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

Campus Name: FLOUR BLUFF INT Campus ID: 178914105 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	Econ	Special	(Current and
				American	Hispanic	White		Asian				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-				/							
		222 23 through 2026	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	4070	00 70	3170	1070	3370	0270	4370	3170	3970
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17											
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021-											
		22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026- 27	54%	41%	49%	65%	F00/	85%	57%	61%	450/	0.40/	49%
		2027-28 through 2031-		41%	49%	65%	53%	85%	5/%	61%	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		0070		0070	1070	0.70			0070	0270	
EL Progress		Rates											41%
-		2017-18 through 2021-											
		22											42%
		2022-23 through 2026-											
		27											44%
		2027-28 through 2031- 32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											40 /0
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-											
		22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-											
		27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-		0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/
		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;

(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. Additionally, any Title I campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus is also automatically identified for comprehensive support and improvement. 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

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									
					African			America			More		Econ								Foste	
		State	District	Campus	Americar	Hispani	cWhite	Indian	Asianl	slande	Races	Disadv	Disadv	/CWD	CWOL) EL	Male	FemaleM	igrant	Homeles	s Care	Milita
AAR Percent Grade 5	at Appro	ache	s Grade	e Level o	r Above																	
Reading	All Students	83%	92%	92%	88%	91%	92%	*	100%	*	100%	89%	97%	72%	94%	90%	90%	94%	*	83%	*	1009
	CWD	54%	72%	72%	-	75%	68%	-	-	-	*	73%	67%	72%	-	-	67%	83%	*	*	-	*
	CWOD EL	87% 73%	94% 90%	94% 90%	88%	93% 89%	95%		100%		100%	91% 86%	99%	-	94% 90%		94% 86%	95%	-			1009
	Male	81%	90%	90%	100%	89%	90%	_	*	-	100%	88%	95%	67%	94%		90%	_	-	*	-	1009
	Female		94%	94%	*	93%	95%	*	*	*	100%	91%	100%		95%	*	-	94%	*	*	*	1009
Mathematics	All Students	90%	93%	93%	78%	91%	95%	*	100%	*	100%	91%	98%	80%	95%	100%	94%	92%	*	83%	*	1009
	CWD	70%	80%	80%	*	77%	80%	-	-	-	*	80%	80%	80%	-	*	81%	78%	*	*	*	*
	CWOD EL	92% 86%	95% 100%	95% 100%	75%	93% 100%	97% *	_	100%	_	100%	100%	99%	*	95% 100%	100%		93%		_	-	1009
	Male	89%	94%	94%	100%	92%	95%	-	*	-	100%	93%	96%	81%		100%		-	-	*	-	1009
	Female		92%	92%	*	91%	94%	*	*	*	100%	88%	100%		93%	*	-	92%	*	*	*	1009
Science	All Students	75%	79%	79%	56%	77%	80%	*	*	*	95%	73%	91%	53%	83%	67%	80%	78%	*	*	*	93%
	CWD	48%	53%	53%	*	46%	57%	-	-	-	*	52%	60%	53%	-	*	54%	52%	*	*	*	*
