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

State

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(1) 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	Jianania	\A/bito	American Indian		Pacific Islander			Special Educ	
Academic Performance (At		Baseline 2016-17	Students	Americani	піѕрапіс	wille	mulan	ASIAII	isianuer	Races	Disauv	Euuc	Former)
Meets Grade Level or Above)	Reading/ELA		44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Meets Grade Level of Above)	Reading/ELA	2017-18 through											
		2021-22 2022-23 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		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 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates 2017-18 through											41%
		2021-22											42%
		2022-23 through 2026-27											44%
		2027-28 through											
Graduation Rate:4-Year		2031-32 Baseline 2016-17											46%
Longitudinal Rate		Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2021-22 2022-23 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2026-27	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%

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;

which the State differentiates a school as 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 (o)(4)(D)(i);

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

Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

									Two										
			African			American		Docific	or	Foon	Non							Foster	
				Hispanio				Pacific Islande				vCWD	CWO	EL Male	Female	Migrant	Homeless		
AAR Percei	nt at Annr	nachos	Grade I	evel or	Ahove														
Grade 3	it at Appi	Jacines	Olade L	-0401017	1000														
Reading	All	77%	65%	73%	86%	74%	90%	78%	83%	70%	88%	51%	79%	70%74%	79%	65%	67%	60%	8
	Students																		
	CWD	51%	42%	46%	62%	49%	63%	55%	56%	45%	64%	51%	-	41%51%		34%	41%	42%	5
	CWOD		68%	76%	89%	78%	92%	80%	85%	73%	90%	-		72%77%		68%	70%	65%	8
	EL	70%	63%	69%	69%	67%	79%	56%	75%	69%	77%	41%	72%	70%67%		63%	63%	55%	7
	Male	74%	61%	71%	85%	72%	88%	81%	80%	67%	86%	51%		67%74%		63%	64%	57%	8
	Female	79%	69%	76%	88%	78%	92%	74%	85%	73%	90%	52%	81%	73% -	79%	66%	70%	64%	8
Mathematic	s All	77%	64%	75%	85%	76%	93%	77%	81%	72%	87%	52%	80%	74%77%	78%	70%	67%	62%	8
	Students																		
	CWD	52%	40%	49%	60%	53%	71%	42%	53%	46%	63%	52%	_	47%54%	48%	47%	42%	41%	6
	CWOD		67%	78%	88%	79%	94%	79%	84%	75%	89%	-	80%	76%80%		72%	70%	68%	8
	EL	74%	67%	73%	73%	74%	87%	60%	77%	73%	79%	47%		74%74%		69%	69%	68%	7
	Male	77%	63%	75% 75%	85%	75%	92%	79%	81%	71%	87%	54%	80%	74%77%		71%	67%	61%	8
	Female		66%	75% 75%	85%	77%	94%	73%	81%	72%	87%	48%	80%		78%	68%	66%	64%	8
	remale	1070	0070	1370	0070	1170	3470	1370	0170	1270	0170	40%	00%	1470 -	1070	0070	0070	0470	•
Grade 4		=00/	200/	000/	0001	700/	000/	700/	700/	0.40/	0501	1001	7501	000/ 700/	750'	500/	2001	500/	
Reading	All Students	72%	60%	68%	83%	73%	89%	73%	78%	64%	85%	46%	75%	60%70%	75%	56%	63%	56%	8
	CWD	46%	38%	41%	56%	33%	60%	47%	51%	40%	59%	46%	_	33%46%	44%	32%	40%	34%	ţ
	CWOD		63%	70%	86%	76%	91%	74%	81%	67%	87%	-	75%	62%73%		58%	66%	61%	8
	EL	60%	55%	59%	61%	54%	70%	44%	70%	58%	67%	33%		60%57%		50%	54%	49%	è
	Male	70%	56%	65%	82%	70%	88%	69%	77%	62%	84%	46%		57%70%		52%	60%	54%	7
	Female		64%	70%	84%	75%	90%	75%	80%	67%	87%	44%	77%		75%	59%	66%	57%	8
Mathematic	s All Students	77%	64%	75%	85%	76%	93%	78%	81%	72%	87%	49%	81%	72%77%	78%	67%	67%	59%	8
	CWD	49%	38%	46%	57%	41%	71%	51%	50%	44%	61%	49%		42%51%	44%	38%	41%	33%	ţ
	CWOD		67%	78%	88%	80%	95%	80%	84%	75%	90%	4370	010/	75%81%		71%	71%	67%	8
	EL	72%	59%	71%	70%	67%	82%	54%	76%	71%	76%	42%		72%72%		64%	64%	57%	8
				71%	85%		93%	75%	80%	71%		51%				67%		58%	
	Male	77%	62%			75%					87%			72%77%			65%		8
	Female	78%	66%	76%	85%	78%	94%	81%	81%	72%	88%	44%	81%	72% -	78%	68%	69%	61%	8
Grade 5																			
Reading	All	83%	74%	81%	91%	82%	94%	85%	88%	78%	92%	54%	87%	73%81%	86%	71%	75%	66%	6
	Students																		
	CWD	54%	47%	50%	64%	55%	67%	64%	61%	48%	67%	54%	-	42%54%	55%	48%	48%	43%	6
	CWOD	87%	78%	84%	94%	85%	95%	86%	91%	82%	94%	-	87%	76%85%	88%	75%	78%	74%	ç
	EL	73%	65%	73%	71%	71%	77%	59%	71%	72%	77%	42%	76%	73%70%	76%	66%	65%	61%	8
	Male	81%	70%	78%	89%	79%	93%	83%	86%	75%	91%	54%	85%	70%81%	-	69%	71%	62%	8
	Female	86%	78%	84%	92%	84%	95%	87%	90%	81%	94%	55%	88%	76% -	86%	74%	78%	71%	ç
Mathematic	s All	90%	81%	89%	94%	87%	97%	92%	92%	87%	95%	70%	92%	86%89%	91%	84%	83%	79%	ç
	Students																		
	CWD	70%	58%	70%	76%	64%	82%	79%	69%	66%	78%	70%	-	67%70%	69%	68%	64%	58%	8
	CWOD	92%	84%	91%	96%	90%	98%	93%	94%	89%	96%	-	92%	88%92%	92%	87%	85%	86%	ç
	EL	86%	72%	86%	82%	81%	91%	88%	80%	85%	86%	67%	88%	86%85%	86%	83%	79%	82%	(
	Male	89%	79%	88%	94%	86%	97%	92%	91%	86%	95%	70%		85%89%		83%	82%	78%	ç
	Female		83%	90%	95%	89%	98%	92%	93%	88%	95%	69%	92%		91%	86%	84%	80%	ç
Science	All	75%	61%	72%	85%	74%	91%	76%	81%	69%	86%	48%	78%	62%76%	75%	64%	65%	60%	8
30,0,100	Students	. 5 /0	0.70	12/0	5570	1 770	0 1 70	. 5 /0	0170	0070	0070	1070	. 5 /0	JZ /010/0	. 5 /0	0 770	5570	0070	•
	CWD	48%	38%	45%	59%	54%	62%	43%	52%	43%	60%	48%	-	37%51%	43%	40%	41%	40%	
	CWOD		65%	75%	88%	77%	92%	78%	84%	72%	88%	-	78%	65%80%		67%	68%	66%	8
	EL	62%	52%	62%	57%	57%	70%	51%	63%	62%	66%	37%		62%64%		57%	54%	53%	6
	Male	76%	60%	73%	86%	74%	91%	78%	81%	69%	86%	51%	80%	64%76%		65%	66%	60%	8
	Female		62%	71%	85%	74%	91%	74%	81%	68%	86%	43%	77%		75%	62%	64%	60%	8
	remale	1370	UZ 70	1 170	0370	1470	9170	1470	0170	0070	0070	4370	1 / 70	00 /0 -	1370	0270	U <del>4</del> 70	0070	C

									Two or		Non								
		C4-4-	African	Hanani		American		Pacific			Econ	·CWD	CVAVOE	S EL Malal		Minumanati		Foster	
Grade 6		State	American	Hispani	cvvnite	indian	Asian	isiande	rkaces	Disagv	Disad	CWD	CWOL	D EL Malel	-emaie	wigranti	Homeles	s Care	IVIIIIT
Reading	All	68%	57%	62%	79%	66%	89%	68%	76%	59%	82%	35%	71%	42%63%	72%	48%	56%	50%	77
	Students																		
	CWD	35%	30%	31%	43%	34%	54%	23%	38%	30%	46%	35%		19%35%	35%	22%	29%	35%	37
	CWOD		60%	66%	82%	70%	91%	72%	80%	62%	84%	-		45%67%	75%	52%	59%	55%	81
	EL	42%	41%	42%	48%	41%	56%	35%	49%	42%	48%	19%	45%	42%38%	47%	31%	33%	25%	44
	Male	63%	51%	58%	76%	61%	87%	62%	72%	54%	78%	35%	67%	38%63%	720/	42%	50%	44%	72
	Female	/2%	64%	67%	82%	72%	92%	75%	80%	64%	85%	35%	75%	4/% -	72%	54%	62%	57%	82
Mathematics	All Students	76%	64%	73%	86%	76%	94%	80%	83%	70%	87%	50%	79%	61%76%	77%	61%	65%	60%	84
	CWD	50%	41%	47%	57%	53%	72%	53%	53%	45%	60%	50%	_	42%51%	47%	39%	40%	43%	58
	CWOD		68%	76%	89%	79%	95%	83%	86%	73%	89%	-	79%	64%80%	79%	65%	69%	66%	88
	EL	61%	55%	61%	65%	59%	79%	56%	72%	61%	65%	42%		61%62%	61%	51%	51%	48%	64
	Male	76%	63%	72%	86%	76%	94%	77%	82%	69%	87%	51%	80%	62%76%	-	60%	63%	58%	84
	Female	77%	66%	73%	86%	76%	95%	83%	83%	70%	87%	47%	79%	61% -	77%	62%	67%	63%	85
rade 7 Reading	All	73%	64%	68%	83%	71%	92%	74%	81%	65%	85%	37%	77%	44%69%	79%	52%	63%	49%	82
	Students				.=														
	CWD	37%	32%	34%	45%	34%	59%	31%	41%	32%	49%	37%	770/	22%37%	38%	21%	32%	25%	44
	CWOD EL	77% 44%	68% 40%	72% 44%	87% 46%	75% 36%	93% 58%	77% 45%	84% 45%	69% 44%	88% 48%	22%	77% 47%	47% 72% 44% 40%	81% 50%	56% 33%	67% 37%	58% 26%	86 40
	⊨∟ Male	44% 69%	49% 57%	44% 63%	46% 80%	36% 67%	58% 90%	45% 69%	45% 76%	44% 59%	48% 82%	37%	72%	44%40%	50%	33% 47%	37% 58%	26% 42%	49 77
	Female		71%	74%	87%	75%	94%	79%	86%	71%	89%			50% -	- 79%	57%	68%	57%	87
	· Cirial	/0	. 170	1 -7 /0	31 /0	, 0 /0	U T /U	, 5 /0	JU /0	. 1 /0	JJ 70	JU /0	01/0	JU /U -	. 5 /0	O1 /0	JU /0	J1 /0	01
Mathematics	All Students	71%	58%	67%	82%	71%	93%	76%	77%	64%	83%	42%	75%	52%69%	73%	56%	61%	46%	79
	CWD	42%	33%	40%	50%	48%	68%	41%	43%	38%	52%	42%	-	34%42%	41%	32%	36%	29%	48
	CWOD		62%	70%	86%	75%	94%	80%	81%	68%	86%	-	75%	55%73%	76%	60%	65%	54%	83
	EL	52%	48%	51%	59%	52%	73%	57%	58%	52%	56%	34%	55%	52%51%	54%	46%	44%	37%	55
	Male	69%	54%	65%	80%	69%	92%	75%	75%	62%	81%	42%	73%	51%69%	-	54%	59%	45%	77
	Female	73%	62%	69%	83%	74%	94%	78%	79%	66%	85%	41%	76%	54% -	73%	57%	64%	48%	82
rade 8 Reading	All	85%	78%	81%	92%	85%	95%	85%	90%	79%	93%	49%	88%	58%82%	88%	69%	76%	64%	91
	Students CWD	49%	42%	46%	57%	54%	64%	39%	54%	44%	60%	49%		32%48%	51%	31%	38%	40%	57
	CWOD		83%	85%	95%	88%	96%	89%	94%	83%	95%	4370	88%	62%86%	90%	74%	81%	74%	94
	EL	58%	50%	58%	57%	47%	67%	45%	67%	58%	59%	32%	62%	58% 56%	61%	50%	44%	39%	63
	Male	82%	73%	78%	90%	80%	94%	83%	88%	75%	91%	48%	86%		-	64%	72%	62%	88
	Female	88%	83%	85%	94%	89%	96%	88%	93%	83%	94%	51%	90%	61% -	88%	74%	81%	67%	94
Mathematics	Students	85%	76%	83%	90%	84%	96%	89%	87%	81%	91%	53%	89%	73%82%	87%	75%	77%	65%	90
	CWD	53%	43%	54%	57%	55%	75%	59%	54%	50%	62%	53%	-	49%53%	54%	38%	43%	42%	62
	CWOD		81%	87%	94%	88%	97%	93%	92%	85%	94%	400/	89%	77%87%	90%	81%	82%	74%	94
	EL	73%	61%	73%	72%	64%	86%	67%	80%	73%	72%	49%	77%	73%71%	76%	66%	64%	57%	78
	Male	82%	72%	81%	89%	83%	96% 97%	86%	85%	78% 84%	90%	53%	87%	71%82% 76% -	- 87%	72% 79%	74%	63%	88
	Female	0170	80%	86%	92%	84%	9170	93%	90%	04 70	92%	54%	90%	70% -	0170	1970	80%	67%	93
Science	All Students	75%	63%	70%	86%	76%	93%	79%	82%	66%	86%	39%	78%	46%74%	76%	56%	63%	52%	84
	CWD	39%	29%	35%	49%	45%	65%	39%	44%	34%	51%	39%	_	25%41%	35%	20%	30%	32%	48
	CWOD		68%	73%	89%	79%	94%	83%	86%	71%	89%	-	78%	49%78%	79%	60%	68%	60%	87
	EL	46%	38%	45%	46%	36%	64%	37%	50%	46%	47%	25%		46%47%	45%	37%	35%	37%	43
	Male	74%	59%	69%	85%	74%	93%	76%	80%	65%	85%	41%		47%74%	-	55%	62%	53%	82
	Female	76%	66%	71%	86%	77%	93%	83%	84%	68%	87%	35%	79%	45% -	76%	56%	65%	51%	85
nd of Course English I	All	64%	52%	59%	77%	61%	85%	68%	74%	55%	77%	25%	68%	30%57%	71%	43%	51%	39%	74
	Students	0=01	0001	0001	0001	0001	100	0001	0001	0001	0.407	0501		4.40/ 0.10/	0001	4701	4001	0001	_
	CWD	25%	20%	23%	33%	22%	48%	30%	32%	22%	34%	25%	- 600/	14% 24%	28%	17%	19%	22%	34
	CWOD		58%	63%	82%	66%	87%	71%	79%	60%	81%	1/10/		32%62%	75%	47%	56%	48%	80
	EL Male	30% 57%	24% 45%	29% 52%	31% 71%	23% 55%	40% 83%	23% 62%	28% 68%	29% 49%	31% 71%	14% 24%		30% 27% 27% 57%	34%	25% 36%	21% 45%	23% 31%	35 69
	Female		45% 61%	52% 66%	84%	55% 67%	88%	75%	82%	49% 63%	83%	28%		34% -	71%	52%	45% 58%	31% 47%	8
English II	All	66%	57%	61%	80%	64%	83%	66%	78%	58%	79%			27%61%		46%	54%	42%	76
	Students CWD	25%	19%	22%	34%	22%	44%	26%	34%	21%	33%	25%	-	12%24%	26%	16%	19%	26%	28
	CWOD		63%	65%	85%	69%	84%	69%	83%	63%	83%	-	71%	28%66%	76%	49%	59%	51%	82
	EL	27%	20%	26%	28%	21%	33%	18%	29%	26%	28%	12%		27%24%	30%	20%	20%	21%	29
	Male	61%	51%	56%	75%	59%	80%	62%	73%	53%	74%	24%	66%	24%61%	-	39%	49%	38%	70
Almai	Female		64%	67%	86%	69%	86%	69%	84%	64%	84%			30% -	72%	54%	60%	46%	83
Algebra I	All Students	82%	72%	80%	88%	79%	96%	83%	87%	77%	89%		86%	67% 78%	87%	73%	73%	54%	88
	CWD	47%	38%	48%	52%	49%	72%	41% 97%	50%	44%	54%	47%	960/	44%46%	51%	40%	39%	35% 65%	54
	CWOD		79%	84% 66%	92%	83%	97%	87% 53%	91%	83%	92%	440/		70%83%	90%	79% 66%	78%	65% 50%	93
	EL Mala	67%	60%	66% 76%	69%	55% 75%	84%	53%	72%	68% 73%	64% 86%	44% 46%		67% 63% 63% 78%	72%	66%	61%	59% 49%	69
	Male Female	78% 87%	66% 79%	76% 85%	85% 92%	75% 84%	95% 97%	81% 85%	83% 91%	73% 83%	92%			63% / 8% 72% -	- 87%	68% 79%	68% 78%	49% 59%	85 91
	· Giriait	J: /0	. 5 /0	JU /0	JZ /0	J-7/0	J1 /0	JU /0	J 1 /0	JJ /0	JZ /0	O 1 /0	JU /0	/0 -	J1 /0	, 5 /0	. 0 /0	JJ /0	9

