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

Campus Name: FLOUR BLUFF J H Campus ID: 178914041 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
										or			(Current
			All	African			American		Pacific	More	Econ	Special	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%
•	Ü	2017-18 through 2021-											
		22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-											
		27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-											
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17											
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021-											
		22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-											
		27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-											
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
		Baseline 2016-17											
EL Progress		Rates											41%
		2017-18 through 2021-	•										
		22											42%
		2022-23 through 2026-	•										4.40/
		27											44%
		2027-28 through 2031-	•										400/
Creduction Detect Very Langitudinal		32 Beceline 2016 17											46%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		2017-18 through 2021-		65%	0170	93%	00%	95%	09%	92%	00%	70%	12%
		2017-16 tillough 2021-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-		90%	9070	90 70	90 %	90%	90 70	9070	9070	9070	90%
		2022-23 tillough 2020- 27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-		3Z /0	3Z /0	J∠ /0	3Z /0	∃∠ /0	J∠ /0	J∠ /0	3Z /0	3Z /0	3Z /0
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		UL	J+ /U	J+ /0	J+ /0	34 /0	J+ /0	J+ /0	Ð₩ /0	J+ /0	J4 /0	3 4 /0	J4 /0

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

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18

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								Foster	
		State	District	Campus/	Americar	ıHispani	cWhite	Indian	Asiani	slande	rRaces	Disadv	Disadv	CWD	CWOD	EL	Male	FemaleM	igrantH	lomeles	s Care	Milit
AAR Percent Grade 7	at Appro	aches	Grade	Level or	Above																	
Reading	All Students	73%	70%	70%	*	68%	75%	-	*	-	73%	59%	86%	36%	75%	*	61%	79%	-	*	*	93
	CWD CWOD		35% 75%	36% 75%	*	* 70%	41% 80%	-	*	-	* 74%	33% 63%	42% 90%	36% -	- 75%	*	25% 68%	57% 81%	-	*	*	93
	EL Male	44% 69%	61%	61%	*	60%	68%	-	*	-	60%	49%	79%	25%	68%	*	61%	-	-	*	-	*
Mathamatica	Female		79%	79% 80%	62%	78% 77%	81% 85%	-	100%	*	83% 86%	70% 74%	93%	57%	81%	-	- 79%	79% 82%	-	*	*	91
Mathematics	Students CWD	71% 42%	83% 51%	52%	02% *	50%	56%	-	100%		*	42%	90% 73%	52% 52%	84%	*	79% 56%	44%	-			100
	CWOD		86%	84%	80%	79%	90%	-	*	*	92%	79%	91%	JZ /0 - *	84% *	*	83%	85%	-	*	*	100
	Male Female	69%	81% 85%	79% 82%	*	76% 77%	83% 86%	-	*	-	85% 87%	74% 74%	87% 92%	56% 44%	83% 85%	*	79%	- 82%	-	*	-	100
Grade 8	romaic	1070	0070	0270		1170	0070				07.70	1470	0270	7770	0070			0270				100
Reading	All Students	85%	92%	92%	83%	90%	95%	-	100%	-	86%	88%	96%	57%	95%	*	90%	93%	-	*	*	100
	CWD CWOD	49% 88%	57% 95%	57% 95%	* 91%	52% 95%	67% 96%	-	100%	-	* 88%	50% 93%	78% 97%	57% -	- 95%	*	52% 95%	67% 95%	-	*	*	100
	EL Male	58% 82%	* 90%	90%	*	* 88%	- 95%	-	*	-	- 87%	* 85%	- 96%	- 52%	* 95%	*	* 90%	-	-	*	- *	100
	Female	88%	93%	93%	100%	92%	95%	-	100%	-	79%	91%	96%	67%	95%	-	-	93%	-	*	-	*
Mathematics	Students	85%	88%	88%	90%	82%	94%	-	*	-	73%	82%	96%	51%	93%	*	87%	89%	-	*	*	100
	CWD		51% 93%	51% 93%	* 100%	52% 89%	67% 96%	-	*	-	89%	45% 90%	75% 97%	51%	93%	*	50% 94%	53% 93%	-	*	*	100
	EL Male	73% 82%	87%	* 87%	*	82%	93%	-	-	-	78%	78%	99%	50%	94%	*	* 87%	-	-	*	*	10
Caianaa	Female		89%	89%	100%	82%	97%	-	1000/	-	69%	86%	93%	53%	93%	*	- 040/	89%	-	*	-	0.5
Science	All Students CWD	75% 39%	81% 41%	81% 41%	83%	76% 38%	88% 67%	-	100%	-	68%	70% 32%	94% 78%	41%	86%	*	81% 36%	81% 50%	-	*		95
	CWOD	78% 46%	86%	86%	91%	83%	90%	-	100%	-	78% *	78%	95%	4170 - *	86% *	*	88%	84%	-	*	*	95
	Male Female	74%	81% 81%	81% 81%	83% 83%	73% 79%	90% 87%	-	100%	-	79% 56%	67% 74%	97% 91%	36% 50%	88% 84%	*	81%	- 81%	-	*	*	100
end of Course																						
Algebra I	All Students	82%	91%	100%	*	100%	100%	-	*	-	100%	100%	100%	*	100%	-	100%	100%	-	-	-	100
	CWD	47% 86%	67% 93%	* 100%	*	* 100%	- 100%	-	*	-	- 100%	- 100%	* 100%	*	- 100%	-	- 100%	* 100%	-	-	-	100
	EL Male	67% 78%	82% 87%	100%	-	100%	100%	-	-	-	100%	-	100%	-	100%	-	100%	-	-	-	-	-
	Female		94%	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	-	-	100%	-	-	-	*
AAR Percent	at Meets	Grad	e Level	or Abov	e																	
Grade 7 Reading	All	47%	45%	45%	*	42%	50%	-	*	-	55%	33%	62%	19%	49%	*	36%	55%	-	*	*	60
	Students CWD	23%	19%	19%	*	*	23%	-	*	-	*	13%	33%	19%		*	11%	36%	-	.	-	*
	CWOD EL	16%	49% *	49% *	-	44% *	55% -	-	-	-	58%	37%	64% -	*	49%	*	40%	57% -	-	-	-	64
	Male Female	42% 53%	35% 55%	36% 55%	*	31% 54%	43% 56%	-	-	-	40% 67%	25% 43%	51% 72%	11% 36%		-	36% -	- 55%	-	*	*	64
Mathematics		39%	55%	47%	23%	42%	53%	-	50%	*	64%	33%	68%	31%	49%	*	42%	52%	-	*	*	58
	Students CWD CWOD	20%	31% 57%	31% 49%	* 30%	25% 43%	36% 56%	-	*	-	* 68%	18% 35%	60% 69%	31%	- 49%	*	28% 45%	38% 53%	-	-	-	61
	EL Male	17%	*	42%	- *	39%	47%	-	*	-	54%	26%	*	*	*	*	42%	*	-	-	-	57
	Female		49% 60%	52%	*	44%	58%	-	*	*	73%	39%	66% 70%		45% 53%	*	+∠70 -	52%	-	*	*	58
Grade 8 Reading	All	48%	52%	52%	25%	53%	54%	_	83%	_	46%	39%	67%	34%	54%	*	50%	55%		*	*	58
	Students CWD		34%	34%	*	33%	42%	_	-	-	*	27%	56%	34%	-	_	26%	50%	_	*	_	*
	CWOD EL		54%	54%	27% -	55%	54%	-	83%	-	50%	41%	68%	-	54% *	*	52%	56%	-	*	*	56 -
	Male		50%	50%	*	51%	48%	-	*	-	53%	36%	63%	26%	52%	*	50%	-	-	*	*	56

