Students CWD CWOD EL Male Female All Students CWD CWOD	28% 44% 32% 40% 45% 46% 30%	37% 43% 10% 40% 45% 44% 37%	37% 43% 10% 40% 45% 44% 37%	- * * 8% * 9% - *	29% 39% 6% 34% 42% 43% 25%	39% 51% 50% 49% 47% 50% 47%	* - * - * - *	* -* * * -* *	-	* 33% 20% 57% 34%	33% 35% 11% 34% 36% 35% 30%	41% 59% * 52% 61% 60% 47%	37% - 33% 45% 37%	43% 13% 41% 45% 45% - 45% 24%	* 33% 13% 41% 10% 8% 8% 40% 13% - 19% 45% * 39% 24% 47%	45% 45% 13% - 45% 41% 31% 42%		* - * - * * - * - *	* - * * - * - *	59 50 64 43
Mathematics	Students CWD CWOD EL Male Female All Students CWD CWOD EL	28% 44% 32% 40% 45% 46% 30% 48% 39% 47%	37% 43% 10% 40% 45% 44% 37% 45% 19%	37% 43% 10% 40% 45% 44% 37% 45% 19%	18% - * * 8% - 9% -	29% 39% 6% 34% 42% 43% 25% 47% 17%	39% 51% - 50% 49% 47% 50% 47%	* - * - * - * - * - *	* -* * * * -* * *	-	* 33% 20% 57% 34% * 30%	33% 35% 11% 34% 36% 35% 30% 36% 20%	41% 59% 52% 61% 60% 47% 62%	37% - 33% 45% 37% 37% - -	43% 13% 41% 45% 45% - 45% 24%	* 33% 13% 41% 10% 8% 8% 40% 13% - 19% 45% * 39% 24% 47% 19% 25% 25% 45%	45% 45% 13% - 45% 41% 31% 42%	-	* -* -* * -* *	* -* * * -* - * *	59 50 64 43 45 42
Mathematics	Students CWD EL Male Female All Students CWD CWOD EL Male Female	28% 44% 32% 40% 45% 46% 30% 48% 39% 47% 45%	37% 43% 10% 40% 45% 44% 37% 45% 19% 45% 41%	37% 43% 10% 40% 45% 44% 37% 45% 19% 45% 41%	18% - * * 8% - 9% - * *	29% 39% 6% 34% 42% 43% 25% 47% 17% 47% 38%	39% 51% 50% 49% 47% 50% 47%	* * * * * * * *	* - * * * * * * * * * *		* 33% 20% 57% 34% * 30% * 27% 43%	33% 35% 11% 34% 36% 35% 30% 36% 20% 41% 29%	41% 59% 52% 61% 60% 47% 62% * 55% 65%	37% - 33% 45% 37% 37% - 39% 31%	43% 13% 41% 45% 45% - 45% 24% 47% 42%	* 33% 13% 41% 10% 8% 8% 40% 13% - 19% 45% * 39% 24% 47% 19% 25% 25% 45%	45% 45% 13% 45% 41% 31% 42% 11% - 41%	-	* - * - * * - * - *	* -* * * -* * *	59 50 64 43 , 45 42 45
Mathematics Grade 4 Reading	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students	28% 44% 32% 40% 45% 46% 30% 48% 39% 47% 45%	37% 43% 40% 45% 44% 37% 45% 19% 45% 41% 53%	37% 43% 10% 40% 45% 44% 37% 45% 45% 41% 53%	- * * 8% * 9% - *	29% 39% 6% 34% 42% 43% 25% 47% 17% 47% 38%	39% 51% 50% 49% 47% 50% 47% - 48% 47% 59%	* - * - * - * - * - * - * - * - * - * -	* * * * * * * * * * *		* 33% 20% 57% 34% * 30% 27%	33% 35% 11% 34% 36% 35% 30% 36% 20% 41% 29%	41% 59% 52% 61% 60% 47% 62% 55% 65% 67%	37% - 33% 45% 37% 37% - 39% 31% 33%	43% 13% 41% 45% 45% - 45% 24% 47% 42%	* 33% 13% 41% 10% 8% 8% 40% 13% - 19% 45% * 39% 24% 47% 19% 25% 25% 45% 11% - 11% 53%	45% 45% 45% 41% 31% 42% 11% - 41% 53%	-	* - * * * *	* -* -* * -* * *	59 50 64 43 , 45 42 45
Mathematics Grade 4 Reading	Students CWD EL Male Female All Students CWD EL Male Female All Students CWD	28% 44% 32% 40% 45% 46% 30% 48% 39% 47% 45% 45% 28%	37% 43% 10% 40% 45% 44% 37% 45% 19% 45% 41% 53% 33%	37% 43% 10% 45% 44% 37% 45% 19% 45% 41% 53% 33%	18% - - * 8% - - * 30% -	29% 39% 6% 34% 42% 43% 25% 47% 17% 47% 38% 49% 31%	39% 51% 50% 49% 47% 50% 47% - 48% 47% 59% 37%	*	*		* 33% 20% 57% 34% * 30% 27% 43% 46% *	33% 35% 11% 34% 36% 35% 30% 36% 20% 41% 29% 45% 29%	41% 59% * 52% 61% 60% 47% 62% * 55% 65% 67% 42%	37% - 33% 45% 37% 37% - 39% 31% 33%	43% 13% 41% 45% 45% 24% 47% 42% 55%	* 33% 13% 41% 10% 8% 8% 40% 13% - 19% 45% * 39% 24% 47% 19% 25% 45% 11% - 11% 53% * 39%	45% 45% 45% 41% 31% 42% 11% 41% 53% 23%		* - * * * * * * *	* -* -* * -* * -*	599 500 64 43 45 42 45 42 45 71