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		04-4	African			American		Pacific	More		Econ	.0.4	01410-		Fare : 1	Mi=== **		Foster	
	All	State	American	Hispanie	cWhite	Indian	Asian	Islander	Races	Disadv	Disad	CWD	CWOL	EL Malel	-emale	Migranti	Homeless	Care	Milit
	Students																		
		56%	47%	53%	66%	62%	77%	57%	67%	52%	66%	56%	-	45% 56%	56%	44%	48%	48%	67
	CWOD		85%	86%	96%	88%	96%	88%	95%	85%	95%	-	89%	66%88%	91%	79%	83%	76%	95
	EL	64%	62%	63%	66%	54%	75%	51%	69%	64%	64%	45%		64%62%	66%	60%	57%	48%	68
	Male Female	83% 88%	75% 84%	80% 85%	91% 95%	83% 87%	94% 96%	85% 87%	90% 94%	78% 84%	91% 94%	56% 56%	91%	62%83% 66% -	88%	70% 79%	76% 81%	64% 67%	91 93
	Tomaic	00 /0	0470	0070	3070	07 70	30 70	01 70	3470	0470	3470	3070	3170	0070 -	0070	1370	0170	01 70	50
AAR Percen	t at Meets	Grad	e Level o	r Above															
rade 3															.=				_
Reading	All Students	43%	30%	36%	56%	38%	66%	38%	51%	33%	59%	28%	44%	32%40%	45%	28%	31%	26%	51
		28%	24%	24%	35%	28%	38%	21%	28%	24%	37%	28%	-	19% 28%	28%	19%	22%	25%	30
	CWOD		30%	37%	59%	40%	68%	39%	53%	34%	61%	400/	44%	33%42%	46%	28%	32%	26%	5
	EL Male	32% 40%	27% 27%	31% 34%	31% 54%	30% 36%	44% 63%	15% 34%	36% 48%	31% 31%	40% 56%	19% 28%		32% 30% 30% 40%	34%	27% 27%	25% 29%	25% 23%	3 4
	Female		33%	39%	59%	41%	70%	42%	55%	35%	62%	28%	46%		- 45%	28%	34%	29%	5
Mathematic:	s All	46%	31%	41%	57%	42%	77%	47%	52%	38%	61%	30%	18%	39%47%	45%	35%	34%	31%	5
viatrierriatio	Students												40 /0						
	CWD	30%	24%	27%	36%	32%	52%	26%	32%	26%	40%	30%	-	24%32%	28%	21%	23%	25%	3
	CWOD		32%	43%	60%	44%	78%	49%	54%	39%	63%	-		41%49%	46%	36%	35%	32%	58
	EL	39%	35%	38%	43%	38%	61%	27%	46%	38%	49%	24%		39%41%	38%	34%	33%	27%	4
	Male	47%	31%	42%	58%	42%	77% 77%	47%	53%	39%	62%	32%		41%47%	- 45%	37%	36%	32%	5
	Female	45%	32%	40%	56%	42%	77%	47%	52%	37%	60%	28%	40%	38% -	45%	33%	33%	29%	5
ade 4 Reading	All	45%	33%	38%	58%	43%	73%	43%	54%	35%	62%	28%	47%	29%43%	47%	28%	35%	28%	5
	Students	2007	250/	050/	250/	2007	400/	200/	240/	240/	200/	200/		100/ 000/	270/	170/	250/	220/	^
	CWD	28%	25%	25%	35%	20%	43%	32%	31%	24%	38%	28%	470/	18% 29%	27%	17%	25%	22%	3
	EL	29%	34% 27%	40% 28%	61% 31%	45% 27%	75% 42%	44% 20%	56% 36%	36% 27%	64% 37%	18%	47%	30% 45% 29% 27%	48% 30%	29% 23%	36% 25%	30% 23%	5 3
		43%	30%	37%	57%	41%	72%	42%	52%	33%	60%	29%		27%43%	30 /0	25%	33%	26%	5
	Female		36%	40%	60%	45%	75%	44%	55%	36%	64%	27%	48%		47%	30%	36%	31%	5
Mathematic	s All Students	48%	32%	43%	59%	46%	79%	45%	53%	39%	62%	29%	50%	38%48%	47%	33%	35%	30%	5
		29%	23%	26%	35%	17%	53%	35%	30%	25%	38%	29%	_	21%31%	25%	22%	25%	21%	3
	CWOD		33%	45%	62%	49%	81%	45%	55%	41%	65%	-	50%	39%51%	49%	35%	36%	32%	5
	EL	38%	28%	37%	38%	30%	56%	17%	42%	37%	45%	21%	39%	38%39%	37%	28%	33%	28%	4
	Male	48%	31%	44%	60%	45%	80%	44%	54%	39%	63%	31%	51%	39%48%	-	32%	35%	32%	5
	Female	47%	33%	42%	58%	48%	79%	45%	52%	38%	62%	25%	49%	37% -	47%	35%	35%	27%	5
ade 5																			
Reading	All Students	53%	40%	47%	66%	48%	79%	54%	63%	43%	69%	30%	56%	35%50%	56%	36%	41%	32%	6
	CWD	30%	25%	27%	36%	28%	46%	36%	34%	25%	39%	30%	-	18%30%	29%	28%	27%	25%	3
	CWOD	56%	42%	49%	69%	51%	80%	55%	66%	45%	72%	-	56%	36%53%	58%	37%	43%	35%	6
	EL	35%	28%	35%	33%	25%	40%	17%	36%	34%	41%	18%	36%	35%32%	37%	31%	28%	20%	4
	Male	50%	36%	44%	64%	45%	76%	51%	60%	40%	67%	30%	53%	32%50%	-	35%	38%	30%	6
	Female	56%	43%	50%	68%	51%	81%	56%	65%	46%	72%	29%	58%	37% -	56%	37%	44%	35%	6
Mathematic	s All Students	57%	40%	54%	67%	52%	86%	59%	62%	49%	71%	34%	60%	46%57%	58%	47%	44%	38%	6
	CWD		26%	33%	39%	24%	58%	37%	37%	30%	43%	34%	-	27%36%	31%	35%	30%	28%	3
	CWOD		42%	56%	70%	56%	87%	61%	65%	51%	73%	-		48%60%	60%	49%	46%	42%	7
	EL	46%	34%	45%	44%	37%	62%	31%	47%	45%	49%	27%		46%46%	45%	44%	38%	40%	4
	Male Female	57% 58%	38% 42%	53% 54%	67% 67%	53% 51%	85% 86%	57% 61%	61% 63%	48% 50%	70% 71%	36% 31%		46% 57% 45% -	- 58%	46% 49%	43% 45%	38% 39%	6 6
Science	All	40%	25%	34%	53%	37%	69%	41%	48%	31%				24%42%	38%	29%	29%	22%	5
	Students																		
		25%	21%	23%	31%	29%	41%	25%	26%	22%	33%	25%	-	16% 27%	21%	20%	23%	19%	3
	CWOD		25%	36%	56%	38%	71%	42%	51%	32%	57%	160/		25% 45%	39%	30%	30%	23%	5
	EL Mala	24%	17%	23%	25% 56%	19%	35%	13%	30%	23%	28%	16%		24% 26%	21%	22%	20%	14%	3
	Male Female	42% 38%	26% 24%	37% 32%	56% 50%	39% 34%	71% 68%	42% 40%	50% 46%	33% 28%	57% 53%			26% 42% 21% -	38%	32% 25%	32% 27%	25% 18%	5 4
ade 6																			
Reading	All	38%	27%	31%	51%	38%	69%	36%	47%	28%	54%	22%	40%	14%34%	42%	18%	26%	23%	4
	Students	220/	200/	200/	250/	220/	250/	150/	220/	100/	270/	220/		100/ 200/	240/	110/	100/	260/	
	CWD CWOD	22% 40%	20% 28%	20% 32%	25% 53%	22% 40%	35% 70%	15% 38%	22% 50%	19% 28%	27% 56%	22%	- 4∩%	10% 22% 14% 35%	21% 44%	11% 19%	18% 27%	26% 23%	1 5
	EL	14%	13%	13%	19%	15%	23%	6%	19%	13%	18%	10%		14%35%	16%	7%	10%	23% 5%	1
		34%	23%	27%	46%	32%	65%	31%	43%	24%	49%	22%		12%34%	-	14%	22%	19%	4
	Female		32%	35%	56%	45%	73%	42%	52%	31%	59%	21%		16% -	42%	22%	29%	29%	5
Mathematic		43%	29%	37%	57%	42%	80%	47%	52%	33%	60%	23%	46%	24%44%	42%	25%	29%	26%	5
	Students	220/	10%	210/	200/	25%	400/	190/-	2/10/-	20%	210/	230/	_	14% 250/	20%	16%	19%	24%	2
	CWD CWOD		19% 30%	21% 38%	28% 60%	25% 44%	49% 82%	18% 50%	24% 55%	20% 35%	31% 62%	23%	46%	14% 25% 25% 47%	20% 44%	16% 27%	19% 31%	26%	5
	EL	46% 24%	30% 19%	38% 23%	32%	44% 20%	82% 48%	50% 12%	35%	35% 23%	30%	14%		25%47% 24%25%	44% 23%	27% 16%	19%	26% 14%	2
		44%	28%	37%	58%	42%	80%	43%	53%	34%	61%			25%44%	-	23%	30%	25%	5
	Male																		

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	State	African America			American Indian		Pacific Islande				/CWD	CWOE	EL Malel	emale	Migranth	lomeless	Foster Care	
Grade 7						7 10 1411				2.000				0	g		<i>-</i>	
Reading	All 47% Students	35%	40%	61%	45%	78%	48%	57%	36%	64%	23%	50%	16%42%	53%	25%	35%	23%	569
	CWD 23% CWOD 50%	20% 37%	21% 42%	27% 64%	17% 48%	44% 79%	17% 50%	23% 61%	20% 38%	29%	23%	- E00/	10% 23%	22%	13% 27%	19% 37%	13% 27%	25° 59°
	EL 16%	21%	15%	20%	46% 16%	26%	18%	18%	15%	66% 20%	10%	50% 16%	16% 45% 16% 13%	55% 18%	8%	10%	2%	199
	Male <b>42</b> %	29%	35%	56%	39%	74%	45%	51%	31%	59%	23%	45%	13%42%	-	22%	32%	22%	49
	Female 53%	42%	45%	67%	50%	82%	51%	64%	41%	69%	22%	55%	18% -	53%	28%	39%	25%	629
Mathemati	cs All 39% Students	25%	33%	52%	38%	79%	45%	46%	29%	55%	20%	41%	17%38%	40%	23%	29%	18%	479
	CWD 20%	17%	19%	24%	20%	47%	22%	20%	18%	26%	20%	440/	11%22%	18%	15%	17%	14%	22
	CWOD <b>41</b> % EL <b>17</b> %	26% 18%	34% 16%	56% 24%	40% 15%	80% 41%	47% 27%	49% 24%	31% 17%	57% 23%	- 11%	41% 18%	18% 40% 17% 17%	42% 17%	25% 12%	30% 14%	20% 12%	50°
	Male 38%	23%	32%	51%	38%	78%	44%	44%	28%	54%	22%		17%38%	-	23%	29%	19%	469
	Female 40%	27%	33%	53%	38%	80%	46%	48%	30%	56%	18%		17% -	40%	23%	28%	17%	489
Grade 8																		
Reading	All 48% Students	36%	41%	62%	47%	77%	47%	60%	37%	64%	23%	51%	13%44%	53%	25%	37%	28%	579
	CWD 23%	20%	21%	26%	23%	40%	26%	23%	20%	28%	23%	_	9% 23%	22%	9%	17%	23%	25
	CWOD 51%	39%	43%	66%	50%	78%	49%	64%	39%	67%	-	51%	14%47%	55%	28%	39%	29%	609
	EL 13%	11%	13%	15%	8%	20%	11%	27%	13%	16%	9%	14%	13% 12%	15%	11%	8%	6%	109
	Male 44% Female 53%	31% 43%	36% 45%	58% 67%	43% 51%	74% 80%	43% 51%	55% 65%	33% 42%	60% 69%	23% 22%	47% 55%	12%44% 15% -	- 53%	22% 29%	33% 41%	24% 31%	51°
Mathemati	cs All 50% Students	36%	45%	61%	47%	82%	52%	56%	42%	63%	25%	53%	30%48%	53%	37%	39%	33%	569
	CWD 25%	20%	24%	28%	26%	54%	27%	24%	23%	31%	25%	-	16%26%	23%	12%	19%	24%	309
	CWOD 53%	38%	48%	65%	50%	84%	55%	60%	44%	66%	-	53%	32%51%	55%	41%	42%	36%	609
	EL <b>30</b> % Male <b>48</b> %	26% 32%	29% 43%	35% 60%	20% 46%	55% 82%	18% 52%	49% 53%	30% 39%	32% 61%	16% 26%	32% 51%	30% 28% 28% 48%	32%	25% 33%	24% 37%	23% 34%	29° 53°
	Female <b>53</b> %	40%	48%	63%	48%	83%	52%	59%	45%	65%	23%	55%		53%	42%	42%	32%	599
Science	All <b>50%</b>	34%	43%	66%	49%	82%	53%	60%	39%	67%	23%	53%	19%51%	50%	29%	38%	27%	619
	Students CWD 23%	17%	21%	29%	28%	49%	27%	24%	20%	31%	23%		10%25%	19%	10%	17%	23%	28
	CWOD 53%	36%	45%	70%	52%	83%	55%	64%	41%	70%	2570	53%	20%55%	52%	32%	41%	28%	64
	EL 19%	16%	18%	23%	7%	36%	8%	28%	19%	21%	10%	20%	19%21%	16%	13%	13%	10%	189
	Male 51%	33%	44%	67%	52%	82%	54%	60%	40%	68%	25%		21%51%	-	30%	37%	30%	619
	Female <b>50</b> %	35%	42%	65%	46%	82%	52%	60%	38%	66%	19%	52%	16% -	50%	28%	38%	24%	619
End of Cours English I	All <b>43%</b> Students	30%	36%	60%	42%	76%	48%	57%	33%	60%	14%	47%	10%37%	51%	22%	30%	22%	569
	CWD 14%	11%	12%	19%	9%	35%	13%	18%	11%	19%	14%	-	5% 13%	14%	7%	11%	15%	199
	CWOD 47%	33%	39%	66%	46%	78%	51%	62%	36%	64%	-	47%	11%40%	54%	24%	33%	25%	619
	EL 10%	9%	10%	13%	9%	20%	8%	12%	10%	12%	5%	11%	10% 9%	12%	7%	6%	7%	139
	Male 37% Female 51%	23% 38%	30% 43%	53% 70%	36% 49%	72% 81%	41% 57%	49% 66%	27% 40%	53% 69%	13% 14%	40% 54%	9% 37% 12% -	- 51%	17% 28%	25% 36%	17% 26%	489 659
English II	All 47%	34%	40%	65%	46%	73%	47%	62%	36%	63%		51%	9% 41%	54%	25%	34%	27%	589
•	Students	440/	400/	200/	100/	200/	4.40/	100/	400/	400/	4.40/		E0/ 440/	450/	60/	440/	400/	450
	CWD 14% CWOD 51%	11% 38%	12% 43%	20% 70%	12% 50%	30% 74%	14% 50%	19% 67%	12% 39%	19% 67%	14%	- 51%	5% 14% 10%45%	15% 57%	6% 27%	11% 38%	19% 31%	159 649
	EL 9%	7%	9%	12%	7%	14%	7%	10%	9%	11%	5%	10%	9% 8%	11%	5%	6%	9%	129
	Male 41%	28%	34%	58%	40%	69%	41%	55%	31%	56%	14%	45%	8% 41%	-	19%	29%	24%	519
	Female <b>54%</b>	42%	46%	73%	53%	77%	53%	70%	42%	70%	15%	57%	11% -	54%	31%	40%	29%	679
Algebra I	All 53% Students	37%	49%	65%	49%	88%	53%	62%	44%	66%	19%	58%	29%49%	58%	37%	40%	22%	639
	CWD 19%	13%	18%	23%	19%	50%	20%	23%	17%	24%	19%	-	13%19%	18%	12%	15%	14%	25
	CWOD 58%	42%	53%	70%	53%	89%	56%	66%	49%	70%	-		31%54%	62%	41%	44%	26%	689
	EL 29%	22%	27%	34%	24%	58%	12%	33%	29%	29%	13%		29% 26%	32%	26%	22%	25%	319
	Male 49% Female 58%	32% 44%	44% 54%	61% 69%	47% 51%	86% 89%	52% 54%	57% 66%	40% 50%	62% 70%	19% 18%		26% 49% 32% -	- 58%	31% 44%	35% 44%	20% 24%	59°
Biology	All <b>57%</b> Students	43%	49%	74%	56%	85%	58%	71%	46%	73%	22%	61%	20%55%	59%	34%	44%	31%	70
	CWD 22%	15%	19%	32%	22%	53%	20%	31%	18%	31%	22%	-	11%24%	19%	16%	18%	21%	319
	CWOD 61%	49%	53%	79%	61%	87%	61%	75%	50%	76%	-		21%60%	62%	36%	49%	36%	749
	EL 20%	19%	19%	26%	17%	39%	10%	25%	20%	23%	11%		20%21%	20%	15%	15%	15%	289
	Male 55% Female 59%	40% 48%	48% 51%	72% 76%	55% 58%	84% 87%	56% 60%	69% 74%	45% 48%	71% 75%	24% 19%		21% 55% 20% -	- 59%	33% 35%	43% 46%	32% 30%	689 719
ΔΔR Perce	nt at Masters Gi	ade I eve	اد															
Grade 3 Reading	All 24%	15%	18%	35%	19%	46%	21%	31%	16%	38%	9%	26%	15% 22%	26%	13%	16%	11%	30'
9	Students																	
	CWD <b>9%</b> CWOD <b>26%</b>	6% 16%	7% 20%	15% 38%	9% 20%	16% 48%	0% 23%	12%	6% 17%	15% 30%	9%	260/	5% 9% 16% 24%	9% 27%	5% 14%	7% 17%	6% 13%	110
	EL <b>15%</b>	16% 13%	20% 14%	38% 16%	20% 12%	48% 25%	23% 5%	33% 17%	17% 14%	39% 21%	- 5%		16% 24% 15% 14%	27% 16%	14% 12%	17% 11%	13% 9%	329 149
										/ 1 %	.⊃~/^	l D V			12%	11%	9%	