	Female		District(Campus 55%	African American 17%	Hispani 55%		Americar Indian		Pacific Islander				/CWD	<u>CWOI</u> 56%) EL	Male	Female 55%	Migrantl	Homeless	Foste Care	
Mathematics		50%	54%	54%	40%	48%	60%	-	*	-	50%	39%	75%	27%	58%	*	53%	54%	-	*	*	87%
\$	Students	25%	27%	27%	* 44%	20%	50%	-	-	-	*	18%	63%	27%	-	*	27%	27%	-	*	-	*
	CWOD	30%	58%	58%	44% - *	54%	60%	-	-	-	61%	44%	76%	*	58%	*	58%	57% *	-	-	-	86%
	Male Female	48% 53%	53% 54%	53% 54%	20%	51% 44%	56% 65%	-	*	-	44% 54%	38% 41%	75% 74%	27% 27%	58% 57%	*	53%	54%	-	-	-	91%
Science	All Students	50%	58%	58%	42%	53%	64%	-	83%	-	52%	41%	78%	30%	61%	*	63%	52%	-	*	*	75%
·	CWD	23% 53%	30% 61%	30% 61%	* 45%	28% 58%	50% 65%	-	- 83%	-	* 59%	19% 46%	78% 78%	30%	- 61%	*	32% 68%	28% 54%	-	*	- *	* 749
	EL Male	19% 51%	*	* 63%	- 50%	* 58%	69%	-	*	-	* 64%	* 44%	* 84%	* 32%	* 68%	*	* 63%	*	-	*	*	* 819
	Female	50%	52%	52%	33%	47%	59%	-	80%	-	39%	38%	71%	28%	54%	*	-	52%	-	*	-	*
End of Course Algebra I	All Students	53%	68%	95%	*	95%	95%	-	*	-	100%	92%	97%	*	95%	-	94%	97%	-	-	-	679
`	CWD	19%	31% 72%	* 95%	-	* 95%	- 95%	-	-	-	100%	- 92%	* 96%	*	-	-	94%	* 97%	-	-	-	679
	CWOD EL	29%	27%	-	-	-	-	-	-	-	-	-	-	-	95%	-	-	97%	-	-	-	-
	Male Female	49% 58%	65% 71%	94% 97%	*	93% 96%	93% 96%	-	*	-	100%	88% 96%	96% 97%	*	94% 97%	-	94%	- 97%	-	-	-	*
AAR Percent	at Maste	re Gra	ade I ev	al le																		
Grade 7 Reading	All	28%	22%	22%	*	19%	27%	-	*	_	18%	14%	33%	5%	24%	*	14%	31%	-	*	*	47%
	Students CWD	10%	5%	5%	*	*	9%	-	*	-	*	3%	8%	5%	-	*	0%	14%	-	-	-	*
	CWOD EL	30% 6%	24%	24%	*	21%	30%	-	-	-	21%	16%	36%	*	24%	*	16%	32%	-	*	*	50%
	Male Female	24%	14% 31%	14% 31%	*	10% 31%	19% 35%	-	*	-	20% 17%	7% 22%	24% 43%	0% 14%	16% 32%	*	14%	- 31%	-	*	- *	* 559
Mathematics		18%	25%	16%	0%	11%	22%	_	17%	*	18%	9%	24%	13%	16%	*	13%	18%	_	*	*	219
5	Students CWD	7%	12%	13%	*	6%	16%	-	*	-	*	6%	27%	13%	-	*	16%	6%	-	-	-	*
	CWOD	5%	26%	16%	0% - *	11%	23%	-	*	-	20%	10%	24%	*	16%	*	13%	19%	-	-	-	229
	Male Female	17% 18%	23% 26%	13% 18%	*	7% 15%	22% 22%	-	*	*	15% 20%	7% 12%	23% 26%	16% 6%	13% 19%	*	13%	18%	-	*	*	299 179
Grade 8 Reading	All	26%	29%	29%	0%	27%	33%	-	50%	_	21%	16%	42%	9%	31%	*	26%	31%	-	*	*	26%
5	Students CWD	8%	9%	9%	*	10%	8%	-		-	*	8%	11%	9%		-	4%	17%	-	*	-	*
	CWOD	4%	31%	31%	0% - *	29%	35%	-	50% - *	-	23%	18%	44%	-	31%	*	29%	32%	-	-	-	289
	Male Female	22% 30%	26% 31%	26% 31%	0%	26% 27%	27% 40%	-	60%	-	33% 7%	21% 12%	32% 56%	4% 17%	29% 32%	-	26% -	31%	-	*	-	25%
Mathematics	All Students	15%	15%	15%	0%	15%	17%	-	*	-	0%	8%	26%	15%	15%	*	16%	13%	-	*	*	339
·	CWD	9% 16%	15% 15%	15% 15%	*	12% 16%	25% 16%	-	- *	-	*	12% 7%	25% 26%	15%	- 15%	*	12% 17%	20% 13%	-	*	- *	* 369
	EL Male	6%	*	16%	-	20%	16%	-	-	-	0%	8%	28%	* 12%	17%	*	16%	*	-	-	- *	369
	Female	16%	13%	13%	0%	9%	18%	-	*	-	0%	7%	24%	20%	13%	*	-	13%	-	-	-	*
Science	All Students			35%	25%	30%	42%	-	50%	-	29%	22%	51%	9%	38%	*	41%	29%	-	*	*	55%
	CWD CWOD		9% 38%	9% 38%	* 27%	7% 34%	17% 44%	-	- 50%	-	33%	5% 25%	22% 53%	9% -	- 38%	*	7% 46%	11% 31%	-	*	*	* 58%
		6% 29%		* 41%	33%	34%	48%	-	*	-	50%	28%	55%	7%	46%	*	* 41%	-	-	*	*	569
End of Course	Female	25%	29%	29%	17%	25%	35%	-	60%	-	11%	16%	46%	11%	31%	*	-	29%	-	*	-	*
Algebra I	All Students	31%	41%	74%	*	67%	80%	-	*	-	89%	67%	77%	*	74%	-	71%	77%	-	-	-	50%
·	CWD CWOD	7%	10% 44%	* 74%	- *	* 68%	- 80%	-	*	-	- 89%	- 67%	* 78%	*	- 74%	-	- 71%	* 78%	-	-	-	- 509
	EL Male	12% 28%	0% 39%	71%	-	70%	68%	-	- *	-	100%	75%	69%	-	71%	-	71%	-	-	-	-	- *
	Female		43%	77%	*	63%	93%	-	*	-	*	61%	86%	*	78%	-	-	77%	-	-	-	*
AAR Percent	at Appro	aches	Grade	Level o	r Above																	
All Grades All Subjects	All Students	77%	83%	83%	73%	80%	88%	-	92%	*	79%	75%	93%	47%	88%	26%	81%	86%	-	50%	*	98%
`	CWD	45%		47%	*	47%	58%	-	*	-	*	40%	69%	47%	-	*	44%	54%	-	*	-	100
	CWOD EL	60%	54%	88% 26%	86%	84% 20%	91% -	-	100%	-	85% *	81% 23%	95%	*	30%	26%	87% 33%	88%	-	67% -	-	98%
	Male Female	74% 79%		81% 86%	61% 88%	77% 83%	87% 89%	-	78% 100%	*	80% 77%	71% 80%		44% 54%	87% 88%	33%	81%	- 86%	-	*	*	100 949
Reading	All	73%	81%	82%	64%	79%	85%	-	75%	-	80%	74%	92%	45%	86%	*	77%	87%	-	*	*	979
	Students																					