Mathematics Grade 4 Reading	Students CWD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWD CWD	28% 44% 32% 40% 45% 46% 30% 48% 39% 47% 45% 45% 28% 47%	37% 43% 40% 45% 44% 37% 45% 19% 45% 41% 53% 33% 55%	37% 43% 10% 40% 45% 44% 37% 45% 41% 53% 33% 55%	18% - * * 8% - 9% - * *	29% 39% 6% 42% 43% 25% 47% 17% 47% 38% 49% 31% 51%	39% 51% 50% 49% 47% 50% 47% 59% 37% 62%	•	* * * * * * * * * * * * * * * * * *	-	* 33% 20% 57% 34% * 30% * 27% 43%	33% 35% 11% 34% 36% 35% 30% 36% 20% 41% 29% 45% 29% 45%	41% 59% 52% 61% 60% 47% 62% 55% 65% 67%	37% - 33% 45% 37% 37% - 39% 31% 33%	- 43% 13% 41% 45% 45% 24% 42% 55% - 55%	* 33% 13% 41% 10% 8% 8% 40% 13% - 19% 45% * 39% 24% 47% 19% 25% 25% 45% 11% - 11% 53% * 39% 0% 55%	45% 45% 45% 41% 31% 42% 11% - 41% 53%		* * * * * *	* -* -* * -* -* -* -* -	, 59 - 50 64 43 , 45 - 42 45 71 , 79
Mathematics Grade 4 Reading	Students CWD EL Male Female All Students CWD EL Male Female All Students CWD	28% 44% 32% 40% 45% 46% 30% 48% 39% 47% 45% 45% 28% 47% 29%	37% 43% 40% 45% 44% 37% 45% 45% 41% 53% 33% 55% 11%	37% 43% 10% 45% 44% 37% 45% 19% 45% 41% 53% 33%	18% - - * * * 8% - * * * * 30% * 33%	29% 39% 6% 34% 42% 43% 25% 47% 17% 47% 38% 49% 31%	39% 51% 50% 49% 47% 50% 47% - 48% 47% 59% 37%	•	* 67%		* 33% 20% 57% 34% * 30% * 27% 43% 46% * 50%	33% 35% 11% 34% 36% 35% 30% 36% 20% 41% 29% 45% 29%	41% 59% 52% 61% 60% 47% 62% 55% 65% 67% 42% 69%	37% 	- 43% 13% 41% 45% 24% 45% 24% 47% 42% 55% - 55% 0%	* 33% 13% 41% 10% 8% 8% 40% 13% - 19% 45% * 39% 24% 47% 19% 25% 45% 11% - 11% 53% * 39%	45% 45% 45% 41% 31% 42% 11% 41% 53% 23%		* * * * * * * * * * *	* -* -* * -* -* -* -*	599 500 64 43 45 45 42 45 71 , 79
Mathematics Grade 4 Reading	Students CWD EL Male Female All Students CWD CWOD EL All Students CWD CWOD EL	28% 44% 32% 40% 45% 46% 30% 45% 45% 45% 45% 45% 28% 47% 29% 43%	37% 43% 10% 45% 44% 37% 45% 45% 45% 41% 53% 33% 55% 11% 53%	37% 43% 10% 40% 45% 44% 37% 45% 41% 53% 33% 55% 11%	18% - * * * * * * * * * * * * * * * * * *	29% 39% 6% 34% 42% 43% 25% 47% 17% 47% 38% 49% 31% 51% 13%	39% 51% 49% 47% 50% 47% 47% 59% 37% 62%		* 67%	-	* 33% 57% 34% * 30% * 27% 43% 46% * 50%	33% 35% 11% 34% 36% 35% 30% 36% 20% 41% 29% 45% 29% 45% 29% 13%	41% 59% 52% 61% 60% 47% 62% 55% 65% 67% 42% 69%	37% - 33% 45% 37% 37% - 37% - 33% 33% 33% - - -	- 43% 13% 41% 45% 24% 45% 24% 47% 42% 55% - 55% 0%	* 33% 13% 41% 10% 8% 8% 40% 13% - 19% 45% * 39% 24% 47% 19% 25% 45% 11% - 11% 53% * 39% 0% 55%	45% 45% 13% 45% 41% 31% 42% 11% 53% 53% 55%		* - * * * * * * * * * *	* _* _* * _* _* _* _* _* _*	595 500 644 43 45 42 45 71 , 795 500
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	Female		24%	24%	*	23%	28%	-	*	-	21%	16%	40%	18%	25%	0%	-	24%	-	*	*	279
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Grade 4																						
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ę	Students CWD	11%	14%	14%	*	15%	9%	-	*	-	*	14%	17%	14%	-	* .	15%	13%		_	-	*
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II Grades	All	77%	83%	81%	63%	78%	83%	*	100%	*	84%	76%	88%	56%	84%	65%	79%	83%		88%	83%	87
	Students	11/0	00 /0	01/0		10/0	0070		100 /0		0-770	1070	00 /0	5070	0+70	0070	. 0 /0	5570	-	0070	0070	07
		45%	54%	56%	*	51%	61%	-	*	-	60%	51%	65%	56%	-	41%		53%	-	-	-	67
	CWOD EL	80% 60%	87% 54%	84% 65%	68%	82% 63%	86%	*	100%	*	87% *	80% 66%	91% *	-		74% 8 65% 8		85% 75%	-	88%	83%	90 *
		74%	81%	79%	77%	76%	83%	*	100%	*	76%	74%	88%	57%		59%		-	-	*	*	80
	Female	79%	85%	83%	48%	82%	84%	-	100%	-	91%	79%	89%	53%	85%	75%	-	83%	-	100%	*	94