								Two or		Non								
		African			American	1	Pacific		Econ	Econ							Foste	r
		American											EL Malel					
	Female 26%	17%	20%	38%	23%	50%	25%	35%	18%	41%	9%	27%	16% -	26%	13%	18%	13%	32
Mathematic	cs All 22%	12%	18%	30%	18%	53%	21%	27%	16%	34%	12%	24%	17%23%	21%	14%	14%	11%	28
	Students																	
	CWD 12%	8%	10%	16%	13%	25%	7%	13%	9%	16%	12%	-	9% 12%	10%	9%	8%	9%	15
	CWOD 24%	13%	19%	32%	19%	55%	22%	29%	16%	35%	-		18% 25%	22%	15%	15%	12%	30
	EL 17%	15%	16%	18%	16%	35%	9%	21%	16%	24%	9%		17% 18%	16%	14%	13%	9%	16
	Male 23%	12% 12%	19% 17%	32% 29%	20% 17%	54% 52%	22% 20%	28% 27%	16% 15%	35% 33%	12% 10%		18% 23% 16% -	- 21%	15% 14%	15% 13%	11% 11%	30 26
	Female 21%	12%	17%	29%	17%	52%	20%	21%	15%	33%	10%	22%	16% -	21%	14%	13%	11%	20
rade 4																		
Reading	All 23%	15%	18%	33%	22%	51%	21%	31%	15%	37%	9%	25%	12%22%	25%	11%	16%	10%	29
Ü	Students																	
	CWD 9%	7%	7%	14%	7%	17%	12%	12%	7%	15%	9%	-	5% 10%	9%	5%	8%	6%	13
	CWOD <b>25%</b>	16%	19%	35%	23%	53%	22%	33%	16%	38%	-		12%24%	26%	12%	17%	12%	31
	EL 12%	11%	11%	14%	10%	20%	9%	17%	11%	17%	5%		12%11%	12%	9%	10%	8%	16
	Male 22%	13%	17%	32%	22%	50%	20%	29%	14%	35%	10%		11%22%	- 250/	11%	15%	10%	26
	Female 25%	16%	19%	35%	22%	52%	22%	32%	16%	38%	9%	26%	12% -	25%	12%	16%	11%	31
Mathematic	cs All <b>26</b> %	14%	21%	35%	24%	60%	21%	31%	19%	39%	11%	28%	18%27%	25%	15%	17%	12%	30
Mathematic	Students	14 /0	2170	33 /0	24 /0	00 /0	2170	3170	1370	3370	1170	20 /0	10/02//0	2570	1370	17 70	12 /0	30
	CWD 11%	8%	9%	16%	4%	23%	14%	12%	9%	17%	11%	-	8% 12%	9%	10%	10%	6%	11
	CWOD 28%	15%	23%	37%	26%	62%	22%	33%	20%	41%	-	28%	19%29%	26%	16%	18%	13%	33
	EL 18%	13%	17%	19%	16%	33%	4%	27%	17%	23%	8%		18%19%	16%	12%	14%	14%	21
	Male 27%	14%	22%	37%	24%	62%	21%	32%	19%	40%	12%		19%27%	-	14%	18%	14%	31
	Female 25%	14%	20%	33%	25%	59%	21%	30%	18%	37%	9%	26%	16% -	25%	15%	16%	9%	30
rada F																		
rade 5 Reading	All <b>26%</b>	16%	20%	36%	23%	53%	28%	34%	17%	40%	9%	270/.	12%24%	28%	13%	16%	10%	33
reaunig	Students	1070	2070	3070	2370	JJ 70	2070	J <del>4</del> 70	1170	<del>4</del> U70	<b>3</b> 70	Z170	12 /0 24 7/0	2070	1370	1070	1070	3.
	CWD 9%	7%	7%	13%	7%	14%	8%	11%	7%	14%	9%	_	4% 9%	8%	8%	9%	5%	14
	CWOD 27%	17%	21%	39%	25%	55%	29%	36%	18%	42%	-	27%	13% 26%	29%	14%	17%	12%	35
	EL 12%	9%	12%	10%	7%	14%	8%	17%	11%	15%	4%		12%10%	13%	10%	7%	5%	13
	Male 24%	13%	18%	34%	22%	50%	27%	31%	15%	37%	9%	26%	10%24%	-	12%	15%	9%	3
	Female 28%	18%	22%	39%	24%	56%	29%	37%	19%	42%	8%	29%	13% -	28%	14%	17%	12%	35
Mathematic		17%	26%	38%	26%	65%	30%	35%	22%	42%	13%	31%	19% 29%	30%	19%	19%	13%	38
	Students	400/	400/	450/	400/	050/	440/	450/	440/	470/	400/		00/ 440/	440/	400/	400/	400/	4-
	CWD 13% CWOD 31%	10% 18%	12% 27%	15% 40%	10% 28%	25% 67%	11% 32%	15% 37%	11% 23%	17% 44%	13%	210/	9% 14% 20% 32%	11% 31%	10% 20%	13% 20%	10% 14%	17 40
	EL 19%	13%	19%	19%	16%	34%	10%	20%	19%	23%	9%		19% 19%	19%	17%	15%	18%	21
	Male 29%	16%	25%	38%	26%	65%	27%	35%	22%	42%	14%		19%29%	-	18%	19%	13%	38
	Female 30%	18%	26%	37%	27%	66%	33%	35%	22%	42%	11%		19% -	30%	20%	19%	13%	38
Science	All 16%	8%	12%	24%	16%	41%	17%	22%	10%	26%	9%	17%	7% 18%	15%	9%	11%	7%	21
	Students																	
	CWD 9%	7%	8%	11%	7%	15%	8%	10%	7%	12%	9%	-	5% 10%	7%	7%	8%	7%	10
	CWOD <b>17%</b> EL <b>7%</b>	8% 5%	13% 7%	26% 7%	17% 5%	42% 12%	18% 5%	24% 12%	11% 7%	27% 9%	- 5%	17% 7%	7% 19% 7% 8%	15% 5%	10% 6%	11% 6%	6% 3%	22 8
	Male 18%	8%	14%	27%	17%	43%	18%	24%	12%	28%	10%	19%	7% 6% 8% 18%	J70 -	10%	12%	3% 8%	23
	Female 15%	7%	10%	22%	14%	39%	16%	21%	9%	24%	7%	15%	5% -	15%	8%	9%	5%	19
	i dinale 1070	1 70	1070	2270	1170	0070	1070	2170	070	2170	1 70	1070	070	1070	070	0 70	070	
rade 6																		
Reading	All 18%	11%	13%	27%	17%	44%	18%	25%	11%	30%	8%	20%	4% 15%	22%	7%	11%	9%	23
	Students																	
	CWD 8%	7%	7%	10%	8%	10%	2%	7%	7%	10%	8%	-	4% 8%	7%	5%	6%	6%	7
	CWOD 20%	12%	14%	29%	18%	46%	19%	27%	11%	31%	40/	20%	4% 16%	23%	7%	11%	10%	2
	EL <b>4</b> % Male <b>15</b> %	4% 9%	4% 10%	6% 24%	6% 14%	8% 39%	2% 13%	6% 21%	4% 9%	6% 26%	4% 8%	4% 16%	4% 3% 3% 15%	5% -	2% 5%	3% 9%	1% 6%	5 19
	Female 22%	9% 14%	16%	24% 31%	21%	39% 49%	22%	30%	9% 13%	26% 34%	8% 7%	23%	3% 15% 5% -	22%	5% 8%	9% 13%	13%	2
	1 Smale <b>22 /0</b>	1-7/0	10 /0	J 1 /0	-170	10 /0	/U	JU /0	.0 /0	J <del>-1</del> /0	7 70	20 /0	5,0 -	/0	370	1070	10 /0	21
Mathematic	cs All 18%	10%	13%	26%	16%	54%	18%	24%	11%	29%	9%	19%	6% 18%	17%	7%	10%	8%	22
	Students																	
	CWD 9%	8%	8%	10%	6%	20%	4%	9%	8%	11%	9%	-	5% 10%	7%	6%	8%	9%	8
	CWOD 19%	10%	13%	28%	17%	56%	19%	25%	11%	31%	-	19%	7% 20%	18%	7%	10%	7%	24
	EL 6%	5%	6%	11%	6%	20%	0%	12%	6%	10%	5%	7%	6% 7%	6%	3%	6%	1%	7
	Male 18%	9%	13%	27%	16%	55%	17%	24%	11%	30%	10%	20%	7% 18%	470/	6%	10%	7%	23
	Female <b>17%</b>	10%	12%	25%	16%	54%	19%	23%	11%	28%	7%	18%	6% -	17%	8%	9%	8%	2
rade 7																		
Reading	All 28%	18%	21%	40%	27%	59%	27%	36%	18%	42%	10%	30%	6% 24%	33%	12%	18%	11%	34
3	Students						,•								_,,			٠
	CWD 10%	9%	9%	12%	7%	17%	8%	10%	9%	13%	10%	-	4% 10%	10%	8%	9%	6%	10
	CWOD 30%	19%	23%	42%	29%	60%	28%	39%	20%	44%	-	30%	6% 26%	34%	12%	20%	12%	36
	EL <b>6</b> %	8%	6%	9%	5%	12%	4%	7%	6%	8%	4%	6%	6% 5%	7%	3%	4%	0%	8
	Male 24%	14%	18%	35%	24%	54%	22%	31%	15%	37%	10%	26%	5% 24%	-	10%	16%	10%	28
	Female 33%	23%	25%	45%	30%	64%	31%	42%	22%	48%	10%	34%	7% -	33%	14%	21%	12%	39
Mathamati-	oo All 400/	00/	120/	260/	170/	500/	220/	220/	110/	200/	70/	100/	E0/ 170/	100/	00/	110/	<b>5</b> 0/	2.
Mathematic	cs All 18% Students	9%	13%	26%	17%	58%	22%	23%	11%	29%	7%	19%	5% 17%	18%	9%	11%	5%	22
	CWD 7%	6%	7%	8%	2%	18%	12%	7%	6%	9%	7%	_	4% 8%	6%	8%	8%	5%	7
	CWOD 19%	9%	13%	28%	19%	60%	22%	25%	11%	31%	-	19%	5% 18%	19%	9%	12%	5%	24
	EL <b>5</b> %	6%	4%	9%	6%	19%	7%	11%	4%	8%	4%	5%	5% 5%	5%	3%	5%	2%	5
	Male 17%	8%	12%	25%	17%	56%	21%	22%	10%	28%	8%	18%	5% 17%	-	11%	12%	5%	2
	Female 18%	10%	13%	26%	17%	60%	22%	24%	11%	30%	6%	19%	5% -	18%	7%	11%	5%	2

									Two or		Non									
			African			American		Pacific	More		Econ								Foster	
	Sta	ateA	American	Hispanio	cWhite	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	) EL	Male	emale	Migranth	lomeless	Care	Milita
Grade 8 Reading	All 26	5%	17%	20%	37%	24%	54%	26%	35%	17%	39%	8%	28%	4%	22%	30%	10%	18%	11%	32%
	Students												2070							
	CWD 8°		7% 18%	7% 21%	9% 39%	9% 26%	15% 55%	13% 27%	7% 38%	7% 18%	9% 41%	8%	- 28%	3%	8% 24%	7% 32%	3% 11%	7% 19%	10% 12%	8% 34%
	EL 4		4%	21% 4%	59% 5%	26% 2%	55% 5%	21% 4%	10%	4%	41% 5%	3%	28% 4%		3%	32% 5%	3%	19% 2%	3%	34% 2%
	Male 22		13%	17%	32%	21%	49%	21%	30%	14%	34%	8%	24%		22%	-	8%	15%	11%	26%
	Female 30	%	21%	23%	42%	27%	59%	31%	40%	20%	44%	7%	32%	5%	-	30%	13%	21%	12%	37%
Mathematics	All 15	%	8%	11%	21%	13%	47%	16%	18%	10%	23%	9%	16%	6%	14%	16%	8%	10%	8%	15%
	CWD 9	%	8%	8%	8%	9%	19%	12%	8%	8%	10%	9%	-	4%	9%	7%	3%	6%	12%	8%
	CWOD 16		7%	12%	22%	14%	49%	16%	19%	10%	24%	-	16%		15%	16%	9%	11%	6%	16%
	EL 6' Male 14		4% 7%	5% 11%	8% 20%	5% 14%	17% 46%	6% 15%	10% 18%	5% 9%	7% 22%	4% 9%	6%	6%	5% 14%	6% -	4% 7%	4% 9%	0% 9%	4% 14%
	Male 14 Female 16		9%	12%	21%	12%	48%	17%	18%	10%	23%	9% 7%	15% 16%	6%	-	- 16%	9%	9% 12%	9% 7%	16%
Science	All 27	<b>'</b> %	13%	20%	41%	28%	62%	25%	36%	17%	42%	8%	29%	6%	29%	25%	12%	18%	10%	34%
	Students CWD 8	0/2	6%	7%	12%	8%	17%	15%	9%	7%	12%	8%	_	3%	10%	6%	4%	6%	11%	11%
	CWOD 29		15%	21%	43%	30%	64%	26%	39%	18%	44%	-	29%		31%	27%	13%	19%	10%	36%
	EL 6	%	5%	5%	9%	3%	14%	2%	10%	5%	8%	3%	6%	6%	7%	4%	4%	4%	1%	6%
	Male 29		13%	21%	43%	30%	64%	27%	37%	18%	44%	10%	31%		29%	-	14%	19%	12%	36%
	Female 25	%	13%	18%	38%	25%	60%	24%	35%	15%	39%	6%	27%	4%	-	25%	11%	17%	8%	31%
End of Course English I	All 7º	%	3%	4%	12%	6%	29%	7%	12%	3%	13%	3%	7%	0%	5%	9%	1%	3%	3%	9%
	Students												. 70							
	CWD 3		3%	3%	4%	2%	6%	2%	4%	3%	3%	3%	-	1%	3%	3%	2%	3%	5%	3%
	CWOD 7		3%	4% 0%	13%	6%	30%	8%	13%	3% 0%	14%	- 1%	7% 0%	0%	5%	10%	1% 0%	3%	2% 0%	10%
	EL <b>0</b> ° Male <b>5</b> °		0% 2%	3%	1% 8%	0% 5%	1% 23%	1% 5%	1% 8%	0% 2%	1% 9%	3%	5%		0% 5%	0%	1%	0% 2%	0% 2%	1% 6%
	Female 9		5%	5%	16%	7%	34%	10%	16%	4%	17%	3%	10%	0%	-	9%	2%	4%	3%	12%
English II	All 89	%	4%	4%	13%	5%	29%	9%	14%	4%	14%	4%	8%	0%	5%	10%	1%	4%	3%	9%
	CWD 4	%	4%	4%	5%	2%	8%	9%	5%	4%	4%	4%	_	2%	4%	4%	2%	3%	8%	3%
	CWOD 89	%	4%	4%	14%	5%	30%	9%	15%	4%	14%	-	8%	0%	6%	11%	1%	4%	1%	10%
	EL 0		0%	0%	0%	0%	1%	0%	2%	0%	0%	2%	0%	0%		0%	0%	0%	2%	0%
	Male 5° Female 10		2% 5%	3% 6%	9% 18%	4% 6%	23% 35%	5% 13%	10% 18%	3% 5%	10% 18%	4% 4%	6% 11%	0% 0%	5% -	- 10%	1% 2%	2% 5%	4% 3%	6% 13%
Algebra I	All 31		17%	26%	40%	27%	71%	32%	37%	23%	42%	7%		12%	28%	34%	16%	20%	8%	38%
	Students CWD 7		4%	7%	9%	7%	21%	4%	9%	6%	9%	7%	-	4%		6%	3%	6%	5%	11%
	CWOD 34		20%	29%	44%	29%	73%	35%	40%	25%	45%	-	34%	13%		36%	18%	22%	10%	42%
	EL 12		8%	11%	16%	8%	36%	7%	17%	12%	14%	4%		12%		14%	8%	9%	9%	17%
	Male 28 Female 34		14% 21%	24% 29%	37% 43%	25% 28%	70% 72%	29% 36%	35% 39%	20% 25%	39% 45%	8% 6%		11% 14%		34%	13% 20%	18% 22%	7% 10%	36% 42%
Biology	All 23 Students	8%	12%	15%	36%	21%	59%	23%	35%	13%	36%	5%	25%	3%	22%	23%	7%	13%	7%	31%
	CWD 5		3%	4%	8%	5%	13%	6%	9%	4%	7%	5%	-	2%	6%	4%	3%	5%	6%	6%
	CWOD 25		14%	17%	39%	23%	61%	24%	38%	15%	39%	-	25%		25%	25%	7%	15%	8%	35%
	EL 3º		3%	3%	7%	3%	12%	3%	2%	3%	5%	2%	3%		3%	3%	1%	2%	2%	4%
	Male 22 Female 23		10% 14%	16% 15%	36% 37%	20% 21%	58% 61%	22% 24%	34% 36%	13% 13%	36% 37%	6% 4%	25% 25%	3%	22%	23%	7% 7%	13% 14%	6% 8%	30% 32%
TAAR Percent	at Approac	hes	Grade L	evel or A	Above															
All Grades All Subjects	All 77	0/	66%	73%	86%	75%	92%	78%	83%	70%	87%	150/	80%	60%	7/10/-	70%	62%	66%	57%	85%
	Students	/0	00 /0	1370	00 /0	1370	92 /0	1070	03 /0	7070	07 /0	4570	00 /0	00 /0	74 /0	1970	02 /0	00 /0	31 /0	03 /0
	CWD 45		37%	43%	54%	46%	65%	44%	50%	41%	56%	45%			46%	45%	34%	38%	36%	54%
	CWOD 80		70%	76%	89%	79%	93%	81%	86%	74%	89%	-		63%		82%	65%	70%	65%	88%
	EL 60		52%	60%	61%	56%	72%	50%	64%	60%	62%	36%				63%	51%	52%	47% 54%	64%
	Male 74 Female 79		61% 70%	70% 76%	84% 88%	72% 78%	91% 93%	76% 80%	80% 85%	67% 73%	85% 89%		78% 82%			79%	58% 65%	63% 70%	54% 60%	82% 87%
Reading	All <b>73</b> Students	8%	62%	68%	84%	71%	90%	74%	81%	65%	84%	39%	77%	52%	69%	77%	54%	62%	53%	82%
	CWD 39	1%	31%	35%	48%	37%	58%	37%	46%	34%	50%	39%	_	27%	38%	40%	25%	32%	32%	47%
	CWOD 77		67%	72%	87%	75%	91%	77%	85%	69%	87%	-	77%			80%	58%	66%	60%	86%
	EL 52	2%	45%	51%	53%	47%	62%	39%	56%	51%	54%	27%	54%	52%	48%	56%	40%	44%	37%	56%
	Male 69 Female 77		57% 69%	64% 73%	80% 87%	67% 76%	88% 91%	70% 77%	77% 85%	61% 70%	81% 88%		73% 80%			- 77%	49% 60%	58% 67%	48% 57%	78% 86%
Mathematics			69%	78%	87%	78%	95%	82%	84%	75%			83%				70%	70%	61%	87%
	Students		4461	<b>5</b> 607	E60/	<b>50</b> 07	7001	F401	<b>56</b> 27	4701	0401	<b>56</b> 27		4-0:	50°'	F401	1001	4.401	4627	0.17
	CWD 52		41%	50%	59%	52%	73%	51%	53%	47%	61%	52%		47%		51%	43%	44%	40%	61%
	CWOD 83	%	73%	81%	91%	82%	96% 84%	85% 63%	87% 75%	78% 70%	91%	470/	83%			84%	74%	74%	69% 59%	90% 74%
		10/_	61%	//10/-																
	EL 70 Male 78		61% 66%	70% 76%	71% 86%	67% 77%	94%	81%	83%	73%	72% 87%	47% 52%	73% 82%	69%		72% -	64% 68%	63% 68%	59%	86%