				_	African			America				Econ									Foste	
	CWOD		District 84%	Campus 86%	sAmericani 78%	Hispani 83%	cWhite 89%	Indian	Asianl:	slande	rRaces 82%	Disadv 79%	<u>Disad</u> 94%	CWD	86%) <u>EL</u>	Male 83%	FemaleN 89%	ligrantl	lomeless *	Care	979
	EL	52%	43%	*	-	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Male	69%	77%	77%	46%	74%	83%	-	* 1000/	-	76%	67%	89%	37%	83%	*	77%	- 070/	-	*	*	100
	Female	11%	84%	87%	89%	85%	88%	-	100%	-	84%	81%	95%	62%	89%	-	-	87%	-			93
Mathematics		80%	85%	86%	76%	82%	91%	-	100%	*	83%	79%	94%	52%	90%	38%	85%	87%	-	*	*	100
	Students CWD	52%	60%	52%	*	54%	61%	_	*	_	*	44%	75%	52%	_	*	53%	50%	_	*	_	*
	CWOD		89%	90%	90%	85%	94%	-	100%	*	92%	85%	95%	JZ /0 -	90%	43%		90%	-	*	*	100
	EL.	70%	67%	38%	-	*	-	-	*	-	*	*	*	*	43%	38%		*	-	-	-	
	Male Female	78% 82%	84% 87%	85% 87%	64% 91%	82% 82%	90% 92%	-	100% 100%	*	85% 81%	77% 81%	94% 94%	53% 50%	90% 90%	50%	85%	87%	-	*	*	100
	· omaio	0270	0.70	0. 70	0170	0270	0270		.0070		0.70	0.70	0.70	0070	0070							
Science	All Students	79%	85%	81%	83%	76%	88%	-	100%	-	68%	70%	94%	41%	86%	*	81%	81%	-	*	*	95
,	CWD	48%	53%	41%	*	38%	67%	_	_	_	*	32%	78%	41%	-	*	36%	50%	-	*	_	
	CWOD		89%	86%	91%	83%	90%	-	100%	-	78%	78%	95%	-	86%	*	88%	84%	-	*	*	95
	EL Male	58% 78%	55% 84%	* 81%	83%	73%	90%	-	*		79%	67%	97%	36%	88%	*	81%	-	-	*	*	10
	Female		86%	81%	83%	79%	87%	-	100%	-	56%	74%	91%	50%	84%	*	-	81%	-	*	-	
AAR Percent	at Moots	Grad	o I ovol	or Abo	N/A																	
Il Grades	at moots																					
All Subjects	All	47%	54%	54%	31%	50%	59%	-	69%	*	56%	39%	73%	29%	57%	10%	52%	56%	-	25%	*	67
	Students CWD	23%	29%	29%	*	26%	38%	_	*	_	*	19%	57%	29%	_	*	25%	36%	_	*	_	60
	CWOD	50%	57%	57%	36%	53%	61%	-	77%	*	62%	42%	74%	-	57%	11%	56%	58%	-	33%	*	6
	EL	26%	20%	10% 52%	200/	8%	- FC0/	-	* 67%	-	*	8% 35%	* 72%	* 25%	11%	10%		*	-	-	-	69
	Male Female	45% 50%	53% 56%	56%	30% 31%	49% 52%	56% 62%	-	71%	*	56% 57%	43%	74%	36%	56% 58%	14%	JZ 70 -	56%	-	*	*	64
Reading	All	46%	53%	49%	18%	47%	52%	_	63%	_	50%	36%	65%	26%	52%	*	43%	55%	_	*	*	59
	Students								0070						0270							
	CWD	22%	27%	26% 52%	* 22%	27%	30% 54%	-	* 83%	-	* 53%	20% 39%	43%	26%	- 52%	*	18%	42% 56%	-	*	-	59
	CWOD EL	21%	56% 16%	52% *	22%	50% *	54%	-	-	-	33%	39%	66%	*	32%	*	47% *	-	-	-	_	5
	Male	41%	49%	43%	23%	41%	46%	-	*	-	48%	31%	58%	18%	47%	*	43%		-	*	*	5
	Female	50%	58%	55%	11%	55%	58%	-	80%	-	52%	42%	73%	42%	56%	-	-	55%	-	*	*	6
Mathematics	All	48%	54%	57%	36%	51%	62%	-	67%	*	64%	40%	77%	30%	60%	13%	54%	59%	-	*	*	7
	Students CWD	26%	30%	30%	*	24%	42%	_	*	_	*	18%	63%	30%	_	*	28%	34%	_	*	_	
	CWOD		57%	60%	43%	54%	64%	-	70%	*	71%	44%	78%	-	60%	14%		61%	-	*	*	7
	EL	33%	26%	13%	-	*	-	-	*	-	*	*	*	*	14%	13%		*	-	-	-	
	Male Female	47% 49%	53% 54%	54% 59%	29% 45%	51% 51%	58% 66%	-	80% 57%	*	59% 69%	35% 45%	77% 77%	28% 34%	58% 61%	20%	54%	59%	-	*	*	73 67
0 :	• "	100/	570 /	=00/	400/	500/	0.40/		000/		500/	440/	700/	000/	0.40/	_	000/	500/				
Science	All Students	49%	57%	58%	42%	53%	64%	-	83%	-	52%	41%	78%	30%	61%		63%	52%	-			75
	CWD	23%	29%	30%	*	28%	50%	-	-	-	*	19%	78%	30%	-	*	32%	28%	-	*	-	
	CWOD EL	52% 21%	61% 15%	61%	45%	58%	65%	-	83%	-	59%	46%	78% *	*	61%	*	68%	54% *	-	*	*	74
	Male	50%	60%	63%	50%	58%	69%	-	*		64%	44%	84%	32%	68%	*	63%	-	-	*	*	8
	Female	49%	55%	52%	33%	47%	59%	-	80%	-	39%	38%	71%	28%	54%	*	-	52%	-	*	-	
AAR Percent	at Maste	rs Gra	ade Lev	el																		
II Grades	All	21%	24%	27%	5%	23%	32%	_	46%	*	23%	16%	40%	10%	29%	3%	26%	28%	-	8%	*	37
All Subjects	Students	00/	400/	400/	*	00/	450/					70/	400/	400/			00/	400/				^
		8%	10% 26%	10% 29%	6%	8% 25%	15% 34%	-	50%	*	26%	7% 17%	19% 42%	10%	29%	4%	8% 29%	13% 29%	-	11%	*	39
	CWD	23%		3%	-	4%	-	-	*	-	*	4%	*	*	4%	3%	5%	*	-	-	-	
		23% 9%	5%			000/	30%	_	22%	-	32%	16%	37%	8%	29% 29%	5%	26%	-	-	*	*	30
	CWD CWOD EL Male	9% 20%	23%	26%	6%	23%				*		4.00/					-	28%			*	
, i	CWD CWOD EL Male Female	9% 20% 22%	23% 25%	26% 28%	4%	24%	34%	-	59%	*	15%	16%	44%	13%			040/	040/			*	