Reading	All	73%	81%	81%	62%	79%	84%	*	100%	*	81%	77%	89%	61%	84%	66%	79%	84%	-	*	*	87
0	Students														0.70			0.70				
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	Female	77%	84%	84%	*	83%	86%	-	100%	-	86%	81%	89%	58%	86%	73%	-	84%	-	*	*	92
Mathematics	All	80%	85%	80%	64%	78%	82%	*	100%	*	87%	76%	88%	52%	84%	65%	79%	81%	-	*	*	88
:	Students	500/	000/	500/	*	400/	000/		*		*	400/	050/	500/			- 40/	400/				*
	CWD CWOD	52% 83%	60% 89%	52% 84%	70%	46% 82%	60% 85%	- *	100%	*	92%	46% 80%	65% 91%	52% -	- 84%	79%	54% 84%	48% 84%	1	*	*	90
	EL	70%	67%	65%	-	62%	-	-	*	-	*	66%	*	*				77%	-	-	-	*
	Male Female	78%	84% 87%	79% 81%	73% 55%	76% 80%	83% 82%	*	100% 100%	*	77% 97%	74% 78%	88% 88%	54% 48%				- 81%	-	*	*	78 96
	remale	02 70	07 70	0170	55%	00%	0270	-	100 %	-	9170	1070	00 70	40 70	04 70	// 70	-	0170	-			90
AAR Percent	at Meets	Grad	e Level	or Abov	/e																	
Il Grades All Subjects	All	47%	54%	46%	21%	42%	52%	*	76%	*	37%	38%	60%	31%	48%	16%	47%	45%		50%	33%	56
	Students		UH /0			+∠ 70	JZ 70		1070		51 /0	JU /0	00 %	J 1 70		10704	- <i>11 /</i> 0		-	50 /0	JJ 70	50
	CWD			31%	*	24%	36%	-	*	-	40%	26%	42%	31%	-	18%		28%	-	-	-	33
	CWOD EL	50% 26%	57% 20%	48% 16%	23%	45% 13%	54% -	-	72%	*	37%	40% 17%	62% *	- 18%		15% 4 16% ⁻		46% 13%	2	50%	33%	59 *
			20% 53%	47%	36%	42%	- 54%	*	64%	*	32%	38%	61%	33%	49%	18%	47%	-	-	*	*	47
		45%		45%	5%	42%	49%	-	90%	-	41%	38%	58%	28%	46%	13%	-	45%	-	67%	*	64
			56%							•	42%	40%	62%	35%	49%	10%	46%	49%		*	*	64
Readino	Male Female		56% 53%	48%	24%	43%	54%	*	70%				/ 0			- /0						
Reading	Male Female All Students	50% 46%	53%					*	70%	-								000/	-	-	-	* 68
	Male Female All Students CWD	50% 46% 22%	53% 27%	35%	*	29%	38%	* - *	*	-	*	31% 40%	41% 64%	35%	- 10%	* :		33% 50%		*		68
	Male Female All Students	50% 46% 22%	53%					* - * -	70% * 67% *	- * -	* 41%	31% 40% 11%	41% 64% *	35% - *	- 49% 9%		48%	33% 50% 9%	2	*	-	
	Male Female All Students CWD CWOD EL Male	50% 46% 22% 48% 21% 41%	53% 27% 56% 16% 49%	35% 49% 10% 46%	* 25% - 36%	29% 45% 8% 40%	38% 56% - 56%	* - * -	* 67% * 60%	- * - *	* 41% 29%	40% 11% 38%	64% * 61%	- * 36%	49% 9% 48%	9% 10% 11%	48% 11% 46%	50% 9% -	-	* - *	- *	
	Male Female All Students CWD CWOD EL	50% 46% 22% 48% 21% 41%	53% 27% 56% 16%	35% 49% 10%	* 25% -	29% 45% 8%	38% 56% -	* - * - *	* 67% *	- * - *	* 41% *	40% 11%	64% *	- * 36%	49% 9%	9% 10% 11%	48% 11%	50% 9%	- - -	* - *	- * *	
	Male Female All Students CWD CWOD EL Male Female	50% 46% 22% 48% 21% 41%	53% 27% 56% 16% 49% 58%	35% 49% 10% 46%	* 25% - 36%	29% 45% 8% 40%	38% 56% - 56%	* - * - *	* 67% * 60%	- * - *	* 41% 29%	40% 11% 38%	64% * 61% 63%	- * 36%	49% 9% 48% 50%	9% 10% 11% 9%	48% 11% 46% -	50% 9% - 49%	-	* - * *	- * *	76
Mathematics	Male Female All Students CWD CWOD EL Male Female All Students	50% 46% 22% 48% 21% 41% 50% 48%	53% 27% 56% 16% 49% 58% 54%	35% 49% 10% 46% 49% 44%	* 25% - 36% * 18%	29% 45% 8% 40% 47% 41%	38% 56% 56% 52% 49%	-	* 67% * 60% 80% 82%	- * - *	* 41% 29% 52% 33%	40% 11% 38% 41% 37%	64% * 61% 63% 57%	- 36% 33% 29%	49% 9% 48% 50%	9% 10% 11% 9% 21%	48% 11% 46% - 47%	50% 9% 49% 41%	-	* - * *	- * *	76 48
Mathematics	Male Female All Students CWD CWOD EL Male Female All Students CWD	50% 46% 22% 48% 21% 41% 50% 48% 26%	53% 27% 56% 16% 49% 58% 54% 30%	35% 49% 10% 46% 49% 44% 29%	* 25% - 36% * 18% *	29% 45% 8% 40% 47% 41% 21%	38% 56% 56% 52% 49% 35%	-	* 67% * 60% 80% 82%	- * - * -	* 41% 29% 52% 33%	40% 11% 38% 41% 37% 22%	64% * 61% 63% 57% 42%	- * 36% 33%	49% 9% 48% 50% 46%	9% 10% 11% 9% 21%	48% 11% 46% - 47% 30%	50% 9% 49% 41% 24%	-	* - * * -	- * * - *	76 48 *