	CWOD		83%	83%	*	82%	85%	*	*	*	94%	77%	93%	-	83%		85%	81%	-	*	*	92%
	EL Male	62% 76%	67% 80%	67% 80%	*	70% 79%	80%	-	*	-	91%	56% 75%	88%	54%	73% 85%		56% 80%	_	-	*	•	100
	Female		78%	78%	*	75%	80%	*	*	*	100%	70%	95%	52%		*	-	78%	*	*	*	83%
Grade 6 Reading	All	68%	80%	80%	55%	81%	79%	*	100%		81%	74%	90%	50%	83%	*	78%	83%	*	*	*	89%
	Students	0070	0070	00 /0	0070	0170	1070		10070		0170	1 4 70	0070	0070	0070		1070	0070				007
	CWD	35%	50%	50%	*	73%	44%		-	-	*	45%	63%	50%	-	-	62%	*	-	-	-	*
	CWOD		83%	83%	67%	82%	83%	*	100%	-	87%	77%	91%	-	83%	*	79%	85%	*	*	*	889
	EL Male	42% 63%	78%	78%	*	81%	73%		100%	-	86%	71%	90%	62%	79%	*	78%	-	-	*		909
	Female		83%	83%	*	81%	86%	*	*	-	78%	78%	90%	*	85%	*	-	83%	*	*	*	889
Mathematics	All Students	76%	83%	83%	50%	83%	84%	*	100%	-	86%	80%	90%	66%	85%	63%	83%	83%	*	*	*	83%
•	CWD	50%	66%	66%	*	85%	61%	_	_	_	*	70%	55%	66%	-	-	63%	73%	-	_	*	*
	CWOD		85%	85%	56%	83%	89%	*	100%	-	92%	81%	94%	-	85%	63%	87%	84%	*	*	*	82%
	EL	61%	63%	63%	*	*	-	-	-	-	*	*	*	-	63%	63%	*	*	-	-	-	4000
	Male Female	76% 77%	83% 83%	83% 83%	*	86% 81%	82% 88%	*	*	-	83% 88%	80% 79%	89% 90%	63% 73%	87% 84%	*	83%	83%	*	*	*	100'
Grade 7																						
Mathematics	Students	71%	83%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	-	100%	100%	-	-	-	1009
	CWD	42%	51%	4000/	-	1000/	1000/	-	-	-	-	4000/	1000/	-	1000/	-	1000/	1000/	-	-	-	4000
	CWOD	75% 52%	86% *	100%	_	100%	100%	- 1	_	-	_	100%	100%		100%		100%	100%	-	-	- :	1009
	Male	69%	81%	100%	-	100%	100%	-	*	-	*	100%	100%	-	100%		100%		-	-	-	*
	Female	:73%	85%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	-	-	100%	-	-	-	*
AAR Percent	at Meets	Grad	le Leve	l or Abov	re																	
Grade 5 Reading	All	53%	66%	66%	63%	64%	65%	*	100%	*	74%	61%	74%	41%	69%	90%	69%	62%	*	67%	*	79%
,	Students CWD	30%	41%	41%	_	44%	41%	_	_	_	*	40%	44%	41%	_	_	44%	33%	*	*		*
	CWOD		69%	69%	63%	66%	69%	*	100%	*	78%	64%	76%	-	69%	90%	73%	64%	-	*	*	75%
	EL	35%	90%	90%	-	89%	-	-	*	-	-	86%	*	-	90%		86%	*	-	-	-	-
	Male	50%	69%	69%	80%	66%	70%		*	-	73%	64%			73%		69%	. .	-	*	-	75%
	Female	56%	62%	62%	*	62%	59%	*	*	*	75%	59%	68%	33%	64%	*	-	62%	*	*	*	83%
Mathematics	Students		58%	58%	44%	52%	63%	*	80%	*	63%	50%			60%	50%	59%	56%	*	50%	*	85%
	CWD			41%	*	41%	43%	-	-	-	*	36%	60%		-		47%	28%	*	*	*	*
	CWOD EL	60% 46%	60% 50%	60% 50%	50%	53% 50%	67% *	*	80%	*	67%	53% 44%	73%	*	60% 55%	55% 50%		59% *	-	*	*	83%
	EL Male		50% 59%	50% 59%	60%	50% 54%	63%	-	*	-	45%	44% 52%			61%		59%	-	-	*	-	889
	Female		56%	56%	*	49%	63%	*	*	*	88%	48%		28%		*	-	56%	*	*	*	80%
Science	All Students	40%	38%	38%	0%	29%	49%	*	*	*	37%	30%	53%	24%	40%	17%	45%	30%	*	*	*	439
;	CWD		24%	24%	*	27%	23%	_	-	_	*	21%	40%	24%	-	*	29%	17%	*	*	*	*
	CWOD	42%	40%	40%	*	29%	54%	*	*	*	39%	32%	54%	-		18%		31%	-	*	*	429
	EL	24%	17%	17%	-	10%	*	-	*	-	-	22%	*	*	18%	17%	22%	*	-	-	-	-
	Male			45%	*	34%	58%	-	*	-	36%	37%			48%			2007	-	*	-	38%
	Female	30%	პ∪%	30%	•	23%	37%	•	•	-	38%	23%	44%	1/%	31%	*	-	30%		•	•	50%