Reading	CWD CWOD EL Male Female	9% 20%	23%	26%				-		*		16% 15%	38%	6%	28%	*	21%	31%	-	*	*	
Reading	CWD CWOD EL Male Female All Students CWD	9% 20% 22% 19% 7%	23% 25% 21% 7%	26% 28% 26% 6%	4%	24%	34%		59% 38% *		15% 20% *		38% 10%		28%	*	2%	31% 15%	-	*	*	3
Reading	CWD CWOD EL Male Female All Students CWD CWOD	9% 20% 22% 19% 7% 20%	23% 25% 21% 7% 23%	26% 28% 26% 6% 28%	4% 0%	24% 23%	34% 30%		59% 38%		15% 20%	15%	38%	6%		* * *			- - -	* *	* - *	3
Reading	CWD CWOD EL Male Female All Students CWD CWOD EL	9% 20% 22% 19% 7% 20% 7%	23% 25% 21% 7% 23% 3%	26% 28% 26% 6% 28%	4% 0% *	24% 23% 6% 25%	34% 30% 9%		59% 38% *	-	15% 20% *	15% 5%	38% 10% 40%	6% 6%	28%	* * * *	2%	15%	-	* * * * *	* - *	3:
Reading	CWD CWOD EL Male Female All Students CWD CWOD EL	9% 20% 22% 19% 7% 20% 7% 16%	23% 25% 21% 7% 23%	26% 28% 26% 6% 28%	4% 0% * 0% -	24% 23% 6%	34% 30% 9% 33%	- - -	59% 38% * 50%	-	15% 20% * 22% *	15% 5% 17% *	38% 10%	6% 6% - *	28% - 28% *	* *	2% 23% *	15% 32% -	-	* * * * * * *	* - * - *	3:
Reading	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	9% 20% 22% 19% 7% 20% 7% 16%	23% 25% 21% 7% 23% 3% 18% 25%	26% 28% 26% 6% 28% * 21%	4% 0% * 0% - 0%	24% 23% 6% 25% *	34% 30% 9% 33% - 24%	-	59% 38% * 50% - *	-	15% 20% * 22% * 28%	15% 5% 17% *	38% 10% 40% - 29%	6% 6% - *	28% - 28% * 23% 32%	* * *	2% 23% * 21%	15% 32% - -		* * * * * * * *	* - * - *	3 3 2 5
Reading	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	9% 20% 22% 19% 7% 20% 7% 16% 22% 23%	23% 25% 21% 7% 23% 3% 18% 25% 25%	26% 28% 26% 6% 28% * 21% 31% 24%	4% 0% * 0% - 0% 0% 0%	24% 23% 6% 25% * 18% 29% 20%	34% 30% 9% 33% - 24% 37% 29%	-	59% 38% * 50% - 60% 50%	*	15% 20% * 22% * 28% 12% 22%	15% 5% 17% * 14% 17%	38% 10% 40% - 29% 50% 37%	6% 6% - * 2% 15%	28% - 28% * 23% 32% 25%	* * * -	2% 23% * 21% - 23%	15% 32% - - 31% 25%	-	* * * * * * * * *	* - * - *	3: 3: 2: 5: 3:
Reading	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD	9% 20% 22% 19% 7% 20% 7% 16% 22% 23%	23% 25% 21% 7% 23% 3% 18% 25% 25%	26% 28% 26% 6% 28% * 21% 31% 24%	4% 0% * 0% - 0% 0% 0% 0% *	24% 23% 6% 25% * 18% 29% 20% 10%	34% 30% 9% 33% - 24% 37% 29% 19%	-	59% 38% * 50% - * 60% 50% *	-	15% 20% * 22% * 28% 12% 22% *	15% 5% 17% * 14% 17% 13%	38% 10% 40% - 29% 50% 37% 25%	6% 6% - * 2% 15%	28% - 28% * 23% 32% 25%	* * * - 0% *	2% 23% * 21% - 23% 14%	15% 32% - 31% 25%	-	* * * * * * *	* * * * * * * * * * * *	3 2 5 3
Reading	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWD ECUD	9% 20% 22% 19% 7% 20% 7% 16% 22% 23% 10% 25% 13%	23% 25% 21% 7% 23% 3% 18% 25% 25% 14% 27% 6%	26% 28% 26% 6% 28% * 21% 31% 24% 13% 25% 0%	4% 0% * 0% - 0% 0% 0% * 0% - 0% 0%	24% 23% 6% 25% * 18% 29% 20% 10% 22% *	34% 30% 9% 33% - 24% 37% 29% 19% 30%	-	59% 38% * 50% - 60% 50% * 50% *	- - - - - *	15% 20% * 22% * 28% 12% 22% * *	15% 5% 17% * 14% 17% 13% 9% 14% *	38% 10% 40% - 29% 50% 37% 25% 38% *	6% 6% - 2% 15% 13% 13%	28% - 28% * 23% 32% 25% - 25% 0%	* * * - 0% * 0% 0%	2% 23% * 21% - 23% 14% 25% 0%	15% 32% - - 31% 25%	-	* * * * * * * * * * * * * * * * * * * *	* * - * * * - * - * - * - * - * - * - *	3 3 2 5 3
Reading	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Male Male Male Male Male Male Male	9% 20% 22% 19% 7% 20% 7% 16% 22% 23% 10% 25% 13% 23%	23% 25% 21% 7% 23% 3% 18% 25% 25% 14% 27% 6% 25%	26% 28% 26% 6% 28% * 21% 31% 24% 13% 25% 0% 23%	4% 0% * 0% - 0% 0% 0% 0% 0%	24% 23% 6% 25% * 18% 29% 20% 10% 22% * 21%	34% 30% 9% 33% - 24% 37% 29% 19% 30% - 27%		59% 38% * 50% - 60% 50% * 40%	- - - - - *	15% 20% * 22% * 28% 12% 22% * 25% * 26%	15% 5% 17% * 14% 17% 13% 9% 14% * 12%	38% 10% 40% - 29% 50% 37% 25% 38% *	6% 6% - 2% 15% 13% - 13%	28% - 28% * 23% 32% 25% - 25% 0% 25%	* * * - 0% 0% 0% 0%	2% 23% * 21% - 23% 14% 25%	15% 32% - - 31% 25% 13% 26% *	-		* * - * * * - * *	3 3 2 5 3 3