Mathematics	Male Female All Students CWD CWOD EL All Students CWD CWOD EL	50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33%	53% 27% 56% 16% 49% 58% 54% 30%	35% 49% 10% 46% 49% 44% 29% 46% 21%	* 25% 36% * 18% * 20%	29% 45% 8% 40% 47% 41%	38% 56% 52% 49% 35% 51%	-	* 67% * 60% 80% 82% * 78%	- * - * - *	* 41% 29% 52% 33% * 33%	40% 11% 38% 41% 37% 22% 39% 22%	64% * 61% 63% 57% 42% 59% *	- 36% 33% 29% 29% -	49% 9% 48% 50% 46% - 46% 21%	9% 4 10% 1 11% 4 9% 2 21% 4 21% 2 21% 2	48% 11% 46% - 47% 30% 50% 24%	50% 9% 49% 41%	-	* - * * - *	- * * - *	76 48 * 50
Mathematics	Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male	50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47%	53% 27% 56% 16% 49% 58% 54% 30% 57% 26% 53%	35% 49% 10% 46% 49% 44% 29% 46% 21% 47%	* 25% 36% * 18% * 20% 36%	29% 45% 8% 40% 47% 41% 21% 44% 17% 44%	38% 56% 52% 49% 35% 51%	- * - * -	* 67% 80% 82% * 78% * 67%	- * - * - *	* 41% 29% 52% 33% * 33% 35%	40% 11% 38% 41% 37% 22% 39% 22% 39%	64% * 61% 63% 57% 42% 59% * 61%	- 36% 33% 29% 29% - 30%	49% 9% 48% 50% 46% - 46% 21% 50%	9% 4 10% 1 11% 4 9% 21% 4 21% 2 21% 2 21% 2	48% 11% 46% - 47% 30% 50% 24% 47%	50% 9% 49% 41% 24% 43% 15%	-	* - * * * - * *	- * * - * - * *	76 48 50 43
Mathematics	Male Female All Students CWD CWOD EL All Students CWD CWOD EL	50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47%	53% 27% 56% 16% 49% 58% 54% 30% 57% 26% 53%	35% 49% 10% 46% 49% 44% 29% 46% 21%	* 25% 36% * 18% * 20%	29% 45% 8% 40% 47% 41% 21% 44% 17%	38% 56% 52% 49% 35% 51%	- * - * -	* 67% * 60% 80% 82% * 78%	- * - * - * - * -	* 41% 29% 52% 33% * 33%	40% 11% 38% 41% 37% 22% 39% 22%	64% * 61% 63% 57% 42% 59% * 61%	- 36% 33% 29% 29% -	49% 9% 48% 50% 46% - 46% 21% 50%	9% 4 10% 1 11% 4 9% 21% 4 21% 2 21% 2 21% 2	48% 11% 46% - 47% 30% 50% 24% 47%	50% 9% 49% 41% 24% 43% 15%	· · ·	* - * * - * *	- * * - * - * *	76 48 50 43
Mathematics	Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	50% 46% 22% 48% 21% 50% 41% 50% 48% 26% 51% 33% 47%	53% 27% 56% 16% 49% 58% 54% 30% 57% 26% 53% 54%	35% 49% 10% 46% 49% 44% 29% 46% 21% 47% 41%	* 25% 36% * 18% * 20% 36%	29% 45% 8% 40% 47% 41% 21% 44% 17% 44%	38% 56% 52% 49% 35% 51%	- * - * -	* 67% 80% 82% * 78% * 67%	- * - * - * -	* 41% 29% 52% 33% * 33% 35%	40% 11% 38% 41% 37% 22% 39% 22% 39%	64% * 61% 63% 57% 42% 59% * 61%	- 36% 33% 29% 29% - 30%	49% 9% 48% 50% 46% - 46% 21% 50%	9% 4 10% 1 11% 4 9% 21% 4 21% 2 21% 2 21% 2	48% 11% 46% - 47% 30% 50% 24% 47%	50% 9% 49% 41% 24% 43% 15%	-	* - * * - * - *	- * * - * *	76 48 50 43
Mathematics	Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49%	53% 27% 56% 16% 49% 58% 54% 30% 57% 26% 53% 54%	35% 49% 10% 46% 49% 44% 29% 46% 21% 47% 41% el	* 25% - 36% * 18% * 20% - 36% 0%	29% 45% 8% 40% 47% 41% 21% 44% 38%	38% 56% 52% 49% 35% 51% - 52% 47%	- * - * -	* 60% 80% 82% * 78% 67% 100%	- * - * - * - *	* 41% 29% 52% 33% * 33% 35% 31%	40% 11% 38% 41% 37% 22% 39% 32% 39% 35%	64% * 61% 63% 57% 42% 59% * 61% 54%	- 36% 33% 29% - 29% - 30% 24%	49% 9% 48% 50% 46% 21% 50% 43%	9% 4 10% 2 11% 4 9% 21% 4 21% 4 21% 2 21% 2 21% 2 24% 4 15%	48% 11% 46% - 47% 30% 50% 24% 47% -	50% 9% - 49% 41% 24% 43% 15% - 41%		* - * * - * *	- * * * *	76 48 50 * 43 52