					African			Americar			Two or More										Foster	
		Statel	District	Campus	Americani	Hispani	cWhite	Indian	Asianl	Islande	rRaces	Disadv	Disadv	CWD	CWOE) EL	Male	Female	Migrant	Homeles	s Care	Militar
Grade 6 Reading	All Students	38%	49%	49%	45%	40%	56%	*	100%	-	56%	40%	64%	23%	51%	*	43%	55%	*	*	*	67%
	CWD CWOD	22% 40%	23% 51%	23% 51%	* 56%	27% 41%	25% 59%	- *	- 100%	-	* 60%	23% 42%	25% 66%	23%	- 51%	*	24% 45%	* 57%	*	*	*	* 71%
	EL Male Female	14% 34% 42%	43% 55%	43% 55%	*	34% 46%	48% 65%	- *	100%	-	57% 56%	33% 48%	62% 65%	24% *	45% 57%	*	43%	* - 55%	- - *	*	- - *	70% 63%
Mathematic	s All	43%	51%	51%	25%	50%	53%	*	80%	-	43%	48%	56%	22%	54%	38%	51%	50%	*	*	*	50%
	Students CWD CWOD	23%	22% 54%	22% 54%	* 33%	38% 51%	17% 60%	-	- 80%	-	* 50%	27% 51%	9% 61%	22%	- 54%	- 38%	27% 55%	9% 53%	-	-	*	* 45%
	EL	24%	38%	38%	-	*	-	-	-	-	*	*	*	-	38%	38%	*	*	-	-	-	*
	Male Female	44% 42%	51% 50%	51% 50%	*	53% 47%	49% 58%	*	*	-	50% 38%	50% 44%	52% 60%	27% 9%	55% 53%	*	51%	50%	*	*	*	75% *
Grade 7 Mathematic	s All Students	39%	55%	99%	*	100%	98%	-	*	-	*	100%	98%	-	99%	-	100%	98%	-	-	-	100%
	CWD	20%	31% 57%	99%	*	- 100%	- 98%	-	-	-	- *	- 100%	- 98%	-	- 99%	-	- 100%	- 98%	-	-	-	- 100%
	EL	17%	*	4000/	-	1000/	1000/	-	-	-	-	1000/	1000/	-	-	-	-	-	-	-	-	-
	Male Female	38% 40%	49% 60%	100% 98%	*	100% 100%	100% 96%	-	*	-	*	100% 100%	100% 96%	-	100% 98%	-	100%	98%	-	-	-	*
TAAR Percer	ıt at Maste	ers Gra	ade Lev	/el																		
Grade 5 Reading	All Students	26%	34%	34%	38%	31%	37%	*	60%	*	42%	27%	48%	21%	36%	20%	37%	32%	*	33%	*	36%
	CWD	9%	21%	21%	-	6%	32%	-	-	-	*	17%	33%	21%	-	-	26%	8%	*	*	-	*
	CWOD EL	27% 12%	36% 20%	36% 20%	38%	33% 22%	38%	-	60% *	*	44%	29% 29%	49% *	-	36% 20%	20% 20%	38% 29%	34%	-	*	-	33%
	Male Female	24%	37% 32%	37% 32%	40%	32% 29%	41% 32%	- *	*	*	36% 50%	28% 26%	51% 45%	26% 8%	38% 34%	29%	37%	- 32%	*	*	*	25% 50%
Mathematic	s All Students	30%	26%	26%	22%	20%	33%	*	40%	*	16%	18%	41%	19%	27%	8%	26%	25%	*	33%	*	46%
	CWD	13%	19% 27%	19% 27%	* 25%	9% 21%	27% 34%	- *	- 40%	-	* 17%	11% 19%	50% 41%	19%	- 27%	* 9%	19% 27%	17% 26%	*	*	*	* 42%
	EL	19%	8%	8%	-	10%	*	-	*	-	-	11%	*	*	9%	8%	0%	*	-	-	-	-