Reading	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWD ECUD	9% 20% 22% 19% 7% 20% 7% 16% 22% 23% 10% 25% 13% 23%	23% 25% 21% 7% 23% 3% 18% 25% 25% 14% 27% 6%	26% 28% 26% 6% 28% * 21% 31% 24% 13% 25% 0%	4% 0% * 0% - 0% 0% 0% * 0% - 0% 0%	24% 23% 6% 25% * 18% 29% 20% 10% 22% *	34% 30% 9% 33% - 24% 37% 29% 19% 30%	-	59% 38% * 50% - 60% 50% * 50% *	*	15% 20% * 22% * 28% 12% 22% * *	15% 5% 17% * 14% 17% 13% 9% 14% *	38% 10% 40% - 29% 50% 37% 25% 38% *	6% 6% - 2% 15% 13% 13%	28% - 28% * 23% 32% 25% - 25% 0%	* * * - 0% * 0% 0%	2% 23% * 21% - 23% 14% 25% 0%	15% 32% - - 31% 25% 13% 26% *	-	*	* * * * * * * *	3 3 2 5 3 3
Reading Mathematics	CWD CWOD EL Male Female All Students CWD EL Male Female All Students CWD CWOD EL Male Female All All All All All All All	9% 20% 22% 19% 7% 16% 22% 23% 10% 25% 13% 23% 24%	23% 25% 21% 7% 23% 3% 18% 25% 25% 14% 27% 6% 25%	26% 28% 26% 6% 28% * 21% 31% 24% 13% 25% 0% 23%	4% 0% * 0% - 0% 0% 0% 0% 0%	24% 23% 6% 25% * 18% 29% 20% 10% 22% * 21%	34% 30% 9% 33% - 24% 37% 29% 19% 30% - 27%		59% 38% * 50% - 60% 50% * 40%	*	15% 20% * 22% * 28% 12% 22% * 25% * 26%	15% 5% 17% * 14% 17% 13% 9% 14% * 12%	38% 10% 40% - 29% 50% 37% 25% 38% *	6% 6% - 2% 15% 13% - 13%	28% - 28% * 23% 32% 25% - 25% 0% 25%	* * * - 0% 0% 0% 0% *	2% 23% * 21% - 23% 14% 25% 0%	15% 32% - - 31% 25% 13% 26% *			* * * * * * * * *	33 34 35 31 33 32
Reading Mathematics	CWD CWOD EL Male Female All Students CWD EL Male Female All Students CWD CWOD EL All CWD CWOD EL All Students CWD CWOD EL All Students CWD CWOD EL All Students Students Students Students Students	9% 20% 22% 19% 7% 20% 7% 16% 22% 23% 10% 25% 13% 24% 22%	23% 25% 21% 7% 23% 3% 18% 25% 25% 14% 27% 6% 25% 25% 30%	26% 28% 26% 6% 28% * 21% 31% 24% 13% 25% 25% 35%	4% 0% * 0% - 0% 0% 0% 0% 0% 0%	24% 23% 6% 25% * 18% 29% 20% 10% 22% * 21% 20% 30%	34% 30% 9% 33% - 24% 37% 29% 19% 30% - 27% 31% 42%		59% 38% * 50% - * 60% 50% * 40% 57%	*	15% 20% * 22% * 28% 12% 22% * 25% * 26% 19%	15% 5% 17% * 14% 17% 13% 9% 14% * 12% 15%	38% 10% 40% -29% 50% 37% 25% 38% * 36% 38% 51%	6% 6% - 2% 15% 13% - 13% - 14% 13% 9%	28% 28% 23% 32% 25% 0% 25% 25% 26%	* * * - 0% 0% 0% 0% *	2% 23% * 21% - 23% 14% 25% 0% 23% - 41%	15% 32% - - 31% 25% 13% 26% * - 25% 29%			* * * * * * * * *	39 38 38 29 50 30 32 28 55
Reading Mathematics	CWD CWOD EL Male Female All Students CWD EL Male Female All Students CWD CWOD EL Male Female All All All All All All All	9% 20% 22% 19% 7% 20% 7% 16% 22% 23% 10% 25% 13% 24% 22% 7% 24%	23% 25% 21% 7% 23% 3% 18% 25% 25% 14% 27% 6% 25% 25% 30% 7% 33%	26% 28% 26% 6% 28% 21% 31% 24% 13% 25% 0% 23% 25% 35%	4% 0% - 0% - 0% 0% 0% 0% 0% 25%	24% 23% 6% 25% * 18% 29% 20% 10% 22% * 21% 20%	34% 30% 9% 33% - 24% 37% 29% 19% 30% - 27% 31%		59% 38% * 50% - * 60% 50% * 40% 57%	*	15% 20% * 22% 28% 12% 22% * 25% * 26% 19% 29%	15% 5% 17% * 14% 17% 13% 9% 14% * 12% 15%	38% 10% 40% - 29% 50% 37% 25% 38% * 36% 38%	6% 6% - 2% 15% 13% - 14% 13%	28% 28% 23% 32% 25% 0% 25% 25% 26%	* * * - 0% 0% 0% 0% *	2% 23% * 21% - 23% 14% 25% 0% 23% -	15% 32% - 31% 25% 13% 26% * - 25%			* * * * * * * * * * *	38 28 50 30 32 28 56
Reading Mathematics	CWD CWOD EL Male Female All Students CWO CWOD EL CWOD EL Male Female All Students CWD CWOD EL	9% 20% 22% 19% 7% 20% 7% 22% 23% 10% 25% 13% 24% 22% 7%	23% 25% 21% 7% 23% 3% 18% 25% 25% 14% 27% 6% 25% 25% 30% 7%	26% 28% 26% 6% 28% * 21% 31% 24% 13% 25% 0% 25% 35%	4% 0% * 0% - 0% 0% 0% 0% * 0% - 0% 0% - 5% *	24% 23% 6% 25% * 18% 29% 20% 10% 22% * 21% 20% 30% 7%	34% 30% 9% 33% - 24% 37% 29% 19% 30% - 27% 31% 42% 17%		59% 38% * 50% - * 60% 50% * 50% 50%	*	15% 20% * 22% 28% 12% 22% * 25% 26% 19% 29% *	15% 5% 17% * 14% 17% 13% 9% 14% * 12% 15% 22% 5%	38% 10% 40% 29% 50% 37% 25% 38% * 36% 38% 51%	6% 6% - 2% 15% 13% 13% - 14% 13% 9%	28% - 28% * 23% 32% 25% - 25% 0% 25% 26% 38% -	* * * - 0% 0% 0% 0% *	2% 23% * 21% - 23% 14% 25% 0% 23% - 41%	15% 32% - - 31% 25% 13% 26% * - 25% 29%			* * * * * * * * * * * * * * * * * * * *	3: 3: 3: 3: 3: 3: 5:

				Two					
				or		Non			
	African	America	ın Pacifi	c More	Econ	Econ			Foster
	StateDistrictCampusAmericanHispanicWhite	Indian	AsianIsland	erRaces	Disadv	DisadvCV	DCWOD EL	Male Female Migrant Homeles	s Care Military
1*1	Indicates results are masked due to small numbers to protect studer	nt confide	ntiality.		•				·
'-'	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			Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	70	57	68	72	-	*	-	72	64	65	71
CWD	65	*	64	68	-	-	-	*	61	65	*
CWOD	70	63	68	72	-	*	-	72	65	-	*
EL	71	-	*	-	-	-	-	*	71	*	71
Male	66	56	67	65	-	-	-	69	61	61	71
Female	74	*	69	79	-	*	-	75	68	73	-
Mathematics 1 1 2 1											
All Students	75	76	74	76	-	83	*	79	73	73	46
CWD	73	*	81	71	-	-	-	*	74	73	*
CWOD	76	86	73	76	-	83	*	83	73	_	45
EL	46	-	*		_	*	-	*	45	*	46
Male	75	80	72	75	-	*	-	87	73	73	61
Female	76	71	76	77	-	*	*	72	73	73	*

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	Foste Care
ederal Graduation Rates													
-year Longitudinal Cohort	Graduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
l Indicatos vascilta ava va													
Indicates results are ma	asked due to smal	I numbers to	o protect stu	ident con	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
	*	*	*
!*! '-'	Indicates results are masked due to Indicates zero observations reporte	o small numbers to protect student cor d for this group.	nfidentiality.