Mathematics AAR Percent JI Grades All Subjects	Male Female All Students CWD CWOD EL Male Female All Students CWOD EL Male Female All All Students All Students	50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 48% 47% 49% rs Gra 21%	53% 27% 56% 16% 49% 58% 54% 30% 57% 26% 53% 54%	35% 49% 10% 46% 49% 44% 29% 46% 21% 41% el 23%	* 25% 36% * 18% * 20% - 36% 0%	29% 45% 40% 47% 41% 21% 44% 38%	38% 56% 52% 49% 35% 52% 47%	- * - * -	* 67% 80% 82% * 78% * 67%	- * - * - * - *	* 41% 29% 52% 33% * 33% 31%	40% 11% 38% 41% 37% 22% 39% 22% 39%	64% * 61% 63% 57% 42% 59% * 61% 54%	- 36% 33% 29% 29% - 30% 24%	49% 9% 48% 50% 46% 21% 50% 43%	9% 4 10% 2 11% 4 9% 21% 4 21% 4 21% 2 21% 2 21% 2 24% 4 15%	48% 11% 46% - 47% 30% 50% 24% 47% -	50% 9% 49% 41% 24% 43% 15%	-	* - * * * * *	- * * - * * 33%	76' 48' 50' 43' 52' 32'
Mathematics AAR Percent VII Grades All Subjects	Male Female All Students CWD CWOD EL Male Female All Students CWD EL Male Female at Maste All Students CWD	50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49% rs Gra 21% 8%	53% 27% 56% 16% 49% 58% 54% 30% 57% 26% 53% 53% 53% 54% 24% 24% 10%	35% 49% 46% 46% 29% 44% 21% 21% 47% 41% el 23% 12%	* 25% 36% * 18% * 20% 36% 0% 7%	29% 45% 8% 40% 47% 41% 21% 17% 44% 38% 21%	38% 56% 52% 49% 35% 51% 52% 47% 27% 8%	-	* 67% * 80% * 82% * 78% 67% 100%	· · · · · · · · · · · · · · · · · · ·	* 41% 29% 52% 33% * 33% 35% 31% 18% 20%	40% 11% 38% 41% 37% 22% 39% 22% 39% 35% 17%	64% * 61% 63% 57% 42% 59% * 61% 54% 35% 15%	- 36% 33% 29% - - 30% 24% 12%	49% 9% 48% 50% 46% 21% 50% 43% 25% -	9% 4 10% 2 11% 4 9% 2 21% 4 21% 2 21% 2 24% 4 15% 2 5% 2 12% 2	48% 11% 46% - 47% 30% 50% 24% 47% -	50% 9% 49% 41% 24% 43% 15% - 41% 24% 15%	-	-	-	50° 76° 48° * 50° * 43° 52° 32°
Mathematics AAR Percent VII Grades All Subjects	Male Female All Students CWD CWOD EL Male Female All Students CWD EL Male Female All Students CWD CWOD CWOD	50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49% rs Gra 21% 8% 23%	53% 27% 56% 16% 58% 54% 30% 57% 26% 53% 54% 26% 24% 10% 26%	35% 49% 10% 46% 49% 44% 29% 46% 21% 47% 41% el 23% 12% 25%	* 25% 36% * 18% * 20% - 36% 0%	29% 45% 8% 40% 47% 41% 21% 44% 38% 21% 21% 23%	38% 56% 52% 49% 35% 52% 47%	-	* 60% 80% 82% * 78% 67% 100%	· · · · · · · · · · · · · · · · · · ·	* 41% 29% 52% 33% * 33% 31%	40% 11% 38% 41% 37% 22% 39% 22% 39% 35% 17% 10% 18%	64% * 61% 63% 57% 42% 59% * 61% 54%	- 36% 33% 29% - 30% 24% 12% -	49% 9% 48% 50% 46% 21% 50% 43% 25% - 25%	9% 4 10% 2 11% 4 9% 21% 4 21% 2 21% 2 21% 2 24% 4 15% 5% 2 12% 2 2% 2	48% 11% 46% - 47% 30% 50% 24% 47% - 23%	50% 9% 49% 41% 24% 43% 15% - 41% 24% 15% 25%		* * * * 13%	- * * - * * 33%	76° 48° 50° 43° 52°
Mathematics AAR Percent VII Grades All Subjects	Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL	50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49% rs Gra 21% 8%	53% 27% 56% 16% 49% 58% 54% 30% 57% 26% 53% 53% 53% 54% 24% 24% 10%	35% 49% 46% 46% 29% 44% 21% 21% 47% 41% el 23% 12%	* 25% - 36% * 20% - 36% 0% 7% * 8%	29% 45% 8% 40% 47% 41% 21% 17% 44% 38% 21%	38% 56% 52% 49% 35% 51% 52% 47% 27% 8% 30%	- * - * -	* 67% 80% 82% * 78% 67% 100% 43% * 33%		* 41% 52% 33% * 33% 35% 31% 18% 20% 17%	40% 11% 38% 41% 37% 22% 39% 22% 39% 35% 17%	64% * 61% 63% 57% 42% 59% * 61% 54% 35% 35% *	- 36% 33% 29% - 30% 24% 12% -	49% 9% 48% 50% 46% 21% 50% 43% 25% 25% 2%	9% 10% 11% 9% 21% 21% 21% 21% 21% 5% 12% 5%	48% 111% 46% - 30% 50% 24% 47% - 23% 11% 25% 8%	50% 9% 49% 41% 24% 43% 15% - 41% 24% 15%	-	-	-	76 48 * 50 * 43 52 32 32 17' 34'