	Male Female	29% 30%	26% 25%	26% 25%	20%	19% 21%	35% 30%	*	*	*	9% 25%	19% 16%	38% 47%	19% 17%	27% 26%	0% *	26%	- 25%	*	*	*	38% 60%
Science	All Students	16%	16%	16%	0%	10%	24%	*	*	*	16%	11%	27%	5%	18%	8%	20%	12%	*	*	*	21%
	CWD	9% 17%	5% 18%	5% 18%	*	0% 11%	10% 27%	-	- *	-	* 17%	6% 12%	0% 29%	5%	- 18%	* 9%	9% 22%	0% 14%	*	*	*	* 25%
	EL	7%	8%	8%	-	0%	*	-	*	-	-	11%	*	*	9%	8%	11%	*	-	-	-	-
	Male Female	18% 15%	20% 12%	20% 12%	*	11% 8%	29% 18%	*	*	*	18% 13%	15% 7%	28% 25%	9% 0%	22% 14%	11%	20%	12%	*	*	*	25% 17%
Grade 6 Reading	All	18%	24%	24%	18%	16%	30%	*	56%	_	25%	17%	35%	3%	26%	*	19%	29%	*	*	*	28%
	Students	8%	3%	3%	*	9%	0%	-	-	-	*	5%	0%	3%	-	-	5%	*	-	-	-	*
	CWOD EL Male	4% 15%	26% * 19%	26% * 19%	22% - *	17% * 12%	33% - 23%	-	56% - 40%	-	27% * 29%	18% * 11%	37% * 34%	- 5%	26% * 21%	*	21% * 19%	30%	-	-	-	29% * 20%
	Female		29%	29%	*	20%	38%	*	*	-	22%	23%	36%	*	30%	*	-	29%	*	*	*	38%
Mathematic	Students			20%	8%	16%	23%	*	60%	-	29%	17%	26%		21%	13%	21%	19%	*	*	*	0%
	CWD	9% 19%	12% 21%	12% 21%	11%	23% 15%	9% 26%	*	60%	-	33%	17% 17%	0% 29%	12%	- 21%	13%	13% 22%	9% 19%	*	*	*	0%
	EL Male	6% 18%	13% 21%	13% 21%	- *	* 17%	- 22%	-	-	-	* 33%	* 20%	* 23%	- 13%	13% 22%	13%	*	*	-	-	-	*
	Female		19%	19%	*	15%	25%	*	*	-	25%	13%	29%	9%	19%	*	21%	19%	*	*	*	*
Grade 7 Mathematic	s All Students	18%	25%	76%	*	67%	77%	-	*	-	*	67%	82%	-	76%	-	93%	64%	-	-	-	83%
	CWD	7%	12% 26%	- 76%	*	- 67%	- 77%	-	- *	-	*	- 67%	- 82%	-	- 76%	-	93%	- 64%	-	-	-	- 83%
	EL	5% 17%	23%	93%	-	100%	89%	-	-	-	-	91%	94%	-	93%	-	93%	-	-	-	-	-
	Male Female		26%	93% 64%	*	50%	68%	-	*	-	*	53%	73%	-	93% 64%	-	93%	64%	-	-	-	*
AAR Percen	it at Appro	oaches	Grade	e Level c	or Above																	
All Grades All Subjects		77%	83%	86%	64%	85%	87%	100%	97%	*	93%	82%	93%	65%	89%	77%	86%	86%	*	74%	75%	94%
	Students CWD	45%	54%	65%	*	68%	64%	-	-	-	*	65%	65%	65%	-	*	66%	63%	*	*	*	100%
	CWOD EL	80% 60%	87% 54%	89% 77%	67%	87% 75%	90%	100%	97% *	*	95%	84% 69%	95% 100%	- *	89% 78%		89% 74%	88% 85%	*	70%	*	93%
		74%	81% 85%	86% 86%	74% 52%	86% 84%	85% 89%	- 100%	100% 93%	- - *	94% 93%	82% 82%	92% 95%		89%		86%	86%	- *	90% 62%	- * 71%	98% 88%
Reading	All		81%	86%	68%	86%	86%	*	100%	*	91%	82%	93%	62%			84%	88%	*	78%	*	94%
	Students																					*