			African			American		Pacific			Non Econ		<b>-</b>	. <b></b>	_			Foster	
		State/	American	ıHispani	cWhite	Indian	Asian	Islande	rRaces	Disadv		/CWD	CWO	D EL Malel	Female	Migrantl	<u>-lomeless</u>	Care	
Science	All Students	79%	68%	75%	88%	79%	93%	81%	85%	72%	88%		82%	58%78%	80%	66%	69%	60%	87
	CWD CWOD	48%	39% 73%	45% 79%	59% 91%	54% 82%	68% 94%	47% 83%	54% 88%	43% 76%	59% 91%	48%	- 82%	36% 50% 61% 82%	45% 83%	36% 70%	41% 73%	41% 68%	59 90
	EL	58%	52%	58%	57%	51%	70%	48%	62%	58%	60%	36%	61%	58%59%	58%	52%	50%	46%	61
	Male	78%	66%	74%	88%	78%	93%	80%	84%	71%	88%	50%	82%	59%78%	-	64%	68%	60%	86
	Female	80%	71%	76%	89%	80%	94%	81%	86%	73%	89%	45%	83%	58% -	80%	67%	70%	60%	87
AAR Percer	nt at Meets	Grad	e Level o	r Above	•														
II Grades All Subjects	s All	47%	33%	41%	61%	45%	78%	48%	56%	37%	63%	23%	50%	26%45%	50%	29%	35%	27%	57
	Students	000/	400/	040/	000/	000/	450/	000/	000/	000/	0.40/	000/		450/040/	000/	450/	400/	0.40/	
	CWD	23% 50%	18% 36%	21% 43%	29% 64%	22% 48%	45% 79%	23% 50%	26% 60%	20% 39%	31% 66%	23%	50%	15% 24% 27% 48%	22% 52%	15% 31%	19% 37%	21% 29%	28 60
	EL	26%	21%	25%	29%	23%	42%	16%	32%	25%	30%	15%		26%25%	27%	19%	21%	17%	29
	Male	45%	30%	39%	59%	43%	76%	45%	54%	35%	60%	24%	48%	25%45%	-	27%	33%	26%	54
	Female	50%	37%	43%	63%	47%	79%	51%	59%	39%	65%	22%	52%	27% -	50%	32%	37%	28%	59
Reading	All Students	46%	33%	39%	60%	43%	74%	45%	56%	35%	62%	22%	48%	21%41%	50%	25%	33%	26%	56
	CWD	22%	18%	19%	27%	19%	39%	20%	25%	19%	28%	22%	-	12%22%	21%	12%	18%	20%	25
	CWOD EL	48% 21%	35% 18%	41% 21%	64% 23%	46% 19%	75% 31%	47% 13%	60% 26%	37% 20%	65% 25%	- 12%	48% 22%	22%44% 21%19%	52% 24%	27% 14%	36% 16%	28% 13%	59 24
	EL Male	21% 41%	28%	21% 35%	23% 56%	19% 39%	71%	41%	26% 52%	20% 31%	25% 57%	22%	44%	19%41%	24%	14% 22%	30%	23%	50
	Female		39%	43%	65%	48%	77%	50%	61%	39%	67%	21%		24% -	50%	29%	37%	29%	61
Mathematic	s All Students	48%	33%	43%	60%	45%	82%	50%	55%	39%	63%	26%	51%	33%47%	49%	34%	36%	28%	57
	CWD	26%	20%	24%	31%	23%	52%	25%	27%	22%	33%	26%	-	18%27%	23%	18%	21%	21%	30
	CWOD		35%	46%	63%	48%	83%	52%	58%	42%	65%	-	51%	35%51%	51%	36%	38%	31%	60
	EL	33%	27%	32%	37%	29%	56%	21%	41% 54%	33% 38%	39%	18%	35%		34%	27%	27%	25%	35
	Male Female	47% 49%	31% 36%	43% 44%	60% 60%	45% 46%	81% 82%	49% 51%	56%	40%	62% 64%	27% 23%	51% 51%	33% 47% 34% -	49%	32% 37%	35% 37%	28% 28%	56 58
Science	All Students	49%	35%	42%	65%	48%	79%	51%	60%	39%	65%	23%	52%	21%50%	49%	31%	37%	27%	60
	CWD	23%	17%	21%	31%	26%	47%	24%	27%	20%	31%	23%	-	13%25%	20%	15%	19%	21%	30
	CWOD		37%	45%	68%	51%	80%	53%	63%	41%	68%	-	52%	22%54%	51%	33%	40%	29%	64
	EL.	21%	18%	21%	25%	16%	37%	10%	28%	21%	24%	13%		21%23%	19%	17%	16%	13%	26
	Male Female	50% 49%	33% 36%	43% 42%	66% 64%	49% 47%	79% 79%	51% 51%	59% 60%	39% 38%	66% 65%	25% 20%	54% 51%	23% 50% 19% -	49%	32% 30%	37% 37%	29% 24%	61 60
AAR Percer	nt at Macte	re Gr	ado Lovo																
Il Grades All Subjects		21%	12%	16%	30%	19%	52%	21%	28%	14%	32%	8%	23%	9% 20%	22%	10%	13%	9%	27
, o a a jooto	Students		,,	.070	0070	.070	0270	2.70	2070	, ,	0270	0,0		070 2070		.070	.070	0 70	
	CWD	8%	6%	7%	11%	7%	17%	8%	9%	7%	11%	8%	-	5% 9%	7%	5%	7%	7%	10
	CWOD	,,	13%	17%	33%	20%	53%	22%	30%	15%	34%		23%	10%22%	24%	10%	14%	9%	29
	EL	9% 20%	7% 10%	9% 15%	11% 29%	8% 18%	20% 50%	5% 19%	13% 27%	9% 13%	12% 31%	5% 9%	10% 22%	9% 9%	10%	6% 9%	7% 13%	5% 8%	10
	Male Female		14%	17%	32%	20%	54%	23%	30%	15%	34%	9% 7%	24%	9% 20% 10% -	22%	10%	14%	9%	25 28
Reading	All	19%	11%	14%	28%	17%	45%	18%	27%	12%	30%	7%	20%	7% 16%	22%	7%	12%	8%	24
rtodding	Students												2070						
	CWD CWOD	7% 20%	5% 12%	6% 15%	10% 30%	6% 18%	13% 46%	6% 19%	8% 29%	6% 13%	10% 32%	7% -	20%	4% 7% 8% 18%	7% 23%	4% 7%	6% 13%	6% 9%	8 26
	EL	7%	6%	7%	8%	6%	13%	4%	10%	7%	10%	4%	8%	7% 6%	8%	4%	5%	4%	8
	Male	16%	9%	12%	25%	15%	41%	15%	23%	10%	26%	7%	18%	6% 16%	-	6%	10%	7%	21
	Female	22%	14%	16%	32%	19%	49%	22%	31%	14%	34%	7%	23%	8% -	22%	8%	14%	9%	28
Mathematic	Students	23%	13%	19%	31%	21%	59%	23%	28%	16%	35%			13% 23%	24%	13%	15%	9%	28
	CWD	10%	7%	9%	12%	8%	22%	8%	11%	8% 170/	13%	10%	- 250/	6% 10%	8%	7%	8% 16%	8%	11
	CWOD EL	25% 13%	14% 10%	20% 12%	34% 15%	22% 12%	61% 30%	25% 7%	30% 19%	17% 12%	37% 17%	- 6%		14% 25% 13% 13%	25% 13%	14% 9%	16% 10%	10% 8%	31 14
	Male	23%	12%	18%	31%	21%	59%	22%	28%	16%	34%	10%		13% 23%	-	9% 12%	15%	10%	28
	Female		14%	19%	31%	21%	59%	25%	29%	16%	35%	8%		13% -	24%	14%	15%	9%	29
Science	All Students	22%	11%	16%	34%	21%	54%	21%	31%	13%	35%	7%	24%	5% 23%	21%	9%	14%	8%	28
	CWD	7%	5%	6%	10%	6%	15%	9%	9%	6%	10%	7%	-	3% 8%	5%	5%	7%	8%	9
	CWOD	24%	12%	17%	36%	23%	56%	22%	33%	14%	37%	-	24%	6% 25%	22%	10%	15%	8%	31
	EL	5%	4%	5%	7%	4%	12%	3%	8%	5%	7%	3%	6%	5% 6%	4%	4%	4%	2%	6
						22%	55%	22%	31%	14%	36%	8%	25%	6% 23%	-	10%	1 /1 0/-	8%	29
	Male Female	23%	11% 12%	17% 14%	35% 32%	20%	53%	21%	30%	12%	34%	5%	22%	4% -	21%	9%	14% 13%	7%	27

Part (iii): Academic Growth and Graduation Rate

### Part (iii)(I): Academic Growth

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

All	African	Hienanic	White	American	Acian	Pacific	Two or More	Econ	CWD	EL
Students	American	mspanic	vviiite	mulan	Asiaii	isianuei	Naces	Disauv	CVVD	
69	65	68	70	67	79	68	70	66	61	66
61	59	61	63	57	70	57	63	60	61	60
69	66	68	71	68	79	69	71	67	-	67
66	70	66	69	67	73	67	67	66	60	66
67	63	66	68	65	78	66	68	64	61	65
71	68	70	72	70	81	70	72	69	63	68
70	66	69	72	69	85	73	71	67	63	67
63	59	63	64	62	74	65	64	62	63	62
71	67	69	73	70	85	73	72	68	-	67
67	69	66	71	65	77	71	72	67	62	67
68	64	67	71	67	84	71	70	66	62	66
71	68	70	73	71		74	73	69		68
	69 61 69 66 67 71 70 63 71 67 68	69 65 61 59 69 66 66 70 67 63 71 68 70 66 63 59 71 67 67 69 68 64	Students         American         Hispanic           69         65         68           61         59         61           69         66         68           66         70         66           67         63         66           71         68         70           70         66         69           63         59         63           71         67         69           67         69         66           68         64         67	Students         American         Hispanic         White           69         65         68         70           61         59         61         63           69         66         68         71           66         70         66         69           67         63         66         68           71         68         70         72           70         66         69         72           63         59         63         64           71         67         69         73           67         69         66         71           68         64         67         71	Students         American         Hispanic         White         Indian           69         65         68         70         67           61         59         61         63         57           69         66         68         71         68           66         70         66         69         67           67         63         66         68         65           71         68         70         72         70           70         66         69         72         69           63         59         63         64         62           71         67         69         73         70           67         69         66         71         65           68         64         67         71         67	Students         American         Hispanic         White         Indian         Asian           69         65         68         70         67         79           61         59         61         63         57         70           69         66         68         71         68         79           66         70         66         69         67         73           67         63         66         68         65         78           71         68         70         72         70         81           70         66         69         72         69         85           63         59         63         64         62         74           71         67         69         73         70         85           67         69         66         71         65         77           68         64         67         71         67         84	Students         American         Hispanic         White         Indian         Asian         Islander           69         65         68         70         67         79         68           61         59         61         63         57         70         57           69         66         68         71         68         79         69           66         70         66         69         67         73         67           67         63         66         68         65         78         66           71         68         70         72         70         81         70           70         66         69         72         69         85         73           63         59         63         64         62         74         65           71         67         69         73         70         85         73           67         69         66         71         65         77         71           68         64         67         71         67         84         71	Students American Hispanic         White         Indian         Asian         Islander         Races           69         65         68         70         67         79         68         70           61         59         61         63         57         70         57         63           69         66         68         71         68         79         69         71           66         70         66         69         67         73         67         67           67         63         66         68         65         78         66         68           71         68         70         72         70         81         70         72           70         66         69         72         69         85         73         71           63         59         63         64         62         74         65         64           71         67         69         73         70         85         73         72           67         69         66         71         65         77         71         72           68         64         67	Students American Hispanic         White         Indian         Asian         Islander         Races         Disadv           69         65         68         70         67         79         68         70         66           61         59         61         63         57         70         57         63         60           69         66         68         71         68         79         69         71         67           66         70         66         69         67         73         67         67         66           67         63         66         68         65         78         66         68         64           71         68         70         72         70         81         70         72         69           70         66         69         72         69         85         73         71         67           63         59         63         64         62         74         65         64         62           71         67         69         73         70         85         73         72         68           67         69 <td>Students American Hispanic         White         Indian         Asian         Islander         Races         Disadv         CWD           69         65         68         70         67         79         68         70         66         61           61         59         61         63         57         70         57         63         60         61           69         66         68         71         68         79         69         71         67         -           66         70         66         69         67         73         67         67         66         60           67         63         66         68         65         78         66         68         64         61           71         68         70         72         70         81         70         72         69         63           70         66         69         72         69         85         73         71         67         63           63         59         63         64         62         74         65         64         62         63           71         67         69</td>	Students American Hispanic         White         Indian         Asian         Islander         Races         Disadv         CWD           69         65         68         70         67         79         68         70         66         61           61         59         61         63         57         70         57         63         60         61           69         66         68         71         68         79         69         71         67         -           66         70         66         69         67         73         67         67         66         60           67         63         66         68         65         78         66         68         64         61           71         68         70         72         70         81         70         72         69         63           70         66         69         72         69         85         73         71         67         63           63         59         63         64         62         74         65         64         62         63           71         67         69

### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

								Two				-	
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates			•										
4-year Longitudinal Cohort G	raduation l	Rate (Gr 9-	12): Class	of 2017									
All Students	89.7%	86.1%	87.7%	93.6%	86.3%	96.0%	88.6%	91.7%	86.9%	77.4%	75.5%	72.1%	58.2%
CWD	77.4%	75.6%	77.1%	79.6%	77.5%	66.5%	72.4%	79.4%	77.5%	77.4%	77.5%	68.3%	51.4%
CWOD	90.7%	87.5%	88.5%	94.7%	87.0%	96.8%	89.4%	92.7%	87.9%	-	75.3%	72.6%	61.2%
EL	75.5%	77.8%	74.8%	75.9%	67.2%	85.0%	70.0%	74.6%	77.6%	77.5%	75.5%	62.1%	63.6%
Male	87.3%	82.5%	84.8%	92.4%	85.1%	95.5%	89.2%	89.8%	84.1%	76.4%	72.5%	66.7%	56.3%
Female	92.1%	89.8%	90.6%	94.8%	87.5%	96.6%	87.9%	93.7%	89.7%	79.4%	79.3%	77.1%	59.8%
'*' Indicates results are mas	sked due to	small numb	ers to prote	ct studen	t confidential	ity.							
'-' Indicates there are no stu	udents in the	e group.	•			•							

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	922,009	150,884	16%
'*' '-'	Indicates results are masked due t Indicates zero observations reporte	o small numbers to protect student coled for this group.	nfidentiality.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achi	evement Dor	nain Score	: STAAR Co	omponen	t Only)						
STAAR Component Score	48	37	43	59	46	74	49	56	40	25	32
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	52%	35%	47%	63%	49%	79%	49%	57%	42%	21%	27%
** Indicates results are maske Indicates there are no stude	ents in the gro	up.	•	ident con	identiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status											_
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ	Υ	Υ	Υ	Υ	Υ	Y	Υ	Υ	Y	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	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	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	N	N	N	N
Vathematics	.,	• •		• • •	• •	• • •	• • •	• • •	• • •	• •	
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	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	N	N	N	N
English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	ficiency Statu	is									42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N	Y	N	Y	N	Y	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	Y	N	Y	N	N	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	Y	N	N	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	Υ	N	N	N	N	N
Ŭ											
'+' STAAR Performance and Blank cells above represel								cy uses EL (Cu	urrent).		