											or		Non									
					African			Americar	ı	Pacific	More	Econ	Econ								Foster	r
		State	District	Campus	American	Hispani	cWhite	Indian	Asian	Islande	Races	Disadv	Disad	/CWD	CWOE) EL	Male	Femalel	Migrant	Homeless	Care	Milita
Reading	All	19%	21%	25%	5%	22%	29%	*	40%	*	23%	18%	37%	10%	26%	0%	21%	28%	-	*	*	329
-	Students																					
	CWD	7%	7%	10%	*	12%	8%	-	*	-	*	8%	14%	10%	-	*	8%	17%	-	-	-	*
	CWOD	20%	23%	26%	5%	23%	32%	*	33%	*	24%	19%	40%	-	26%	0%	24%	29%	-	*	*	349
	EL	7%	3%	0%	-	0%	-	-	*	-	*	0%	*	*	0%	0%	0%	0%	-	-	-	*
	Male	16%	18%	21%	9%	18%	27%	*	20%	*	17%	15%	32%	8%	24%	0%	21%	-	-	*	*	239
	Female	22%	25%	28%	*	27%	31%	-	60%	-	28%	21%	42%	17%	29%	0%	-	28%	-	*	*	409
Mathematics	All	23%	25%	22%	9%	21%	26%	*	45%	*	13%	17%	33%	13%	24%	9%	24%	20%	-	*	*	31
	Students																					
	CWD	10%	14%	13%	*	13%	8%	-	*	-	*	12%	16%	13%	-	*	13%	14%	-	-	-	*
	CWOD	25%	27%	24%	10%	22%	28%	*	33%	*	10%	17%	35%	-	24%	4%	26%	21%	-	*	*	33
	EL	13%	6%	9%	-	7%	-	-	*	-	*	9%	*	*	4%	9%	14%	0%	-	-	-	*
	Male	23%	25%	24%	18%	21%	30%	*	50%	*	12%	19%	34%	13%	26%	14%	624%	-	-	*	*	35
	Female	24%	25%	20%	0%	21%	21%	-	40%	-	14%	14%	31%	14%	21%	0%	-	20%	-	*	*	28