					African			America	n	Pacific	or More	Fcon	Non Econ								Foster	
		State	Distric	tCampu	sAmerica	nHispani								cwp	CWOD	EL	Male	FemaleM	igrantHor			
	CWOD			88%	76%	87%	89%	*	100%	*	94%	84%	95%	-	88%	73%	87%	90%		75%	*	93%
	EL	52%		73%	-	69%	-	-	*	-	*	64%	*	-	73%		73%	*	-	-	-	*
	Male Female	69% 77% ح		84% 88%	80% 56%	85% 87%	82% 90%	*	100% 100%	*	94% 88%	79% 84%	93% 94%	65% 57%	87% 90%	73%	84%	88%	*	*	*	94% 93%
	i Cilial	511/0	04 /0	00 /6	30 /0	01 /0	90 70		100 /0		0070	04 /0	34 /0	31 /0	90 /0		-	00 /0				937
Mathematics	s All	80%	85%	89%	64%	88%	91%	*	100%	*	95%	86%	95%	74%	91%	85%	90%	89%	* 7	78%	*	94%
	Students																					
	CWD	52%		74%	*	80%	72%	-	-	-	*	76%	67%	74%	- 040/	*	73%	76%	*	*	*	*
	CWOD	70%		91% 85%	67%	89% 82%	94%	•	100%	•	97%	88% 81%	97%	*	91% 84%		93% 86%	90% 83%	^ /	75%	•	939
	Male	78%		90%	75%	89%	90%		100%	-	95%	87%	94%	73%	93%	86%		-	-	*	*	100
	Female			89%	50%	87%	92%	*	100%	*	94%	85%	96%	76%	90%	83%	-	89%	*	*	*	859
Science	All	79%	85%	79%	56%	77%	80%	*	*	*	95%	73%	91%	53%	83%	67%	80%	78%	*	*	*	939
	Students		E20/	E20/	*	460/	E 7 0/				*	E20/	600/	E20/		*	E 40/	E20/	*	*	*	*
	CWD	48%		53% 83%	*	46% 82%	57% 85%	*	*	*	94%	52% 77%	60% 93%	53%	83%	73%	54% 85%	52% 81%		*	*	92
	EL	58%		67%	_	70%	*	_	*	_	-	56%	*	*	73%	67%	56%	*	_	_	_	-
	Male	78%		80%	*	79%	80%	-	*	-	91%	75%	88%	54%	85%	56%		-	-	*	-	100
	Female	e 80%	86%	78%	*	75%	80%	*	*	*	100%	70%	95%	52%	81%	*	-	78%	*	*	*	83
AR Percent	t at Meet	s Gra	de Lev	el or Abo	ove																	
l Grades	t at moot	. O.u	20 -010	. 0. 7.0.																		
All Subjects	All	47%	54%	54%	36%	48%	59%	60%	88%	*	57%	47%	66%	31%	57%	45%	55%	53%	* 2	48%	50%	68
-	Students																					_
	CWD	23%		31%	*	35%	31%	-	-	-	*	29%	35%	31%	-	*	35%	22%	*	*	*	71
	CWOD	50% (26% (57% 45%	42%	49% 43%	64% *	60%	88%	*	61% *	50% 39%	68% 64%	*	57% 47%		58% 47%	55% 38%	^ 2	40%	*	67
	⊏∟ Male	45%		45% 55%	37%	43% 49%	60%	-	95%	-	54%	39% 48%	67%	35%	58%		55%	30%	- ,	50%	*	70
	Female			53%	35%	47%	59%	60%	79%	*	60%	46%	65%	22%	55%	38%	-	53%		46%	43%	64
		007	0070	0070	0070		0070	0070			0070	.070	0070		0070	0070		0070		.070	.070	٠.
Reading	All	46%	53%	57%	53%	52%	61%	*	100%	*	66%	51%	69%	33%	60%	67%	56%	58%	* [56%	*	72
	Students																					
	CWD	22%		33%	*	37%	34%	-	-	-	*	33%	35%	33%	-	-	35%	29%	*	*	-	*
	CWOD	48% 21%		60% 67%	59%	53% 69%	64%	*	100%	*	70%	53% 55%	71% *	-	60% 67%	67% 67%	59% 64%	60%	* 5	50%	*	72
	Male	41%		56%	60%	50%	59%	-	100%	-	67%	48%	71%	35%	59%	64%		_	-	*	-	72
	Female			58%	44%	53%	62%	*	100%	*	65%	54%	66%	29%	60%	*	-	58%	*	*	*	71
Mathematics		48%	54%	58%	36%	54%	63%	*	86%	*	59%	52%	69%	33%	61%	45%	58%	58%	* 3	33%	*	74
	Students		/		*								/	/								*
	CWD	26%		33%		40%	32%	-	-	-	× 0 = 0 /	32%	33%	33%	- 040/	470/	38%	21%	* ,	× 050/	*	
	CWOD	33%		61% 45%	44%	55% 41%	68%	_	86%		65% *	55% 38%	72% *	*	61% 47%		62% 50%	61% 33%		25%	_	72
	Male	47%		58%	33%	55%	61%		100%	-	53%	53%	67%	38%	62%		58%	-	-	*	*	83
	Female			58%	40%	52%	66%	*	67%	*	67%	51%	72%	21%	61%	33%	-	58%	*	*	*	629
																		/				
Science	All Students	49%	57%	38%	0%	29%	49%	•	•	•	37%	30%	53%	24%	40%	17%	45%	30%	•	•	•	43