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		_							Two or		Non						_
		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female	Migran
articipation Ra	ate			•													
All Subjects	All	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	99%	99%	99%
	Students																
	CWD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	99%	99%	99%	100%	99%	100%	99%	99%	99%	100%	-	99%	100%	99%	99%	99%
	EL	100%	100%	100%	100%	99%	100%	100%	100%	100%	99%	99%	100%	100%	99%	100%	99%
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	-	99%	99%
Reading	All	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	99%	99%	99%
_	Students																
	CWD	99%	99%	99%	99%	98%	100%	99%	99%	99%	99%	99%	-	100%	99%	99%	99%
	CWOD	99%	99%	99%	100%	99%	100%	99%	99%	99%	100%	-	99%	100%	99%	100%	99%
	EL	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
	Male	99%	99%	99%	99%	99%	100%	100%	99%	99%	99%	99%	99%	100%	99%	-	99%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	100%	100%	-	99%	99%
Mathematics	All	100%	99%	100%	100%	99%	100%	99%	100%	99%	100%	99%	100%	100%	100%	100%	99%
	Students																
	CWD	99%	99%	99%	99%	99%	100%	98%	99%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	100%	99%	100%	100%	99%	100%	99%	100%	100%	100%	-	100%	100%	100%	100%	99%
	EL	100%	100%	100%	100%	99%	100%	100%	100%	100%	99%	99%	100%	100%	100%	100%	99%
	Male	100%	99%	99%	100%	99%	100%	100%	100%	99%	100%	99%	100%	100%	100%	-	99%

			African			American		Pacific	Two or More	Econ	Non Econ						
		State	American	Hispanic	White	Indian	Asian	Islander		Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrar
	Female	100%	99%	100%	100%	99%	100%	99%	100%	100%	100%	99%	100%	100%	-	100%	99%
Science	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	98%
	CWD	99%	98%	99%	99%	98%	99%	99%	98%	98%	99%	99%	_	99%	98%	99%	98%
	CWOD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	98%
	EL	99%	99%	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	98%	99%	99%	99%	-	98%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	-	99%	98%
on-Participati		00 /0	0070	0070	0070	0070	10070	0070	0070	0070	0070	0070	0070	0070		0070	007
All Subjects	All	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	0%	1%	1%	1%
·,	Students	- , -															
	CWD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	1%	1%	1%	0%	1%	0%	1%	1%	1%	0%	-	1%	0%	1%	1%	1%
	EL	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%	1%	0%	0%	1%	0%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	0%	-	1%	1%
Reading	All	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	0%	1%	1%	1%
•	Students																
	CWD	1%	1%	1%	1%	2%	0%	1%	1%	1%	1%	1%	-	0%	1%	1%	1%
	CWOD	1%	1%	1%	0%	1%	0%	1%	1%	1%	0%	-	1%	0%	1%	0%	1%
	EL	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
	Male	1%	1%	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	0%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	0%	0%	-	1%	1%
Mathematics	s All	0%	1%	0%	0%	1%	0%	1%	0%	1%	0%	1%	0%	0%	0%	0%	1%
	Students																
	CWD	1%	1%	1%	1%	1%	0%	2%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	0%	1%	0%	0%	1%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	1%
	EL	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%	1%	0%	0%	0%	0%	1%
	Male	0%	1%	1%	0%	1%	0%	0%	0%	1%	0%	1%	0%	0%	0%	-	1%
	Female	0%	1%	0%	0%	1%	0%	1%	0%	0%	0%	1%	0%	0%	-	0%	1%
Science	All	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%
	Students	40/	20/	40/	40/	20/	40/	40/	20/	20/	40/	40/		40/	20/	40/	20/
	CWD	1%	2%	1%	1%	2%	1%	1%	2%	2%	1%	1%	-	1%	2%	1%	2%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	2%
	EL	1%	1%	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	2%	1%	1%	1%	-	2%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	2%
Indicatos	results are m	nackod d	luo to smal	l numboro	to proto	-4 -4	<b>5</b> 1										

Part (viii): Civil Rights Data

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

									Two			Students with
						Indian or			or		Students	Disabilities
		Total	African			Alaska		Pacific	More		with	(Section
			American	Hispanic	White	Native	Asian	Islander		EL	Disabilities	
Students Without Disabilities												
In-School Suspensions												
·	Male	258,396	57,031	129,349	59,862	1,330	3,536	518	6,770	35,991		
	Female	134,221	34,494	69,765	24,327	672	1,293	278	3,392	15,719		
	Total	392,617	91,525	199,114	84,189	2,002	4,829	796	10,162	51,710		
Out-of-School Suspensions												
	Male	131,472	39,455	65,930	20,251	647	1,510	230	3,449	21,613		
	Female	66,274	23,666	32,469	7,621	313	531	114	1,560	8,464		
	Total	197,746	63,121	98,399	27,872	960	2,041	344	5,009	30,077		
Expulsions		,	,	,			,		,	,		
With Educational Services	Male	7,853	1,792	4,125	1,519	45	130	14	228	1,081		
	Female	3,460	861	1,873	573	**	46	*	93	408		
	Total	11,313	2,653	5,998	2,092	55	176	18	321	1,489		
Without Educational Services	Male	723	124	388	175	*	*	*	28	72		
	Female	224	42	130	44	*	*	*	*	18		
	Total	947	166	518	219	8	*	*	32	90		
Under Zero Tolerance	Male	895	164	488	211	*	8	*	18	140		
Policies												
	Female	297	53	166	64	*	6	*	6	34		
	Total	1,192	217	654	275	**	14	*	24	174		
School-Related Arrests		, -										
	Male	4,635	1,162	2,647	674	20	38	6	88	732		
	Female	2,062	585	1,125	276	6	22	6	42	258		
	Total	6,697	1,747	3,772	950	26	60	12	130	990		
Referrals to Law Enforcement		3,001	.,,	5,. 12	550	_0			. 50	550		
Total de Lati Emorodinon	Male	8,331	1.757	4,604	1,507	36	88	14	325	1,206		
	Female	4,089	1,015	2,280	580	24	32	6	152	519		
	Total	12,420	2,772	6,884	2,087	60	120	20	477	1,725		
	iotai	12,720	2,112	0,004	2,007	00	120	20	711	1,720		l

		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 5 504)
Students With Disabilities												
In-School Suspensions												
	Male	63,350	15,187	27,282	18,089	342	467	66	1,917	8,871		25,319
	Female	20,645	5,724	8,978	5,147	112	94	20	570	2,697		8,795
	Total	83,995	20,911	36,260	23,236	454	561	86	2,487	11,568		34,114
Out-of-School Suspensions												
	Male	42,385	13,097	17,872	9,670	170	258	40	1,278	6,182		14,189
	Female	12,304	4,378	5,166	2,346	**	58	*	296	1,647		4,808
	Total	54,689	17,475	23,038	12,016	226	316	44	1,574	7,829		18,997
Expulsions												
With Educational Services	Male	2,721	705	1,350	584	16	**	*	54	355		914
	Female	702	205	325	136	*	6	*	28	104		306
	Total	3,423	910	1.675	720	**	18	*	82	459		1,220
Without Educational Services	Male	174	18	80	68	*	*	*	8	20		81
	Female	36	8	20	8	*	*	*	*	*		14
	Total	210	26	100	76	*	*	*	8	22		95
Under Zero Tolerance	Male	257	38	160	55	*	*	*	*	41		73
Policies		20.	00		00					• • •		. •
	Female	54	20	19	15	*	*	*	*	*		18
	Total	311	58	179	70	*	*	*	*	45		91
School-Related Arrests	rotai	011	00	110	, 0					10		01
Concor Rolated 7 th Cote	Male	1.625	491	886	221	*	*	*	23	163		223
	Female	470	173	225	54	*	*	*	12	30		68
	Total	2,095	664	1.111	275	6	*	*	35	193		291
Referrals to Law Enforcement	Total	2,030	004	1,111	210	U			33	190		231
itelenals to Law Enlorcement	Male	2,913	783	1.496	563	19	**	*	46	333		474
	Female	862	276	416	134	*	*	*	28	90		181
	Total	3,775	1,059	1.912	697	23	**	*	74	423		655
All Students	Total	3,773	1,009	1,312	031	25			74	420		000
Chronic Absenteeism												
Cilionic Absenteelsiii	Male	326.596	47.648	177.273	85.966	1.939	5.271	657	7.842	45.478	55.504	24.845
	Male Female	326,596 312,828	47,648	177,273	85,966	1,801	5,271 4,662	669	7,842	45,478 38,852	31,003	24,845 19,339
	Female Total							1.326				
	rotai	639,424	90,880	348,266	169,712	3,740	9,933	1,320	15,567	84,330	86,507	44,184

	Total
ncidents of Violence	
Incidents of rape or attempted rape	12
Incidents of sexual assault (other than rape)	551
Incidents of robbery with a weapon	64
Incidents of robbery with a firearm or explosive device	7
Incidents of robbery without a weapon	971
Incidents of physical attack or fight with a weapon	427
Incidents of physical attack or fight with a firearm or explosive device	41
Incidents of physical attack or fight without a weapon	47,970
Incidents of threats of physical attack with a weapon	391
Incidents of threats of physical attack with a firearm or explosive device	153
Incidents of threats of physical attack without a weapon	6,272
Incidents of possession of a firearm or explosive device	235
legations of Harassment or bullying	
On the basis of sex	1,587
On the basis of race	964
On the basis of disability	361
•	

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	121,821 114,908 236,729	17,526 16,772 34,298	74,965 72,287 147,252	20,762 18,164 38.926	588 589 1,177	4,727 4,215 8,942	252 224 476	3,001 2,657 5,658	43,994 43,330 87,324	15,535 6,724 22,259
Accelerated Coursework	Total	230,729	34,290	147,232	30,920	1,177	0,942	470	3,036	07,324	22,239
Advanced Placement Courses	Male Female Total	156,203 191,646 347.849	13,051 19,672 32,723	69,162 87,712 156.874	54,026 62,726 116.752	694 740 1.434	15,562 16,153 31,715	312 361 673	3,396 4,282 7.678	4,949 5,526 10.475	2,060 1,213 3,273
International Baccalaureate Courses	Male	4,024	468	1,675	1,030	13	720	12	106	281	96
	Female Total	5,324 9,348	686 1,154	2,171 3,846	1,482 2,512	21 34	815 1,535	12 24	137 243	327 608	69 165

				Indian or			Two or		Students
Total	African			Alaska		Pacific	More		with
students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities

- Indicates results are masked due to small numbers to protect student confidentiality.
- \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

	All S	All School		rty Schools	Low-Poverty Schools		
	Number	Percent	Number	Percent	Number	Percent	
Inexperienced Teachers, Principals, and Other School Leaders	58,245.5	15.5%	15,517.2	19.3%	13,030.0	12.0%	
Teachers Teaching with Emergency or Provisional Credentials	11,861.1	3.3%	3,179.3	4.2%	2,345.5	2.3%	
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	30,218.6	8.5%	5,845.8	7.7%	8,209.8	7.9%	

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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	State Number of ALT2	State Rate of ALT2
Grade 3 Reading	6,019	1%
Mathematics	6,020	1%
Grade 4 Reading	6,061	1%
Mathematics	6,056	1%
Grade 5 Reading	6,162	2%
Mathematics	6,160	1%
Science	6,164	1%
Grade 6 Reading	5,678	1%
Mathematics	5,677	1%
Grade 7 Reading	5,298	1%
Mathematics	5,294	1%
Grade 8 Reading	5,088	1%
Mathematics	5,087	2%
Science	5,087	1%

	State Number of ALT2	State Rate of ALT2
End of Course		
English I	4,868	1%
English II	4,556	1%
Algebra I	4,884	1%
Biology	4,861	1%
All Grades		
All Subjects	99,020	1%
Reading	43,730	1%
Mathematics	39,178	1%
Science	16,112	1%
*' Indicates results are	masked due to small numbers to pro	tect student confidentiality.
<ul> <li>Indicates zero observ</li> </ul>	vations reported for this group.	

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or At	oove Basic		r Above icient		r Above anced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	3	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
			70	68		20	9	10		2
		Students with Disabilities			20				1	
		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
rade 8	Dandina	Overell	29	24	44	40	26	32	2	4
rade 8	Reading	Overall	29 42	24 40	44	40 42		32 17		4
		Black					14		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
	Matromatios	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
			3	12	19	38 24	37	32	40	32
		Asian	ა *		19		31 *		40 *	
		Pacific Islander		36		39		18		6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

Grade	Subject	Student Group	%

Grade	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
	es reporting standard		
'n/a' Indicate	es data reporting is n	ot applicable for this group.	

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

District Name: CLINT ISD District ID: 071901

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system:

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

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

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
  b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
  c. Graduation Rate: Federal Graduation Status

- d. ELP Indicator: English Learner Language Proficiency Status
  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades Å (90-00), B (80-89), Ć (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools. (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time

period used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school. (dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

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

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two or		Non								
		F State	Region 19	District	African American	Hispani		America Indian		Pacific Islande				/CWD	cwoi	EL Male	FemaleN	/ligrant	Homeless	Foster	
ΓAAR Percent									710101			2.000.	2.044					g. a			
Grade 3					oi Abovo	000/	740/					000/	0.40/	000/	700/	200/ 200/	740/				400
Reading	All Students	77%		69%		69%	71%		*	-	*	68%	81%		72%	60%68%		*		*	100
	CWD	51%	59%	29%		30%	740/		-	-	*	29%		29%	700/	24%22%		-		-	400
	CWOD		84% 77%	72%	-	72% 60%	71%	*	_	-	-	71%	83% 67%	24%				*	*	*	100
	⊏∟ Male	70% 74%	80%	60% 68%	*	67%	86%	*	-	-	*	59% 65%	82%	22%		60%60% 60%68%	59%	*	*		100
	Female		82%	71%	*	72%	64%	*	*	-	-	70%	80%	47%	72%		71%	*	*	*	100
Mathematics	All	77%	82%	70%	*	70%	68%	*	*	-	*	69%	76%	43%	72%	63%71%	69%	*	*	*	100
;	Students						*						*				=00/				
	CWD	52%	61%	43%		44%		÷	-	-	*	41%		43%	700/	43%39%		-		-	400
	CWOD EL	74%	85% 80%	72% 63%		72% 64%	71%	*		-	_	72% 63%	77% 69%	43%	72%	65%75% 63%63%		*	*	*	100
	Male	77%	82%	71%	*	71%	75%	*	-	-	*	69%	81%	39%		63%71%	0370	*	*		100
	Female		82%	69%	*	69%	64%	*	*		-	69%	70%	53%		63% -	69%	*	*	*	100
D 4																					
Grade 4 Reading	All	72%	74%	61%	-	62%	59%	*	*	_	*	60%	72%	39%	63%	46%61%	62%	*	43%	_	75
	Students	400/	500/	000/		440/	*					440/		000/		0.40/.000/	400/				*
	CWD	46%	50%	39%	-	41%		-	-	-		41%	750/	39%	-	34%38%		-	400/	-	
	CWOD		77%	63%	-	63%	64%	*	*	-		62%	75%	-		47%64%			46%	-	79
	EL	60%	60%	46%	-	46%	-70/	-	-	-		46%	42%	34%		46%49%				-	-
	Male	70%	72%	61%	-	61%	57%		*	-		59%	72%	38%		49%61%	-			-	63
	Female	75%	76%	62%	-	62%	60%	*	-	-	*	61%	71%	42%	63%	42% -	62%	*	*	-	88
Mathematics	All Students	77%	81%	70%	-	69%	77%	*	*	-	*	68%	80%	43%	72%	60%68%	71%	*	53%	*	81
		49%	56%	43%	-	43%	*	-	-	-	*	43%	*	43%	-	41%45%	38%	-	*	-	1
	CWOD		84%	72%	-	72%	81%	*	*	-	*	70%	82%	-	72%			*	56%	*	86
	EL	72%	73%	60%	-	60%	78%	_	_	_	*	61%	56%	41%		60%61%		*	*	_	-
	Male	77%	80%	68%	_	68%	73%	*	*	_	*	66%	79%	45%		61%68%	-	*	*	_	75
	Female		81%	71%	-	70%	80%	*	-	-	*	69%	80%	38%		60% -	71%	*	56%	*	88
Grade 5																					
Reading	All	83%	86%	73%	*	73%	78%	*	*	-	*	72%	81%	45%	76%	52%71%	76%	*	31%	-	80
;	Students CWD	54%	61%	45%		45%	*					44%	45%	45%		36%46%	43%	*	*		,
	CWOD		89%	76%	*	75%	90%	*	*	_	*	74%	84%	7570	76%	54%73%		*	38%	_	79
	EL	73%	74%	52%		52%	*		*	-		52%	54%	36%		52%53%		*	*	-	1 5
		81%	84%	71%	*	71%	75%	*	*	_	*	69%	83%	46%		53%71%	-	_	*		,
	Female		88%	76%	*	75%	82%	-	-	-	*	75%	79%	43%		51% -	76%	*	*	-	80
Mathamatica	ΔII	90%	94%	070/		060/	020/		*		*	0.60/	900/	620/	900/	000/ 070/	86%	020/	E00/		02
Mathematics	Students			87%		86%	92%			-		86%	89%	62%	09%	80%87%		83%	50%	-	93
		70%	81%	62%	-	61%	*		-	-	-	61%	64%	62%	-	60%62%		*	*	-	,
	CWOD		95%	89%	*	89%	95%	*	*	-	*	89%	92%	<u>-</u>				*	46%	-	93
	EL	86%	89%	80%	-	80%	*		*	-	-	80%	76%	60%			79%	*	*	-	,
	Male	89%	93%	87%	*	86%	93%	*	*	-	*	86%	91%	62%		81%87%	-	-	*	-	100
	Female	91%	94%	86%	*	86%	91%	-	-	-	*	86%	88%	61%	88%	79% -	86%	83%	60%	-	90
Science	All Students	75%	80%	64%	*	64%	74%	*	*	-	*	62%	75%	28%	68%	44%65%	63%	*	*	-	87
	CWD	48%	56%	28%	-	28%	*	-	-	-	-	25%	42%	28%	-	22%31%	21%	*	*	-	,
	CWOD		83%	68%	*	67%	90%	*	*	-	*	66%	78%	-	68%			*	*	-	86
	EL	62%	64%	44%	-	44%	*	-	*	-	-	45%	39%	22%		44%50%		*	*	-	,
	Male			65%	*		75%	*	*	-	*				70%	50%65%	-	-	*	-	100
	Female			63%	*		73%	-	-	-	*					38% -	63%	*	*	-	80
Grade 6 Reading	All	68%	68%	62%	*	62%	80%				*	60%	75%	27%	65%	28%55%	60%	*	*		89
	Students						0070	-	-	-										-	OS
	CWD			27%	-	27%	-	-	-	-	-	25%	*	27%		21%32%		-	*	-	
	CWOD			65%	*	64%	80%	-	-	-	*	62%	76%	-		29%57%		*	*	-	89
	EL	42%		28%	-	28%	*	-	-	-	*	26%				28%21%		*	*	-	
	Male Female			55% 69%	*	55% 69%	90%	-	-	-	*	53% 66%	63% 87%	32%		21%55% 35% -	- 69%	*	*	-	10
									-											٠	
Mathematics	Students			70%	*	70%	81%	-	-	-	*	69%				47%68%		83%	38%	-	82
	CWD			31%	-	31%	- 040/	-	-	-	-	29%	*			23%37%		*	*	-	
	CWOD			74%	*	74%	81%	-	-	-	*	73%	80%			51%72%		100%	36%	-	82
	EL	61%		47%	-	47%	*	-	-	-	*	46%				47%49%		*	*	-	,
	Male			68%	*	68%		-	-	-	*	67%	75%			49%68%		*	*	-	
	Female	77%	/X%	72%	~	72%	100%	-	-	_	*	71%	X2%	71%	/h%	43% -	1.7%	•	*	-	10