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	66	*	69	63	-	100	*	55	64	74	88
CWD	74	*	80	67	-	-	-	*	76	74	*
CWOD	65	*	69	63	-	100	*	50	63	-	83
EL	88	-	86	-	-	-	-	*	86	*	88
Male	66	*	70	62	-	*	*	61	62	75	*
Female	65	*	69	64	-	*	-	50	66	73	*
Aathematics											
All Students	61	*	62	61	-	*	*	46	59	53	71
CWD	53	*	44	63	-	*	-	*	55	53	*
CWOD	61	*	64	61	-	*	*	50	60	-	79
EL	71	-	65	-	-	*	-	*	68	*	71
Male	64	*	62	68	-	*	*	*	59	55	*
Female	57	*	62	54	-	*	-	54	58	50	*

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 Gradua	ation Rate	(Gr 9-12):	Class of 20	17									
All Students	-		-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
 Indicates results are masked d Indicates there are no students 			o protect stu	dent conf	fidentiality.								

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
	34	6	18%
·*· ''	Indicates results are masked due Indicates zero observations report	to small numbers to protect student cor ed for this group.	fidentiality.

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

	All	African			American			Two or More	Econ	014/5	
		American		White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Student Success (Student Ach	ievement Dor	nain Score	: STAAR Co	omponent	t Only)						
	50		47	- 4	*			40			
STAAR Component Score	50	^	47	54	^	73	^	46	44	33	^
School Quality (College, Caree	r, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
 Indicates results are masket Indicates there are no studen n/a' Indicates the student group 	ents 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.

	All	African			American			Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	N				N	Y	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N				N	N	Y	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N				N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N				N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		Y	N				N	Y	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N	00/0	0070	0.70	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	0470	N	N	0070	0070	0070	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	0070	N	N	10/0	5170	15/0	N	N	N N	N
Targer mer	IN IN		IN	IN IN					IN IN	IN	IN
English Learner Language Prof	iciency Statu	S									
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	00,0	0070	0070	0070	0070	0070	0070	0070	0070	0070	0070
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	5270	3270	52 /0	32 /0	3270	32 /0	5270	32 /0	32 /0	5270	JZ /0
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
	94 70	9470	94 70	94 70	94 70	9470	94 70	94 70	9470	94 70	94 %
Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
			4.0.142		-Bala I		Due feet				
 STAAR Performance and C Blank cells above represer 							e Proficieno	cy uses EL (Cu	irrent).		

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	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	te																
All Subjects	All Students	99%	100%	100%	99%	*	100%	*	100%	100%	99%	100%	99%	100%	99%	100%	-
	CWD	100%		100%	100%	-	*	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	100%	99%	*	100%	*	100%	99%	99%	-	99%	100%	99%	100%	-
	EL	100%	-	100%	-	-	*	-	100%	100%	*	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	99%	*	100%	*	100%	100%	99%	100%	99%	100%	99%	-	-
	Female	100%	100%	99%	100%	-	100%	-	100%	99%	100%	100%	100%	100%	-	100%	-
Reading	All Students	99%	100%	99%	99%	*	100%	*	100%	99%	99%	100%	99%	100%	99%	99%	-
	CWD	100%	*	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	99%	*	100%	*	100%	99%	99%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	-	-	*	-	*	100%	*	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	98%	*	100%	*	100%	100%	99%	100%	99%	100%	99%	-	-
	Female	99%	100%	99%	100%	-	100%	-	100%	99%	100%	100%	99%	100%	-	99%	-
Mathematics	All Students	100%	100%	100%	99%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-