	CWD	23%	29%	24%	*	27%	23%	_	_	_	*	21%	40%	24%		*	29%	17%	*	*	*	*
	CWOD			40%	*	29%	54%	*	*	*	39%	32%	54%		40%	18%	48%	31%	_	*	*	42
	EL	21%		17%	-	10%	*	-	*	-	-	22%	*	*	18%		22%	*	-	-	-	-
	Male	50%		45%	*	34%	58%	-	*	-	36%	37%	59%	29%	48%	22%	45%	-	-	*	-	38
	Female	e 49%	55%	30%	*	23%	37%	*	*	*	38%	23%	44%	17%	31%	*	-	30%	*	*	*	50
AAR Percent	t at Mast	ers G	rade Le	vel																		
ll Grades																						
All Subjects			24%	26%	18%	19%	32%	20%	55%	*	27%	19%	38%	12%	28%	13%	26%	25%	* 1	17%	13%	31
	Students		400/	400/		00/	470/					440/	470/	400/		_	450/	70/		*	_	-
	CWD			12%	* 21%	8% 21%	17%	200/	- 550/	*	200/	11%	17%	12%	28%		15%	7% 27%	* .		*	29
	CWOD	9%		28% 13%	21%	21% 10%	34%	20%	55% *	_	29%	20% 14%	40% 9%	*	28% 13%	13%		8%	_ 1	15%	_	31
	Male			26%	19%	19%	33%	-	47%	-	27%	20%		15%		15%		-		10%	*	25
	Female			25%	17%	19%	31%	20%	64%	*	28%	18%	39%	7%	27%	8%	-	25%		23%	14%	39
Reading	All		21%	29%	26%	23%	34%	*	57%	*	34%	22%	41%	13%	31%	20%	28%	30%	* 2	22%	*	31
	Students		70/	400/	_	70/	4007				_	400/	400/	400/			470/	F0/				*
	CWD	7%	7%	13%	*	7%	18%	- *	- E70/	*	260/	12%	18%	13%	210/		17%	5%	* .	× 2E0/	*	
	CWOD	7% 7%	23% 3%	31% 20%	29%	24% 23%	36%	_	57% *	_	36%	23% 18%	43%	-	31% 20%	20% 20%		32%	- 2	25%	_	31
	Male			28%	30%	22%	33%	-	38%		33%	19%		- 17%	29%	27%		_	-	*	-	22
	Female			30%	22%	24%	35%	*	83%	*	35%	25%	39%	5%	32%	*	-	30%	*	*	*	43
			25%	27%	18%	20%	34%	*	64%	*	27%	20%	41%	16%	29%	10%	28%	27%	* 2	22%	*	35
Mathematics			4.407	4001	*	4.407	1001				*	4.407	0.407	1001			470	4.40/	*	*		*
Mathematics	Students	1110/		16%		14%	19% 37%	*	64%	*		14%	24%	16%	- 29%		17%	14%	*	120/	*	34
Mathematics	Students CWD			29% 10%	22%	21% 6%	37%	_	υ4% *	_	29%	21% 13%	43%	*	29% 11%		30% 7%	28% 17%	_ 1	13%	_	34 *
Mathematics	Students CWD CWOD	25%		28%	17%	21%	35%	-	63%	-	26%	22%		17%	30%		28%	-	_	*	*	28
Mathematics	Students CWD CWOD EL	25% 13%			20%	20%	34%	*	67%	*	28%	17%		14%		17%	-	27%	*	*	*	46
Mathematics	Students CWD CWOD	25% 13% 23%	25%	27%																		
	Students CWD CWOD EL Male Female	25% 13% 23% 24%	25% 25%	27%						*	16%	11%	27%	5%	18%	8%	20%	12%	*	*	*	21
	Students CWD CWOD EL Male Female	25% 13% 23% 24% 22%	25%		0%	10%	24%	*	-		1070											
	Students CWD CWOD EL Male Female All Students	25% 13% 23% 24% 22%	25% 25% 30%	27% 16%				*	_					F0/		_	oc.	00/				
	Students CWD CWOD EL Male Female All Students CWD	25% 13% 23% 24% 22% 7%	25% 25% 30% 7%	27% 16% 5%	0%	0%	10%	- *	-	-	*	6%	0%	5%	-	*	9%	0%	*	*	*	*
Mathematics Science	Students CWD CWOD EL Male Female All Students CWD CWOD	25% 13% 23% 22% 22% 7% 24%	25% 25% 30% 7% 33%	27% 16% 5% 18%		0% 11%		* *	- *	- *		6% 12%		5% - *	18%		22%	0% 14% *	*	*	*	25
	Students CWD CWOD EL Male Female All Students CWD CWOD EL	25% 13% 23% 24% 22% 7% 22% 5	25% 25% 30% 7% 33% 6%	27% 16% 5% 18% 8%		0% 11% 0%	10% 27% *	* * -	- * *	- * -	* 17% -	6% 12% 11%	0% 29% *	*	18% 9%	8%	22% 11%	14%	* - -	* * - *	* * -	*
	Students CWD CWOD EL Male Female All Students CWD CWOD	25% 13% 23% ≥ 24% 22% 5 7% 24% 5% 23%	25% 25% 30% 7% 33% 6% 31%	27% 16% 5% 18%		0% 11%	10% 27%	- * - - *	- * *	- * - - *	*	6% 12%	0% 29%		18%		22% 11%	14%	* - - *	* - *	* * - - *	