		State	Region		African tAmericar	ıHispani		Americar Indian		Pacific nIslander					CWOL	) EL Male	Female	Migrant	Homeles	Foste	
Grade 7 Reading	All		73%	71%	*	71%	67%	-	*	-	*	69%	77%			34%66%		*	47%	- -	*
J	Students																				
	CWD	37% 77%	39% 77%	36% 73%	*	35% 73%	69%	-	*	-	*	32% 71%	77%	36%	73%	* 36% 37%68%	35% 78%	*	54%	-	*
	EL	44%	39%	34%	-	34%	-	-	-	-	*	35%	*	*		34%34%	34%	*	*	-	-
	Male	69%	69%	66%	*	66%	73%	-	-	-	*	64%	76%	36%		34%66%	- 76%	*	*	-	*
	Female	79%	78%	76%		76%		-		-		75%	78%	35%	78%	34% -	76%			-	
Mathematic		71%	72%	70%	*	70%	65%	*	*	-	83%	69%	76%	38%	73%	43%69%	72%	*	48%	-	*
	Students CWD	42%	44%	38%	_	39%	*	_	_	_	*	34%	71%	38%	_	17%37%	38%	_	*	_	*
	CWOD	75%	76%	73%	*	73%	77%	*	*	-	100%	72%	77%	-		47%72%	74%	*	47%	-	*
	EL	52% 69%	52%	43% 69%	-	43% 69%	- 69%	*	-	-	*	43% 68%	41% 72%	17% 37%		43%43%	43%	*	* 45%	-	-
	Male Female		71% 74%	72%	*	72%	*	-	*	-	*	70%	82%	38%	74%	43% 69% 43% -	72%	*	50%	-	*
Grade 8																					
Reading	All	85%	85%	86%	*	86%	100%	*	-	-	-	85%	92%	55%	88%	53%85%	88%	*	67%	-	100
•	Students	400/	F00/			FF0/						F70/		·		000/ 450/	000/				
	CWD	49% 88%	53% 88%	55% 88%	*	55% 88%	100%	*	-	-	-	57% 87%	93%	55%	88%	60%45% 52%87%	69% 89%	*	64%	-	100
	EL	58%	52%	53%	-	53%	-	-	-	-	-	53%	50%	60%		53%51%	54%	*	*	-	-
	Male	82%	82%	85%	*	85%	100%	-	-	-	-	84%	91%	45%		51%85%	-	*	*	-	*
	Female	88%	88%	88%	-	88%	100%	•	-	-	-	87%	93%	69%	89%	54% -	88%	•	73%	-	100
Mathematic		85%	89%	88%	*	87%	93%	*	-	-	-	87%	88%	53%	90%	73%85%	90%	*	80%	-	100
	Students	E20/	640/	E20/		E40/	*					E20/	*	E20/		E00/, E00/	E20/	*	*		
	CWD	53% 89%	64% 92%	53% 90%	*	51% 90%	92%	*	-	-	-	53% 90%	90%	53%	90%	50%52% 77%88%	53% 92%	*	78%	-	100
	EL	73%	77%	73%	-	73%	-	-	-	-	-	75%	58%	50%	77%	73%71%	75%	*	*	-	-
	Male	82%	87%	85%	*	85%	83%	:	-	-	-	84%	93%	52%		71%85%	-	*	*	-	*
	Female	۳/% الا	91%	90%	-	90%	100%	•	-	-	-	91%	84%	53%	92%	/5% -	90%	•	100%	-	*
Science	All	75%	75%	70%	*	70%	85%	*	-	-	-	68%	80%	27%	74%	31%71%	70%	71%	47%	-	78
	Students	200/	400/	070/		000/						000/	*	070/		* 000/	050/		*		
	CWD CWOD	39% 78%	40% 79%	27% 74%	*	28% 73%	89%	*	-	-	-	26% 72%	83%	27%	74%	* 28% 33%75%	25% 72%	*	53%	-	78
	EL	46%	43%	31%	-	31%	-	-	-	-	-	31%	*	*	33%	31%30%	32%	*	*	-	-
	Male	74%	74%	71%	*	70%	89%	-	-	-	-	70%	75%	28%		30%71%	-	*	*	-	*
	Female	76%	77%	70%	-	70%	82%	*	-	-	-	67%	85%	25%	72%	32% -	70%	*	50%	-	100
nd of Course							=														
English I	All Students		61%	58%	*	59%	56%	*	*	*	*	57%	68%	29%	61%	25%52%	67%	55%	40%	-	639
	CWD	25%	25%	29%	-	29%	*	-	-	-	-	29%	*	29%	-	24%28%	31%	*	*	-	*
	CWOD		66%	61%	*	62%	56%	*	*	*	*	60%	70%	-		25%55%	69%	60%	47%	-	719
	EL Male	30% 57%	27% 56%	25% 52%	*	25% 52%	60%	_	*	-	*	25% 50%	18% 63%	24% 28%		25% 20% 20% 52%	32%	*	29%	-	*
	Female		68%	67%	*	67%	*	*	-	*	*	65%	74%	31%	69%		67%	*	*	-	*
En alla la III	A.II	000/	050/	000/		000/	740/				*	F00/	000/	000/	0.40/	400/ 500/	050/	700/	440/		001
English II	All Students	66%	65%	60%		60%	71%					59%	66%	20%	64%	18%56%	65%	78%	44%	-	839
	CWD	25%	24%	20%	*	20%	*	-	-	-	-	19%	*	20%	-	19%18%	24%	-	*	-	*
	CWOD EL	71% 27%	69%	64%	*	64%	78% *	*	*	*	*	63% 19%	68% 14%	100/	64% 18%	18%60%	68% 20%	78% *	40%	-	*
	⊏∟ Male	61%	29% 60%	18% 56%	*	18% 55%	82%	_	*	-	*	54%	64%	19% 18%		18% 16% 16% 56%	20%	*	*	-	*
	Female		69%	65%	*	66%	60%	*	-	*	*	65%	68%	24%			65%	*	83%	-	*
Algebra I	All	82%	87%	80%	*	80%	71%	*	*		*	80%	81%	30%	95%	60%76%	86%	*	57%		839
Algebrai	Students		01 /0	00 /6		00 /0	7 1 70			-		0070	0170	3970	0370	00 /0 / 0 /0	00 /0		31 /0	-	00
	CWD			39%	*	39%	*	-	-	-	-	43%	*	39%	-	31%41%		*	*	-	*
	CWOD EL	86% 67%		85% 60%	*	85% 60%	88%	*	*	-	*	85% 63%	88% 32%	31%		66%81% 60%55%	90% 67%	*	70%	-	*
	Male	78%		76%	*	76%	64%	-	*	-	*	76%	75%	41%		55%76%	-	*	*	-	*
	Female	87%	90%	86%	*	86%	80%	*	-	-	*	85%	89%	36%	90%	67% -	86%	*	83%	-	*
Biology	All	86%	84%	80%	*	80%	82%	*	*	_	*	78%	88%	52%	83%	49%76%	83%	78%	64%	_	789
Siciogy	Students									-					JJ /0					-	
	CWD			52%	*	51%	*	-	-	-	-	49%	77%	52%	-	37%51%		*	*	-	*
	CWOD EL	64%	87% 61%	83% 49%	_	83% 49%	82%	*	_	-	*	82% 49%	89% 50%	37%		51%80% 49%45%		88%	75% *		88
	Male	83%		76%	*	76%	82%	-	*	-	*	75%	85%	51%		45%76%	-	*	63%	-	100
	Female	88%	86%	83%	*	84%	82%	*	-	-	*	82%	91%	55%	85%	56% -	83%	*	*	-	*
AAR Percen	nt at Meet	s Grad	de Leve	or Ab	ove																
rade 3 Reading	All		45%	30%	*	30%	19%	*	*	-	*	28%	47%	14%	32%	19%32%	29%	*	*	*	64
	Students CWD	28%	30%	14%	*	15%	_	*	_	_	_	15%	*	14%	_	12%10%	27%	_	*	_	_
	CWOD	44%	47%	32%	*	32%	19%	*	*	-	*	29%	49%	-		19%34%	29%	*	*	*	64
	EL	32%	38%	19%	-	19%	*	*	-	-	-	18%	33%	12%		19%21%		*	*	*	*
	Male Female	40% 45%	43% 46%	32% 29%	*	32% 29%	29% 14%	*	*	-	*	29% 27%	51% 41%	10% 27%		21%32% 17% -	29%	*	*	*	60 67
										*											
Mathematic	s All Students		50%	40%	*	40%	36%	*	*	-	*	38%	54%	18%	42%	33%44%	36%	*	*	*	73
	CWD		34%	18%	*	19%	*	*	_	-	-	17%	*	18%	_	13%17%	21%	_	*	-	_
	CWOD	48%	52%	42%	*	42%	38%	*	*	-	*	40%	55%	-		34%47%	37%	*	*	*	73
	EL	39%	45%	33%	-	33%	*	*	-	-	-	32%	44%	13%		33%35%	30%	*	*	*	*
	Male	47%	51%	44%	^	43%	50%	^	-	-	•	40%	63%	17%	4/%	35%44%	-	-	•	-	80
	Female	45%	49%	36%	*	37%	29%	*	*	-	-	35%	41%	21%	37%	30% -	36%	*	*	*	6