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	*	51	60	-	69	*	53	43	29	*
School Quality (College, Career,	and Military	Readiness	Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
*** Indicates results are masked '-' Indicates there are no studer 'n/a' Indicates the student group is	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			Two or More	Econ	OME	
	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	Υ		Υ	N				N	Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		Υ	N				N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N				N	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	Υ		Υ	Υ				Υ	Υ	Υ	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ	N				Υ	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N				N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N				N	N	N	N
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% 44% 46% 46%
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 (Blank cells above represer							je Proficienc	y uses EL (Cu	ırrent).		

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
rticipation Rat	e	•		•													
All Subjects	All Students	99%	100%	100%	99%	-	100%	*	99%	99%	100%	98%	99%	100%	99%	99%	_
,	CWD	98%	100%	98%	98%	-	*	-	100%	98%	100%	98%	-	*	97%	100%	-
	CWOD	99%	100%	100%	99%	-	100%	*	98%	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	-	-	*	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	100%	100%	98%	-	100%	-	100%	98%	100%	97%	99%	100%	99%	-	-
	Female	99%	100%	100%	100%	-	100%	*	97%	99%	100%	100%	99%	100%	-	99%	-
Reading	All Students	99%	100%	99%	99%	-	100%	-	98%	98%	100%	98%	99%	100%	99%	99%	_
Ü	CWD	98%	*	97%	97%	-	*	-	100%	97%	100%	98%	-	*	96%	100%	-
	CWOD	99%	100%	99%	99%	-	100%	-	98%	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	-	-	-	-	*	100%	-	*	100%	100%	100%	-	-
	Male	99%	100%	99%	98%	-	*	-	100%	98%	100%	96%	99%	100%	99%	-	-
	Female	99%	100%	99%	99%	-	100%	-	96%	99%	99%	100%	99%	-	-	99%	-
Mathematics	All Students	99%	100%	100%	99%	-	100%	*	100%	99%	100%	98%	99%	100%	99%	100%	_
	CWD	98%	*	98%	97%	-	*	-	100%	97%	100%	98%	-	*	97%	100%	-
	CWOD	99%	100%	100%	99%	-	100%	*	100%	99%	100%	-	99%	100%	99%	100%	-
	EL	100%	-	100%	-	-	*	-	*	100%	*	*	100%	100%	100%	100%	-
	Male	99%	100%	100%	98%	-	100%	-	100%	98%	100%	97%	99%	100%	99%	-	-
	Female	100%	100%	100%	99%	-	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	99%	-	100%	_	97%	100%	99%	100%	99%	100%	100%	99%	_
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	100%	100%	99%	-	100%	-	96%	99%	99%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	-	-	-	-	*	100%	*	*	100%	100%	*	*	-
	Male	100%	100%	100%	99%	-	*	-	100%	100%	99%	100%	99%	*	100%	-	-
	Female	99%	100%	100%	100%	_	100%	-	94%	99%	100%	100%	99%	*	-	99%	_
n-Participatio																	
All Subjects	All Students	1%	0%	0%	1%	_	0%	*	1%	1%	0%	2%	1%	0%	1%	1%	_
,	CWD	2%	0%	2%	2%	-	*	-	0%	2%	0%	2%	-	*	3%	0%	-
	CWOD	1%	0%	0%	1%	-	0%	*	2%	1%	0%		1%	0%	1%	1%	-
	EL	0%	-	0%	-	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	0%	0%	2%	-	0%	-	0%	2%	0%	3%	1%	0%	1%	-	_
	Female	1%	0%	0%	0%	_	0%	*	3%	1%	0%	0%	1%	0%		1%	_