Two Or Non African American Pacific More Econ Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Militan Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.			
African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Indicates results are masked due to small numbers to protect student confidentiality.		Two	
StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Indicates results are masked due to small numbers to protect student confidentiality.		or Non	
Indicates results are masked due to small numbers to protect student confidentiality.		African American Pacific More Econ Econ Fos	ter
indicates results are masked due to small numbers to protect student confidentiality.		StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Cal	re Military
'-' Indicates zero observations reported for this group.	1*1	Indicates results are masked due to small numbers to protect student confidentiality.	
	'-'	Indicates zero observations reported for this group.	

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

All	African			American		Pacific	Two or More	Econ		
Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
68	58	66	69	*	81	-	69	66	58	75
58	*	63	58	-	-	-	*	59	58	-
69	68	67	70	*	81	-	70	66	-	75
75	-	80	-	-	*	-	*	67	-	75
66	*	65	67	-	71	-	69	62	61	78
69	*	68	70	*	92	-	69	70	50	*
73	56	72	75	*	88	-	79	71	83	85
83	*	80	87	-	-	-	*	84	83	*
72	50	71	73	*	88	-	80	68	-	84
85	-	86	*	-	*	-	*	82	*	85
74	67	72	76	-	100	-	79	74	78	79
72	*	72	73	*	*	-	79	67	94	100
	68 58 69 75 66 69 73 83 72 85 74	Students American 68 58 58 * 69 68 75 - 66 * 69 * 73 56 83 * 72 50 85 - 74 67	Students American Hispanic 68 58 66 58 * 63 69 68 67 75 - 80 66 * 65 69 * 68 73 56 72 83 * 80 72 50 71 85 - 86 74 67 72	Students American Hispanic White 68 58 66 69 58 * 63 58 69 68 67 70 75 - 80 - 66 * 65 67 69 * 68 70 73 56 72 75 83 * 80 87 72 50 71 73 85 - 86 * 74 67 72 76	Students American Hispanic White Indian 68 58 66 69 * 58 * 63 58 - 69 68 67 70 * 75 - 80 - - - 66 * 65 67 - - 69 * 68 70 * 73 56 72 75 * 83 * 80 87 - 72 50 71 73 * 85 - 86 * - 74 67 72 76 -	Students American Hispanic White Indian Asian 68 58 66 69 * 81 58 * 63 58 - - 69 68 67 70 * 81 75 - 80 - - * 66 * 65 67 - 71 69 * 68 70 * 92 73 56 72 75 * 88 83 * 80 87 - - 72 50 71 73 * 88 85 - 86 * - * 74 67 72 76 - 100	Students American Hispanic White Indian Asian Islander 68 58 66 69 * 81 - 58 * 63 58 - - - 69 68 67 70 * 81 - 75 - 80 - - * - 66 * 65 67 - 71 - 69 * 68 70 * 92 - 73 56 72 75 * 88 - 83 * 80 87 - - - 72 50 71 73 * 88 - 75 - 86 * - - - 72 50 71 73 * 88 - 74 67 72 76 - 100 -	Students American Hispanic White Indian Asian Islander Races 68 58 66 69 * 81 - 69 58 * 63 58 - - - * 69 68 67 70 * 81 - 70 75 - 80 - - * - * * 66 * 65 67 - 71 - 69 69 * 68 70 * 92 - 69 73 56 72 75 * 88 - 79 83 * 80 87 - - - * 72 50 71 73 * 88 - 80 85 - 86 * - * - * 74 67 72 76	Students American Hispanic White Indian Asian Islander Races Disadv 68 58 66 69 * 81 - 69 66 58 * 63 58 - - - * 59 69 68 67 70 * 81 - 70 66 75 - 80 - - * - * 67 66 * 65 67 - 71 - 69 62 69 * 68 70 * 92 - 69 70 73 56 72 75 * 88 - 79 71 84 72 75 * 88 - 79 71 84 84 72 75 7 88 - 79 71 88 84 - 79 71 88 - 84 80	Students American Hispanic White Indian Asian Islander Races Disady CWD 68 58 66 69 * 81 - 69 66 58 58 * 63 58 - - - * 59 58 69 68 67 70 * 81 - 70 66 - 75 - 80 - - * 67 - * 67 - * 67 - * 67 - * 67 - * 67 - 69 62 61 69 62 61 69 62 61 69 70 50 50 50 70 50 70 50 70 50 70 50 70 50 70 50 70 50 70 70 50 70 70 83 83 84 </td

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
ederal Graduation Rates													
-year Longitudinal Cohort Gi	raduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-		-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
Indicates results are mask	ked due to smal	I numbers to	o protect stu	ident con	fidentiality.								
Indicates there are no stu-	dents in the aro	un			,								

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
	20	9	-
!*! !_!	Indicates results are masked due Indicates zero observations report	to small numbers to protect student cor ed for this group.	ofidentiality.

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 Disady	CWD	EL
Student Success (Student Achie					t Only)						
STAAR Component Score	55	39	51	59	*	80	*	59	49	36	45
School Quality (College, Career,	and Military	Readiness	Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
'*' Indicates results are masked '-' Indicates there are no stude 'n/a' Indicates the student group i	nts in the gro	up.		ident conf	fidentiality.						

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	Hanania	White	American Indian	Asian		Two or More Races	Econ Disadv	CWD	EL+
74 4 D D - of 04-4	Students	American	Hispanic	vvnite	indian	Asian	Islander	Races	Disagv	CWD	EL+
STAAR Performance Status Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	44% Y	32%	37% Y	60% Y	43%	7470	45%	30% Y	33% Y	19% Y	29% Y
Target Met	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Interim Goals (2023-2027)	52% Y	42%	46% Y	00% N	51%	1070	55%	62% Y	43% Y	31% Y	39% Y
Target Met		E 40/			000/	82%	63%				52%
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52% Y
Target Met	N 700/	000/	N con/	N	700/	070/	700/	N Zoo/	N 070/	N con/	-
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N				N	N	N	Υ
Mathematics	400/	040/	400/	F00/	450/	000/	F00/	E 40/	000/	000/	400/
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ	440/	Υ	Υ	500/	0.50/	570 /	Υ	Υ	Υ	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	E 40/	Υ	Υ	000/	000/	000/	N	Υ	Υ	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	000/	N	N	700/	0.40/	750/	N	N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N				N	N	N	N
English Learner Language Profi	ciency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
STAAR Performance and G	raduation use	e EL(Currer	nt & Monitor	ed), EL Er	nglish Learne	r Languad	e Proficiend	cy uses EL (Cu	ırrent).		
Blank cells above represent	t student grou	up indicator	s that do no	t meet the	minimum siz	e criteria.		•	,		