			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus		Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrar
	CWD	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	99%	*	100%	*	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	-	*	-	*	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	*	100%	*	100%	100%	99%	100%	99%	100%	100%	-	-
	Female	100%	100%	99%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ion-Participation	n Rate																
All Subjects	All Students	1%	0%	0%	1%	*	0%	*	0%	0%	1%	0%	1%	0%	1%	0%	-
,	CWD	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	0%	1%	*	0%	*	0%	1%	1%	-	1%	0%	1%	0%	-
	EL	0%	-	0%	-	-	*	-	0%	0%	*	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	*	0%	*	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	0%	0%	1%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	-	0%	-
Reading	All Students	1%	0%	1%	1%	*	0%	*	0%	1%	1%	0%	1%	0%	1%	1%	-
	CWD	0%	*	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	1%	*	0%	*	0%	1%	1%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	-	-	*	-	*	0%	*	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	2%	*	0%	*	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	1%	0%	1%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	1%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
maanomaaloo	CWD	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	1%	*	0%	*	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	-		*	-	*	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	1%	*	0%	*	0%	0%	1%	0%	1%	0%	0%	-	
	Female	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	-	-	-	-	-	-	-	-	-		-	-		-	-	-
	CWD	-			-	-	-	-		-	-	-	-	-	-	-	-
	CWOD	-			-	-	-	-		-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-		-	-	-	-	-	-	-		-	-	-	-	-	-
	i emaio		-	-	-	-	-	-				-	-		-	-	-
Indicates re	sults are mask	ed due to	small num	bers to pro	tect stud	dent confide	ntiality.										

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
						Indian or			Two or		Studente	with Disabilities
		Total	African			Alaska		Pacific	More		with	(Section
			American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	
Students Without Disabilities												
In-School Suspensions												
	Male	57	*	23	29	*	*	*	5	*		
	Female	15	*	5	8	*	*	*	*	*		
	Total	72	*	28	37	*	*	*	5	*		
Out-of-School Suspensions												
	Male	8	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	10	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
1	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	- otai											
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Total											
	Male	7	*	*	5	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	11	*	*	7	*	*	*	*	*		
Students With Disabilities	TOLAI				1							
In-School Suspensions												
	Male	50	5	17	26	*	*	*	*	*		23
	Female	9	*	*	5	*	*	*	*	*		5
	Total	59	5	19	31	*	*	*	*	*		28
Out of School Suppopulate	IUlai	59	5	19	31							20
Out-of-School Suspensions	Male	11	*	7	*	*	*	*	*	*		*
		11	*	/ *	*	*	*	*	*	*		*
	Female		*	7	6	*	*	*	*	*		*
Consultation of	Total	13	-	1	ю		-	-		-		-
Expulsions With Educational Services	Male	*	*	*	*	*	*	*	*	*		*

		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)
	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	Total											
	Male	28	*	14	14	*	*	*	*	*	8	5
	Female	26	*	11	11	*	*	*	*	*	5	*
	Total	54	*	25	25	*	*	*	*	*	13	5

	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	*
legations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
-	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
-	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
 Indicates results are masked due When only one racial/ethnic group Indicates there are no students in Blank cell indicates the student gr 	is masked, then the the group.	second sma	allest racial/) is maske	ed (regardles	s of size).				

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

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	5.4%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
l Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.9	9.1%

	All Se	chool
	Number	Percent
'-' 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 nonpersonnel 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.

	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%	7	2%	7	2%
Mathematics	6,020	1%	7	2%	7	2%
Grade 4 Reading	6,061	1%	8	2%	8	2%
Mathematics	6,056	1%	8	2%	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	5,088	1%	8	2%	-	-
Mathematics	5,087	2%	8	3%	-	-
Science	5,087	1%	8	2%	-	-
End of Course English I	4,868	1%	6	1%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	6	1%	-	-
Biology	4,861	1%	*	*	-	-
All Grades All Subjects	99,020	1%	129	2%	30	2%
Reading	43,730	1%	56	2%	15	2%
Mathematics	39,178	1%	52	2%	15	2%
Science	16,112	1%	21	2%	-	-
	Its are masked due to si observations reported f		ect student confidential	ity.		

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 Al	bove Basic		ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	US

				w Basic	% At or A	bove Basic	% At or Abo		% At or Above 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	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disady	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 Disady	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
	5	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 Disady	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
		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 Disady	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
	0	Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
	es reporting standar		
n/a' Indicat	es data reporting is r	ot 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

December 2018