			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus		n Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migra
Reading	All Students	1%	0%	1%	1%	_	0%	_	2%	2%	0%	3%	1%	0%	1%	1%	_
	CWD	3%	*	3%	3%	_	*	_	0%	3%	0%	3%	-	*	4%	0%	_
	CWOD	1%	0%	1%	1%	_	0%	_	2%	1%	0%	-	1%	0%	1%	1%	_
	EL	0%	-	0%	-	_	-	_	*	0%	-	*	0%	0%	0%	-	_
	Male	1%	0%	1%	2%	_	*	_	0%	2%	0%	4%	1%	0%	1%	-	_
	Female	1%	0%	1%	1%	-	0%	-	4%	2%	1%	0%	1%	-	-	1%	-
Mathematics	All Students	1%	0%	0%	1%	_	0%	*	0%	1%	0%	2%	1%	0%	1%	0%	_
	CWD	2%	*	2%	3%	-	*	-	0%	3%	0%	2%	-	*	3%	0%	_
	CWOD	1%	0%	0%	1%	-	0%	*	0%	1%	0%	-	1%	0%	1%	0%	-
	EL	0%	-	0%	-	-	*	-	*	0%	*	*	0%	0%	0%	0%	-
	Male	1%	0%	0%	2%	-	0%	-	0%	2%	0%	3%	1%	0%	1%	-	-
	Female	0%	0%	0%	1%	-	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	1%	-	0%	-	3%	0%	1%	0%	1%	0%	0%	1%	_
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	0%	1%	-	0%	-	4%	1%	1%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	-	-	-	-	*	0%	*	*	0%	0%	*	*	-
	Male	0%	0%	0%	1%	-	*	-	0%	0%	1%	0%	1%	*	0%	-	-
	Female	1%	0%	0%	0%	-	0%	-	6%	1%	0%	0%	1%	*	-	1%	-

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	Managia	VA/1-14-	Indian or Alaska	A-1	Pacific	Two or More		with	Students with Disabilities (Section
Students Without Disabilities		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	504)
n-School Suspensions												
ii danda daspansiana	Male	82	*	38	38	*	*	*	*	5		
	Female	50	5	26	17	*	*	*	*	*		
	Total	132	7	64	55	*	*	*	*	5		
Out-of-School Suspensions			•							-		
	Male	11	*	7	*	*	*	*	*	*		
	Female	6	*	*	*	*	*	*	*	*		
	Total	17	*	11	6	*	*	*	*	*		
Expulsions												
With Educational Services	Male	27	*	14	11	*	*	*	*	*		
	Female	19	*	11	8	*	*	*	*	*		
	Total	46	*	25	19	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
200000000000000000000000000000000	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
2 25.0 15.5.4.155 1 510100	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	70101											
Solidor Malatad 7 tiresto	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	iotai											
toloridio to Edw Emolocinom	Male	19	*	11	8	*	*	*	*	*		
	Female	23	5	8	8	*	*	*	*	*		
	Total	42	5	19	16	*	*	*	*	*		
Students With Disabilities	Total	72	Ü	10	10							
n-School Suspensions												
	Male	31	*	11	14	*	*	*	*	*		20
	Female	15	*	8	5	*	*	*	*	*		11
	Total	46	*	19	19	*	*	*	*	*		31
Out-of-School Suspensions	iotai	40		10	10							01
out of control cuspendent	Male	8	*	*	*	*	*	*	*	*		*
	Female	6	*	*	*	*	*	*	*	*		*
	Total	14	*	6	6	*	*	*	*	*		8
Expulsions	iotai	1-7		Ü	Ū							Ü
With Educational Services	Male	9	*	5	*	*	*	*	*	*		5
THE Educational Confidence	Female	6	*	*	*	*	*	*	*	*		5
	Total	15	*	7	*	*	*	*	*	*		10
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	. 3											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	11	*	*	*	5	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	15	*	*	*	5	*	*	*	*		*
All Students						-						
Chronic Absenteeism												
							*			*	_	_
	Male	52	*	20	26	*	*	*	*	*	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	104	*	40	58	*	*	*	*	*	16	10

	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	*
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 1	Two or More Races	EL	Students with Disabilitie
Preschool Programs											
ű	Male	_	-	-	-	-	-	_	-	-	_
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated 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	9.7	15.2%
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	10.2	16.5%
- 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%	-	-
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%	10	3%
Mathematics	5,294	1%	10	2%	10	2%
Grade 8					_	
Reading	5,088	1%	8	2%	8	2%
Mathematics	5,087	2%	8	3%	8	3%
Science	5,087	1%	8	2%	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%	44	2%
Reading	43,730	1%	56	2%	18	2%
Mathematics	39,178	1%	52	2%	18	2%
	16,112	1%	21	2%	8	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	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	•	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2

			% 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.

Texas Education Agency | Academics | Performance Reporting

December 2018