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	Migran
articipation Rat	e																
All Subjects	All Students	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
All Gabjeets	CWD	100%	100%	100%	100%	10070	10070	_	100%	100%	100%	100%	-	*	100%	100%	*
	CWOD	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	*	_	*	100%	100%	*	100%	100%	100%	100%	_
	Male	100%	100%	100%	100%	_	100%	-	100%	100%	100%	100%	100%	100%	100%	-	_
	Female	100%	100%	100%	100%	100%	100%	*	100%	100%	99%	100%	100%	100%	-	100%	100%
Reading	All Students	100%	100%	100%	99%	*	100%	*	100%	100%	99%	100%	100%	100%	100%	99%	*
. todag	CWD	100%	*	100%	100%	_	-	_	*	100%	100%	100%	-	-	100%	100%	*
	CWOD	100%	100%	100%	99%	*	100%	*	100%	100%	99%	-	100%	100%	100%	99%	*
	EL	100%	-	100%	-	_	*	_	*	100%	*	_	100%	100%	100%	*	_
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	_	_
	Female	99%	100%	100%	99%	*	100%	*	100%	100%	99%	100%	99%	*	-	99%	*
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	*
	CWOD	100%	100%	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%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	*
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	*	-
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	*	*	*	100%	100%	100%	100%	100%	*	-	100%	*
on-Participation	n Rate																
All Subjects	All Students	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
-	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	*	0%	0%	*
	CWOD	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	0%	0%	*	0%	0%	1%	0%	0%	0%	_	0%	0%

			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus		Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migr
Reading	All Students	0%	0%	0%	1%	*	0%	*	0%	0%	1%	0%	0%	0%	0%	1%	*
. toddii ig	CWD	0%	*	0%	0%	_	-	_	*	0%	0%	0%	-	-	0%	0%	1
	CWOD	0%	0%	0%	1%	*	0%	*	0%	0%	1%	-	0%	0%	0%	1%	1
	EL	0%	-	0%	-	_	*	_	*	0%	*	_	0%	0%	0%	*	
	Male	0%	0%	0%	0%	-	0%	_	0%	0%	0%	0%	0%	0%	0%	-	
	Female	1%	0%	0%	1%	*	0%	*	0%	0%	1%	0%	1%	*	-	1%	
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	
	CWOD	0%	0%	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%	0%	0%	0%	-	
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	
Science	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	*	
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	
	Female	0%	*	0%	0%	*	*	*	0%	0%	0%	0%	0%	*	-	0%	

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

		Total	African American	Uionania	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities		Students	American	пізрапіс	wille	Native	ASIAII	isianuei	Races	EL	Disabilities	304)
In-School Suspensions												
•	Male	83	*	35	41	*	*	*	5	*		
	Female	38	5	14	14	*	*	*	5	*		
	Total	121	7	49	55	*	*	*	10	*		
Out-of-School Suspensions												
·	Male	8	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	10	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	15	*	5	8	*	*	*	*	*		
	Female	6	*	*	*	*	*	*	*	*		
	Total	21	*	7	10	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	15	*	5	8	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	19	*	7	10	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
	Male	53	*	20	26	*	*	*	5	*		17
	Female	18	*	5	8	*	*	*	5	*		8
	Total	71	*	25	34	*	*	*	10	*		25
Out-of-School Suspensions												
·	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	10	*	*	8	*	*	*	*	*		5
	Female	7	*	5	*	*	*	*	*	*		*
	Total	17	*	7	8	*	*	*	*	*		7
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	77	5	29	38	*	*	*	5	*	26	8
	Female	62	5	23	26	*	*		8	*	8	5

	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)
Total	139	10	52	64	*	*	*	13	*	34	13

	Total
cidents 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	*
ncidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
ncidents of threats of physical attack with a firearm or explosive device	*
ncidents of threats of physical attack without a weapon	*
ncidents of possession of a firearm or explosive device	*
legations of Harassment or bullying	
On the basis of sex	8
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 Disabilitie
Preschool Programs				•							
•	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
ccelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- 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 S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.2	4.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.9	12.1%
'-' 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.

	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%		
•					-	-
Mathematics	6,020	1%	7	2%	-	-
Grade 4 Reading	6,061	1%	8	2%	-	-
Mathematics	6,056	1%	8	2%	-	-
Grade 5 Reading	6,162	2%	9	2%	9	2%
Mathematics	6,160	1%	9	2%	9	2%
Science	6,164	1%	9	2%	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%	35	2%
Reading	43,730	1%	56	2%	13	2%
Mathematics	39,178	1%	52	2%	13	2%
Science	16,112	1%	21	2%	9	2%

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	oove 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

			% 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 8	Reading	Overall	29	24	44	40	26	32	2	1
Grade 0	rtcading	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
		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	1	2	2
Į.		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
*! Indicate	o reporting standar	do not mot	
	es reporting standard es data reporting is r	not met. not applicable for this group.	
ma maicate	o data roporting is i	iot 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.

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December 2018