											Two or		Non								
			Regio		African			American		Pacific	More		Econ	-014/D	014/05	N F1 M-1-	<b></b>			Foste	
		State	19	District	tAmerican	Hispan	icWhite	Indian	Asiai	nislande	rRaces	Disadv	Disad	CWD	CWOL	DEL Male	Female	Migrant	Homeless	Care	Milita
Grade 4 Reading	All	45%	15%	33%		34%	24%	*	*		*	31%	48%	23%	3/10/	19%35%	31%	*	14%		569
	Students		4570	33 /6	-	J4 /0	24 /0			-		3170	40 /0	2570	J4 /0	19 /0 33 /0	3170		14 /0	-	
	CWD	28%	27%	23%	-	25%	*	-	-	-	*	24%	*	23%		22%19%	32%		*	-	*
	CWOD EL	29%	48% 28%	34% 19%	-	35% 19%	28%	*	*	-	*	32% 19%	50% 21%	- 22%	34% 19%	19%38% 19%22%	31% 16%	*	15%	-	64
	Male	43%	44%	35%		36%	21%	*	*	-	*	33%	48%	19%		22%35%	-	*	*	-	50
	Female		47%	31%	-	32%	27%	*	-	-	*	29%	47%	32%	31%		31%	*	*	-	63
Mathamatica		400/	50%	37%		260/	47%	*	*		*	260/	420/	200/	270/	26%39%	34%	*	100/	*	69
Mathematics	<ul> <li>All</li> <li>Students</li> </ul>	48%	50%	3/%	-	36%	4170			-		36%	43%	28%	3170	20%39%	34%		18%		69
	CWD	29%	30%	28%	-	29%	*	-	-	-	*	30%	*	28%	-	32%26%	33%	-	*	-	*
	CWOD		52%	37%	-	37%	50%	*	*	-	*	36%	45%	-		25%41%	34%	*	19%	*	79
	EL Male	38% 48%	36% 51%	26% 39%	-	25% 39%	67% 53%	*	*	-	*	26% 38%	20% 48%	32% 26%		26% 29% 29% 39%	22%	*	*	-	63
	Female		49%	34%		34%	40%	*	-		*	33%	38%	33%		22% -	34%	*	33%	*	75
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	CWD	30%	31%	19%	-	18%	*	-	-	-	-	17%	27%	19%	-	14%20%	18%	*	*	-	,
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	EL Mala	35% 50%	33% 51%	15% 38%	*	15%	19%	*	*	-	*	14% 36%	25% 49%	14% 20%		15% 17% 17% 38%	13%	*	*	-	,
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	EL	46%	48%	34%	-	34%	*	-	*	-	-	33%	45%	23%		34%39%	28%	*	*	-	
	Male	57%	62%	51%	*	51%	43%	*	*	-	*	49%	66%	24%		39%51%	-	-	*	-	60
	Female	58%	63%	49%	*	49%	45%	-	-	-	*	47%	57%	26%	50%	28% -	49%	50%	10%	-	60
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	EL Male	14% 34%	10% 31%	10% 26%	*	10% 26%	*	-	-	-	*	10% 25%	0% 31%	18% 32%	8% 25%	10% 8% 8% 26%	11%	*	*	-	
	Female		38%	35%	*	35%	60%		-	-	*	32%	51%	32 70 *	36%	11% -	35%	*	*	-	10
Mathematics		43%	42%	37%	*	36%	50%	-	-	-	*	34%	49%	13%	39%	16%36%	37%	50%	13%	-	5
	Students CWD	23%	24%	13%	_	13%	_	_	_	_	_	12%	*	13%	_	11%17%	7%	*	*	_	
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	EL	24%	21%	16%	-	16%	*	-	-	-	-	15%	25%	11%		16%15%	17%	*	*	-	
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ade 7																					
Reading	All	47%	44%	35%	*	35%	47%	-	*	-	*	31%	54%	33%	35%	7% 34%	37%	*	20%	-	
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	EL	13%	9%	6%	-	6%	-	-	-	-	-	6%	10%		5%	6% 6%	6%	*	*	-	
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	Female	53%	49%	43%	-	43%	45%	*	-	-	-	39%	61%	23%	44%	6% -	43%	•	27%	-	4
Mathematics	All	50%	48%	35%	*	35%	43%	*	-	-	-	34%	41%	20%	36%	19%32%	38%	*	20%	-	3
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	EL Male	30% 48%	29% 47%	19% 32%	*	19% 32%	50%	-	-	-	-	20% 30%	8% 41%	16%		19% 19% 19% 32%	20%	*	*	-	
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nd of Course		420/	200/	2.40/		220/	4.40/		*		*	240/	460/	160/	250/	40/ 200/	440/	270/	4.50/		60
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	Male	37%	33%	28%	*	28%	40%	-	*	-	*	26%	41%	15%	30%	4% 28%	-	*	12%	-	
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	EL	20%	15%	8%	-	8%	*	*	-	-	*	8%	8%	5%	9%	8% 9%	7%	*	*	-	
	Male	55%	49%	44%	*	43%	55%	-	*	-	*	43%	49%	16%	48%	9% 44%	-	*	25%	-	8
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rade 4 Reading Mathematics rade 5 Reading	Male Females All Students CWD CWOD EL Male Females S All Students CWD CWOD EL Male S All Students CWD CWOD EL Male Females S All Students CWD CWOD EL Male Females S All Students CWD	22%  12% 24% 17% 23% 21%  23% 21%  23% 25% 12% 25% 26% 11% 28% 27% 27% 24% 24% 24% 24% 30% 13%	26% 24% 14% 25% 20% 25% 22%  22%  8% 24% 11% 21% 24%  11% 26% 31% 16%	14% 6% 69% 19% 13% 20% 16%  13% 14% 4% 15% 12% 17% 4% 18% 9% 14% 15% 12% 5%		13% 14% 18% 6% 19% 13% 19% 17% 13% 5% 14% 4% 15% 12% 14% 15% 3% 12% 15% 22% 4%	0% 18%  * 19% * 25% 14%  10%  * 12% 7% 13%  * 15% 22% 7%  * 10% * 6% 9% 20%  *				* * * * * * * * * * * * * * * * * * * *	14% 18% 7% 19% 13% 18% 17%  11% 5% 4% 13% 10%  16% 4% 17% 9% 19% 12%  12%  2% 13% 3% 11% 44% 4%	14% 21%     * 22% 9% 27% 13%  26%     * 27% 8% 28% 24%  25%     * 27% 12% 32% 0% 25% 7% 23% 24% 9%	7% 6% 6% - 3% 7% 5% 5% 5% 4% 4% - 3% 4% 5% 1% 1% - 2% 2% 0%	14% 19% - 19% 14% 21% 17%  144% - 14% 16% 12% 18% - 15% 3% 15%	5% 13% 8% - 13% 20% 3% 7% 14% 21% 13% 13% 13% 13% 13% 6% 6% 6% 15% 6% 15% 6% 15% 2% - 9% 21% 3% 14% 21% 14% 21% 14% 21% 14% 21% 14% 21% 14% 15% 13% 3% 3% 3% 3% 3% 12% 12% 2% 2% 2% 2% 2% 2% 10% 21% 6% 2%	14% 16% 5% 17% 13% - 16% 12% 2% - 12% 13% - 13% - 15% 23% 10%		* 0%  * 12%  * 13%  * 22%  0%  * 0%  * 0%  * * *	*	6 5 5 4 6 6 4 5 5 3 5 5 3 3 4 1 1 1 1 1 1 1
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		State	Region 19		African tAmericar	nHispani		Americar Indian		Pacific nIslander				/CWD	CWOD	) EL	Malel	FemaleN	ligrantH	lomeless	Foste Care	
	Female		32%	23%	*	23%	27%	-	-	-	*	21%	30%	10%	24%	9%	-	23%	17%	0%	-	209
Science	All Students		17%	9%	*	9%	7%	*	*	-	*	8%	12%	2%	10%	2%	11%	7%	*	*	-	139
	CWD	9%	10%	2%	-	3%	*	-	-	-	-	3%	0%	2%	-		2%	3%	*	*	-	*
	CWOD	17% 7%	18% 7%	10% 2%	*	10% 2%	10%	*	*	-	*	9% 2%	14% 3%	- 4%	10% 2%		12% 3%	7% 1%	*	*	-	14'
	Male	18%	19%	11%	*	11%	0%	*	*	-	*	10%	18%	2%	12%		11%	-	-	*		20
	Female		15%	7%	*	7%	18%	-	-	-	*	7%	8%	3%	7%	1%	-	7%	*	*	-	10
rade 6																						
Reading	All Students	18%	15%	11%	*	11%	13%	-	-	-	*	10%	15%	7%	11%	2%	9%	13%	*	*	-	33
	CWD	8%	8%	7%	-	7%	-	-	-	-	-	5%	*	7%	-	4%	8%	*	-	*	-	_
	CWOD		16%	11%	*	11%	13%	-	-	-	*	11%	14%	-	11%		9%	13%	*	*	-	33
	EL Male	4% 15%	3% 13%	2% 9%	*	2% 9%	*	-	-	-	*	2% 8%	0% 14%	4% 8%	1% 9%		0% 9%	4%	*	*	-	
	Female		18%	13%	*	13%	20%	-	-	-	*	12%	16%	*	13%	4%	-	13%	*	*	- 2	50
Mathematics	All Students	18%	16%	11%	*	11%	6%	-	-	-	*	10%	14%	7%	11%	3%	10%	11%	0%	6%	-	18
	CWD	9%	9%	7%	-	7%	-	-	-	-	-	6%	*	7%	-	7%	9%	3%	*	*	-	
	CMOE		16%	11%	*	11%	6% *	-	-	-	*	10%	14%	-	11%		11%	12%	0%	7%	-	18
	EL Male	6% 18%	5% 16%	3% 10%	*	3% 11%	*	-	-	-	*	3% 10%	0% 13%	7% 9%	2% 11%	3% 3%	3% 10%	2%	*	*	-	,
	Female		15%	11%	*	11%	10%	-	-	-	*	10%	15%	3%	12%	2%	-	11%	*	*	-	33
rade 7																						
Reading	All Students	28%	24%	17%	*	17%	20%	-	*	-	*	14%	30%	14%	17%	1%	16%	18%	*	7%	-	
	CWD	10%	10%	14%		15%	*	-	-	-	-	14%	*	14%	-		12%	18%	-	*	-	
	CWOD	30% 6%	26% 4%	17% 1%		17% 1%	23%	-	_	-	*	14% 1%	30%	*	17% 1%	1% 1%	16%	18% 1%	*	8%	-	
	Male	24%	21%	16%	*	16%	9%	-	-	-	*	13%	32%	12%	16%		16%	-	*	*	-	
	Female	33%	28%	18%	*	17%	*	-	*	-	*	16%	28%	18%	18%	1%	-	18%	*	*	-	
Mathematics	All Students	18%	15%	11%	*	11%	0%	*	*	-	33%	9%	21%	12%	11%	2%	11%	12%	*	0%	-	
	CWD	7%	7%	12%	-	13%	*	-	-	-	*	10%	29%	12%	-	3%	12%	12%	-	*	-	
	CWOD	19%	16%	11%	*	11%	0%	*	*	-	40%	9%	21%	-	11%		10%	12%	*	0%	-	
	EL Male	5% 17%	4% 15%	2% 11%	*	2% 11%	0%	*	-	-	*	2% 8%	0% 22%	3% 12%	1% 10%	2%	2% 11%	1%	*	*	-	
	Female		15%	12%	*	12%	*	-	*	-	*	11%	19%	12%	12%	1%	-	12%	*	0%	-	
rade 8 Reading	All Students		22%	18%	*	17%	37%	*	-	-	-	15%	31%	9%	18%		15%	20%	*	13%	-	11
	CWD	8% 28%	6% 24%	9% 18%	*	9% 18%	- 37%	*	-	-	-	10% 15%	* 32%	9%	- 18%		10% 16%	8% 20%	*	14%		11
	EL	4%	2%	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	0%	2%	*	*	-	
	Male	22%	19%	15%	*	15%	38%	-	-	-	-	12%	30%	10%	16%		15%	-	*	*	-	^
	Female	30%	26%	20%	-	19%	36%	•	-	-	-	17%	32%	8%	20%	2%	-	20%	•	18%	-	C
Mathematics	Students		10%	5%	*	4%	7%	*	-	-	-	4%	6%	3%	5%		4%	5%	*	0%	-	C
	CWD	9% 16%	8% 11%	3% 5%	*	3% 5%	8%	*	-	-	-	3% 4%	7%	3%	5%		0% 4%	7% 5%	*	0%	-	0
	EL	6%	4%	1%	-	1%	-	-	-	-	-	1%	0%	6%	0%	1%		2%	*	*	-	
	Male Female	14%	11% 10%	4% 5%	*	4% 5%	0% 13%	*	-	-	-	3% 5%	7% 5%	0% 7%	4% 5%	0% 2%	4% -	- 5%	*	0%	-	
Science	All	27%	23%	20%	*	20%	30%	*	-	-	-	19%	26%	2%	22%		21%		14%	6%	-	22
	Students CWD	8%	7%	2%	_	2%	*	_	_	_	_	2%	*	2%	_	*	3%	0%	*	*	_	
	CWOD	29%	25%	22%	*	21%	32%	*	-	-	-	20%	28%	-	22%		23%	21%	*	7%	-	22
	EL	6%	4%	1%	-	1%	- 22%	-	-	-	-	1%	*	* 3%	1%	1%		1%	*	*	-	
	Male Female	29% 25%	25% 21%	21% 20%	-	21% 19%	36%	*	-	-	-	19% 19%	28% 24%	0%	23% 21%	1%	21%	20%	*	8%	-	20
nd of Course English I	All	7%	5%	4%	*	4%	11%	*	*	*	*	3%	6%	3%	4%	0%	2%	5%	0%	0%	-	2
	Students CWD	3%	2%	3%	-	3%	*	-	-	-	-	3%	*	3%	-		1%	6%	*	*	-	
	CWOD	7%	5%	4%	*	4%	13%	*	*	*	*	3%	7%	-	4%	0%	2%	5%	0%	0%	-	29
	EL Male	0% 5%	0% 4%	0% 2%	*	0% 2%	10%	-	*	-	*	0% 2%	0% 3%	3% 1%	0% 2%	0% 0%		1%	*	0%	-	
	Female		7%	5%	*	5%	*	*	-	*	*	5%	10%	6%	5%	1%	-	5%	*	*	-	
English II	All Students	8%	5%	3%	*	3%	10%	*	*	*	*	2%	7%	0%	3%	0%	2%	4%	11%	0%	-	C
	CWD	4%	3%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%		0%	-	*	-	
	CWOD	8% 0%	6% 0%	3% 0%	-	3% 0%	11%	*	*	-	*	2% 0%	7% 0%	0%	3% 0%	0% 0%	2% 0%	4% 0%	11%	0%		
	Male	5%	4%	2%	*	2%	18%	-	*	-	*	1%	6%	0%	2%	0%		-	*	*	-	
	Female	10%	7%	4%	*	4%	0%	*	-	*	*	3%	9%	0%	4%	0%	-	4%	*	0%	-	
Algebra I	All Students	31%	38%	22%	*	22%	25%	*	*	-	*	22%	23%	5%	24%	4%	19%	26%	*	14%	-	3
	CWD	7%	9%	5%	*	6%	*	-	-	-	-	6%	*	5%	-	6%		8%	*	*	-	
	CWOD	34% 12%	41% 15%	24% 4%	*	24%	35%	*	*	-	*	24%	26%	- 6%	24%		22%	27%	*	20%	-	
	C' .		1.7%	4%	-	4%	-	-	-	-	-	5%	0%	6%	4%	4%		5%		-	-	
	EL Male	28%	35%	19%	*	19%	21%	-	*	-	*	20%	18%	4%	22%	4%	19%	-	*	*	-	

			Region		African			American		Pacific							_			Foster	
		State			Americani			Indian	Asianl	slande	rRaces					D EL Malel				3 Care	
Biology	All Students	23%	14%	10%	*	10%	18%	*	*	-	*	9%	18%	1%	11%	1% 10%	10%	0%	0%	-	339
	CWD	5% 25%	3% 16%	1% 11%	*	1% 11%	* 24%	*	- *	-	*	1% 9%	0% 20%	1%	- 11%	3% 0% 1% 11%	3% 11%	*	0%	-	389
	EL	3%	2%	1%	-	1%	*	*	-	-	*	1%	0%	3%	1%	1% 1%	2%	*	*	-	-
	Male Female	22% 23%	15% 14%	10% 10%	*	9% 10%	18% 18%	*	-	-	*	8% 9%	17% 19%	0% 3%	11% 11%	1% 10% 2% -	10%	*	0% *	-	200
AAD Davaan	4 -4 4		- Cd	. I awal	au Abawa																
All Grades						71%	76%	57%	020/	*	68%	70%	79%	200/	740/	400/ 600/	74%	71%	45%	*	839
All Subjects	All Students		78%	71%	76%			31 % *	93%		*			38%	7470	49%69%					
	CWD	45% 80%	50% 81%	38% 74%	* 77%	38% 74%	43% 81%	* 62%	93%	*	71%	37% 73%	44% 81%	38%	- 74%	31%38% 52%72%	38% 76%	28% 80%	29% 48%	*	47 87
	EL	60%	60%	49%	-	49%	49%	38%	*	-	38%	50%	45%	31%	52%	49%49%	50%	54%	22%	*	,
	Male Female	74%	76% 80%	69% 74%	78% 73%	68% 74%	75% 77%	50% 62%	90%	*	68% 68%	67% 73%	76% 81%	38% 38%		49%69% 50% -	- 74%	79% 68%	32% 58%	*	81 85
<b>.</b>									000/												
Reading	All Students			67%	71%	67%	72%	50%	86%	^	55%	65%	75%	33%	69%	41%63%		66%	42%	•	82
	CWD	39%	41% 77%	33% 69%	* 77%	33% 69%	39% 76%	* 56%	- 86%	*	* 57%	32% 68%	37% 77%	33%	- 69%	28%31% 42%66%	36% 73%	* 69%	* 45%	*	85
	EL	52%	49%	41%	-	41%	40%	*	*	-	*	41%	37%	28%		41%39%	43%	43%	17%	*	*
	Male	69%	69%	63%	77%	62%	73%	*	*	-	61%	61%	73%	31%		39%63%	-	67%	27%	-	78
	Female		77%	71%	64%	72%	71%		•	•	45%	70%	78%	36%	73%	43% -	71%	66%	59%	•	84
Mathematics	s All Students	80%	83%	76%	82%	76%	78%	70%	100%	-	79%	75%	81%	43%	79%	61%75%	78%	78%	50%	*	86
	CWD	52% 83%	60% 86%	43% 79%	* 80%	43% 79%	45% 83%	* 78%	- 100%	-	* 86%	43% 78%	47% 84%	43%	- 79%	38%44% 64%78%	42% 80%	* 90%	42% 52%	*	91'
	EL	70%	73%	61%	-	61%	56%	*	*	-	*	62%	57%	38%		61%61%		70%	29%	*	*
	Male Female	78% 82%	82% 84%	75% 78%	90% 71%	75% 78%	74% 82%	*	*	-	73% 89%	74% 77%	80% 83%	44% 42%	78% 80%	61%75% 62% -	- 78%	92% 71%	37% 63%	*	82 89
Science	All	79%	80%	72%	75%	72%	80%	*	*	-	78%	70%	81%	38%	75%	43%71%	73%	73%	42%	_	82
	Students CWD	48%	52%	38%	*	37%	46%	_	_	_	_	35%	53%	38%	_	25%40%	34%	*	*	_	
	CWOD	82%	83%	75%	71%	75%	88%	*	*	-	78%	73%	83%	-	75%	45%75%	75%	94%	49%	-	84
	EL Male	58% 78%	58% 79%	43% 71%	-	43% 71%	* 81%	*	*	-	*	43% 69%	39% 79%	25% 40%		43%44% 44%71%	41%	*	* 40%	-	86
	Female		81%	73%	*	72%	79%	*	-	-	*	70%	83%		75%		73%	67%	44%	-	79
AAR Percen	t at Meets	s Grad	le I eve	l or Abo	ove																
All Grades All Subjects			47%	37%	35%	37%	41%	9%	64%	*	45%	35%	49%	19%	39%	16%36%	38%	35%	15%	*	56
7 til Oubjecto	Students				0070				0470		4070				0070	10700070	0070				
	CWD	23%	24% 49%	19% 39%	* 39%	19% 39%	17% 45%	* 10%	- 64%	*	* 47%	19% 37%	21% 50%	19%	39%	14% 18% 16% 38%	20% 40%	22% 38%	4% 18%	*	13 60
	EL	26%	25%	16%	-	16%	27%	15%	*	-	23%	16%	18%	14%		16%17%	14%	24%	7%	*	,
	Male	45%	45%	36%	33%	36%	40%	10%	60%	-	51%	34%	48%	18%	38%	17%36%	-	47%	8%	-	56
	Female	50%	49%	38%	36%	38%	43%	8%			36%	36%	50%	20%	40%	14% -	38%	30%	23%		56
Reading	All Students	46%	43%	35%	25%	35%	37%	10%	71%	*	45%	33%	48%	19%	36%	12%32%	38%	36%	470/	*	57
																			17%		31
	CWD	22%	21%	19%	*	19%	11%	*	-	-	*	18%		19%	-	13%18%		*	*	-	*
	CWOD	22% 48%	46%	36%	27%	36%	40%	* 11% *	- 71% *	- *	* 46% *	34%	49%	-		11%34%	39%	38%	* 18%	- *	
		22% 48% 21%	46% 19%						71% * *	- * -	46% *		49%	-	11%		39%		*	- * *	* 61
	CWOD EL	22% 48% 21% 41%	46% 19% 39%	36% 12%	27%	36% 12%	40% 10%	11%	71% * * *	- * - - *	46%	34% 11%	49% 14% 45%	- 13% 18%	11% 34%	11%34% 12%12%	39%	38% 19%	* 18% 6%	- * * - *	61 53
Mathematics	CWOD EL Male Female	22% 48% 21% 41% 50%	46% 19% 39%	36% 12% 32%	27% - 15%	36% 12% 32%	40% 10% 34%	11%	71% * * *	- * - - *	46% * 50%	34% 11% 30%	49% 14% 45% 51%	13% 18% 21%	11% 34% 39%	11%34% 12%12% 12%32%	39% 11% - 38%	38% 19% 50%	* 18% 6% 9%	- * * - *	61 53 60
Mathematics	CWOD EL Male Female S All Students CWD	22% 48% 21% 41% 50% 48%	46% 19% 39% 48% 51%	36% 12% 32% 38%	27% - 15% 36%	36% 12% 32% 38%	40% 10% 34% 40%	11% * * *	71%  * * * 60%	- * - *	46% * 50% 36%	34% 11% 30% 35%	49% 14% 45% 51%	13% 18% 21%	11% 34% 39% 42%	11% 34% 12% 12% 12% 32% 11% - 24% 40% 17% 19%	39% 11% - 38% 40% 21%	38% 19% 50% 28%	* 18% 6% 9% 25%	- * * - *	61 53 60 56
Mathematics	CWOD EL Male Female S All Students CWD CWOD	22% 48% 21% 41% 50% 48% 26% 51%	46% 19% 39% 48% 51% 29% 54%	36% 12% 32% 38% 40% 20% 42%	27% - 15% 36% 41% * 47%	36% 12% 32% 38% 40% 20% 42%	40% 10% 34% 40% 44% 23% 48%	11%     *     *     *     10%     *     11%	- 60%	- -	46% * 50% 36% 46% * 50%	34% 11% 30% 35% 38% 20% 40%	49% 14% 45% 51% 49% 23% 51%	13% 18% 21% 20% 20%	11% 34% 39% 42% - 42%	11% 34% 12% 12% 12% 32% 11% - 24% 40% 17% 19% 25% 42%	39% 11% - 38% 40% 21% 41%	38% 19% 50% 28% 39% * 41%	* 18% 6% 9% 25% 15% 0% 18%	- * * - * * - *	53 60 56
Mathematics	CWOD EL Male Female S All Students CWD CWOD EL	22% 48% 21% 41% 50% 48% 26% 51% 33%	46% 19% 39% 48% 51% 29% 54% 34%	36% 12% 32% 38% 40% 20% 42% 24%	27% - 15% 36% 41%	36% 12% 32% 38% 40%	40% 10% 34% 40% 44% 23% 48% 50%	11% * * * 10%	_	-	46% * 50% 36% 46% * 50% *	34% 11% 30% 35% 38% 20% 40% 24%	49% 14% 45% 51% 49% 23% 51% 27%	13% 18% 21% 20% 20% - 17%	11% 34% 39% 42% - 42% 25%	11% 34% 12% 12% 12% 32% 11% - 24% 40% 17% 19%	39% 11% - 38% 40% 21% 41%	38% 19% 50% 28% 39%	* 18% 6% 9% 25% 15% 0% 18% 10%	- * * *	53 60 56
Mathematics	CWOD EL Male Female S All Students CWD CWOD	22% 48% 21% 41% 50% 48% 26% 51% 33% 47%	46% 19% 39% 48% 51% 29% 54% 34% 50%	36% 12% 32% 38% 40% 20% 42%	27% - 15% 36% 41% * 47%	36% 12% 32% 38% 40% 20% 42% 24%	40% 10% 34% 40% 44% 23% 48%	11%     *     *     *     10%     *     11%     *	- 60% *	-	46% * 50% 36% 46% * 50%	34% 11% 30% 35% 38% 20% 40%	49% 14% 45% 51% 49% 23% 51% 27% 50%	13% 18% 21% 20% 20% - 17% 19%	11% 34% 39% 42% - 42% 25% 42%	11%34% 12%12% 12%32% 11% - 24%40% 17%19% 25%42% 24%25%	39% 11% - 38% 40% 21% 41%	38% 19% 50% 28% 39% * 41% 40%	* 18% 6% 9% 25% 15% 0% 18%	- * * - * * - *	53 60 56 61
Mathematics Science	CWOD EL Male Female s All Students CWD CWOD EL Male Female	22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49%	46% 19% 39% 48% 51% 29% 54% 34% 50%	36% 12% 32% 38% 40% 20% 42% 24% 40%	27% - 15% 36% 41%  * 47% - 50%	36% 12% 32% 38% 40% 20% 42% 24% 40%	40% 10% 34% 40% 44% 23% 48% 50% 43%	11%     *     *     *     10%     *     11%     *     *	- 60% *	-	46% * 50% 36% 46%  * 50% 47%	34% 11% 30% 35% 38% 20% 40% 24% 38%	49% 14% 45% 51% 49% 23% 51% 27% 50% 49%	13% 18% 21% 20% 20% - 17% 19% 21%	11% 34% 39% 42% - 42% 25% 42% 41%	11% 34% 12% 12% 12% 32% 11% - 24% 40% 17% 19% 25% 42% 24% 25% 25% 40%	39% 11% - 38% 40% 21% 41% 22% - 40%	38% 19% 50% 28% 39% * 41% 40% 33%	* 18% 6% 9% 25% 15% 0% 18% 10% 6%	* * * * * * * *	53 60 56 51 58 55
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	CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD	22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49% 49%	46% 19% 39% 48% 51% 29% 54% 34% 50% 51% 47% 22% 50%	36% 12% 32% 38% 40% 20% 42% 24% 40% 40% 38% 17% 40%	27% - 15% 36% 41%  * 47% - 50% 29% 50%  * 57%	36% 12% 32% 38% 40% 20% 42% 24% 40% 40% 38% 17% 40%	40% 10% 34% 40% 44% 23% 48% 50% 43% 44% 46% 15% 54%	11%     *     *     *     10%     *     11%     *     *	- 60% * *	- - - -	46% 50% 36% 46% * 50% 47% 44% 44%	34% 11% 30% 35% 38% 20% 40% 24% 38% 36% 17% 38%	49% 14% 45% 51% 49% 23% 51% 50% 49% 49% 15% 52%	13% 18% 21% 20% 20% - 17% 19% 21% 17%	11% 34% 39% 42% - 42% 25% 42% 41% 40%	11% 34% 12% 12% 12% 32% 11% - 24% 40% 17% 19% 25% 42% 24% 25% 40% 22% - 9% 40% 11% 18% 9% 42%	39% 11% - 38% 40% 21% 41% 22% - 40% 37% 15% 38%	38% 19% 50% 28% 39% * 41% 40% 33% 42% 27% * 31%	* 18% 6% 9% 25% 15% 0% 18% 10% 6% 24% 13%	* * * * * * * * * * * * * * * * * * * *	53 60 56 51 58 55 52
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Science  AAR Percen Ill Grades	CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Tat Maste All Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	22% 48% 41% 41% 50% 48% 51% 33% 49% 49% 49% 21% 50% 21% 50% 84% 21% 50% 20%	46% 19% 39% 48% 51% 29% 54% 34% 50% 47% 22% 50% 48% 46% 19% 88% 21%	36% 12% 38% 40% 20% 42% 24% 40% 40% 38% 17% 40% 37%	27% - 15% 36% 41% - 47% - 50% 29% 50% - * * * * 8% - 9%	36% 12% 32% 38% 40% 20% 42% 24% 40% 40% 38% 17% 40% 39% 37%	40% 10% 44% 44% 23% 48% 45% 46% 46% 46% 45% 47% 45%	11%  *  10%  *  11%  *  *  4%  4%  5%	- 60% * * * * * * * - 36%		46% * 50%  46% * 47%  44%  44%  . 19%  * 20%	34% 11% 30% 35% 38% 20% 40% 244% 38% 36% 17% 38% 36% 17% 38% 35%	49% 14% 51% 49% 23% 51% 50% 49% 49% 15% 52% 10% 50% 49%	13% 18% 21% 20% 20% 17% 19% 21% 17% 17% 18% 15%	11% 34% 39% 42% - 42% 42% 41% 40% - 40% 9% 42% 38%	11% 34% 12% 12% 12% 32% 11% - 24% 40% 17% 19% 25% 42% 24% 25% 40% 22% - 9% 40% 11% 18% 9% 42% 9% 12% 12% 40% 5% - 4% 12% 3% 4% 4% 13%	39% 11% - 38% 40% 21% 41% 22% - 40% 37% 15% 38% 5% 13% 5% 14%	38% 19% 50% 28% 39% * 41% 40% 27% * * 17%	* 18% 6% 9% 25% 15% 0% 18% 10% 13% * 16% 16% 16% 3% 0% 4%		53 600 560 51 52 55 57 57 47
Science  AAR Percen Il Grades All Subjects	CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Tat Maste All Students CWD CWOD EL Male Female Female Female Female Female Female	22% 48% 41% 41% 450% 48% 47% 49% 23% 49% 21% 8% 22% 22%	46% 19% 48% 51% 29% 54% 34% 50% 51% 47% 22% 50% 19% 48% 46% 19% 8% 21% 9% 18% 20%	36% 12% 38% 40% 20% 42% 24% 40% 40% 38% 17% 40% 37% el 13% 4% 14% 4% 12% 13%	27%	36% 12% 32% 38% 40% 40% 42% 44% 40% 40% 38% 17% 40% 99% 37% 13% 4% 12% 13%	40% 10% 40% 44% 423% 43% 44% 46% 15% 54% 47% 45%	11%  *  10%  *  11%  *  *  *  *  *  4%  *  5%  8%  10%  0%			46% * 50% 36% 46% * 47% 44% 44% * * * * * * * * * * * * * * * * * * *	34% 11% 30% 35% 38% 20% 24% 38% 36% 17% 38% 35% 12% 4% 112%	49% 14% 51% 49% 49% 23% 50% 49% 49% 15% 50% 49% 49% 49%	13% 13% 21% 20% 20% 17% 19% 21% 17% 17% 14% 15%	11% 34% 39% 42% 42% 42% 42% 42% 38% 14% 14%	11% 34% 12% 12% 12% 32% 11% - 24% 40% 17% 19% 25% 42% 25% 40% 22% - 9% 40% 11% 18% 9% 12% 12% 40% 5% - 4% 12% 3% 4% 4% 13% 4% 5% 5% 12% 4% -	39% 11% - 38% 40% 40% 21% 41% 22% - 40% 37% 15% 38% - 37%  13% - 13%	38% 19% 50% 28% 39% * 41% 40% 33% 42% 27% * 31% * * 17%	* 18% 6% 9% 25% 15% 0% 18% 6% 24% 13% * 16% * 10% 16% 3% 0% 4% 11% 0% 7%		611 533 600 566 611 588 555 577 477 277 0 300 288 288
Science  AAR Percen Il Grades	CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female  t at Maste All Students CWD CWOD EL All Students	22% 48% 48% 41% 50% 48% 51% 33% 49% 49% 49% 21% 50% 21% 50% 8% 22% 19%	46% 19% 39% 48% 51% 29% 54% 34% 50% 51% 47% 22% 50% 19% 48% 46% 46%	36% 12% 38% 40% 20% 42% 40% 40% 38% 17% 40% 9% 40% 37% 13% 4% 14% 4% 12%	27% - 15% 36% 41% - 47% - 50% 29% 50%	36% 12% 32% 38% 40% 40% 42% 40% 40% 38% 17% 40% 9% 37% 13% 4% 13% 4% 13%	40% 10% 40% 44% 23% 48% 50% 43% 44% 46% 15% 24 14% 28 16% 10% 10%	11%  *  10%  *  11%  *  4%  *  4%  8%  10%	- 60% * * * * * * * - 36% - 36%	*	46% * 50% 46% * 47% 44% 44% * * 19% * 20% 15% 27%	34% 11% 30% 35% 38% 20% 40% 24% 38% 36% 17% 38% 9% 38% 35% 12% 4% 12% 4% 11%	49% 14% 51% 49% 23% 51% 50% 49% 49% 15% 52% 10% 50% 49%	13% 13% 21% 20% 20% 17% 19% 21% 17% 17% 14% 15%	11% 34% 39% 42% - 42% 42% 40% - 40% 9% 44% 38%	11% 34% 12% 12% 12% 32% 11% - 24% 40% 17% 19% 25% 42% 25% 40% 22% - 9% 40% 11% 18% 9% 12% 12% 40% 5% - 4% 12% 3% 4% 4% 12% 3% 4% 4% 13% 4% 5% 5% 12%	39% 11% -38% 40% 21% 41% 22% 40% 37% 15% 38% 5% -37%	38% 19% 50% 28% 39% * 41% 40% 33% 42% 27% * 31% * 17%	* 18% 6% 99% 25% 15% 0% 18% 10% * 16% * 10% 3% 0% 4% 1% 0%		66 56 56 55 55 55 55 41 22 30 30

											Two											
			D!	_	A f!			<b>A</b>	_	D 161 -	or		Non								F4-	_
			Regior 19		African			America		Pacific			Econ	-014/0	014/05						Foste	
	CWOD	State 20%	17%	11%	tAmerican 9%	HISPANI 11%	15%	Indian 0%	29%	ısıandei *	18%	10%	19%	CWD	11%			<u>12%</u>	10%	Homeless 3%	s care	30%
	EL	7%	7%	3%		3%	5%	U% *	29%		1070	3%	3%	2%	3%		10% 2%	3%	10%	3% 2%	*	30%
	⊏∟ Male	16%	14%	3% 9%	0%	3% 9%	12%	*	*	-	22%	3% 8%	3% 17%	3%	3% 10%		2% 9%	370	11%	2% 0%		22%
					18%		14%	*		*	22% 9%	0% 10%		5%		3%		400/	10%	5%	-	31%
	Female	22%	19%	12%	18%	12%	14%				9%	10%	19%	5%	12%	3%	-	12%	10%	5%		31%
Mathematics	All	23%	24%	16%	6%	16%	14%	10%	40%	-	21%	15%	20%	6%	17%	7%	16%	16%	8%	5%	*	30%
5	Students																					
	CWD	10%	11%	6%	*	6%	5%	*	-	-	*	6%	6%	6%	-	5%	5%	7%	*	0%	-	*
	CWOD	25%	25%	17%	7%	17%	16%	11%	40%	-	23%	16%	21%	-	17%	8%	17%	16%	10%	6%	*	33%
	EL	13%	13%	7%	-	7%	17%	*	*	-	*	7%	6%	5%	8%	7%	8%	6%	10%	0%	*	*
	Male	23%	23%	16%	0%	16%	13%	*	*	-	27%	15%	20%	5%	17%	8%	16%	-	8%	0%	-	30%
	Female	24%	24%	16%	14%	16%	15%	*	*	-	11%	15%	20%	7%	16%	6%	-	16%	8%	9%	*	29%
Science	All	22%	18%	13%	13%	13%	17%	*	*	_	22%	12%	19%	2%	14%	2%	13%	12%	5%	2%	_	21%
5	Students																					
	CWD	7%	7%	2%	*	2%	0%	-	-	-	-	2%	0%	2%	-	3%	1%	2%	*	*	-	*
	CWOD	24%	19%	14%	14%	14%	21%	*	*	-	22%	13%	20%	-	14%	1%	15%	13%	6%	3%	-	23%
	EL	5%	4%	2%	-	2%	*	*	*	-	*	2%	1%	3%	1%	2%	2%	1%	*	*	-	*
	Male	23%	19%	13%	*	13%	11%	*	*	-	*	12%	21%	1%	15%	2%	13%	-	*	0%	-	21%
	Female	21%	16%	12%	*	12%	24%	*	-	-	*	11%	17%	2%	13%	1%	-	12%	0%	4%	-	21%

Part (iii): Academic Growth and Graduation Rate

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	67	*	67	63	*	*	*	39	67	62	68
CWD	62	-	63	46	-	-	-	*	63	62	59
CWOD	67	*	67	65	*	*	*	42	67	-	70
EL	68	-	69	*	-	*	-	*	68	59	68
Male	66	*	66	65	*	*	-	*	65	61	67
Female	68	*	69	60	*	*	*	*	68	63	69
Mathematics											
All Students	65	86	65	62	*	*	-	56	65	54	63
CWD	54	-	55	47	-	-	-	*	55	54	57
CWOD	66	86	66	64	*	*	-	63	66	-	64
EL	63	-	63	73	*	-	-	*	62	57	63
Male	63	*	63	52	*	*	-	50	63	52	61
Female	67	*	67	73	*	*	-	*	67	58	65

### 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 Grad	duation Rate	(Gr 9-12):	Class of 20	17									
All Students	92.5%	* *	93.1%	80.0%	*	-	-	*	92.4%	83.7%	79.8%	82.4%	*
CWD	83.7%	*	84.6%	*	-	-	-	-	82.9%	83.7%	100.0%	*	*
CWOD	93.0%	*	93.6%	82.6%	*	-	-	*	93.0%	-	77.7%	81.3%	-
EL	79.8%	-	80.8%	60.0%	-	-	-	-	83.7%	100.0%	79.8%	66.7%	*
Male	89.7%	-	90.3%	80.0%	-	-	-	*	89.8%	82.1%	73.7%	88.9%	*
Female	95.0%	*	95.6%	80.0%	*	-	-	*	94.8%	86.7%	87.2%	80.0%	-
'*' Indicates results are masked	d due to sma	ll numbers t	o protect stu	udent con	fidentiality.								
'-' Indicates there are no stude	nts in the gro	up.			-								

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	3,562	434	12%
!*! !-!	Indicates results are masked due to Indicates zero observations reporte	o small numbers to protect student coned for this group.	nfidentiality.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average

performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All	African			American		Pacific	Two or More	Econ	-	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Student Success (Student Achiev	ement Don	nain Score	STAAR C	omponen	t Only)						
STAAR Component Score	40	*	40	44	*	64	*	44	39	20	23
School Quality (College, Career, a	nd Military	Readiness	S Performa	nce)							
%Students meeting CCMR	50%	*	50%	46%	*	-	-	*	48%	11%	19%
*' Indicates results are masked of Indicates there are no student Indicates the student group is	s in the gro	up.		udent conf	identiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All	African			American		Pacific	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	N		N	N				N	Υ	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	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 `	N		Υ	N					Υ	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	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% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Υ	N					Υ	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Υ	N					Υ	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	0.40/	N	N	0.40/	0.40/	0.40/	0.40/	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N	N					N	N	N
+' STAAR Performance and 0 Blank cells above represer							ge Proficiend	cy uses EL (Cu	ırrent).		

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		,			,		,		Two or		Non	,		,	,		
			African			American		Pacific	More	Econ	Econ						
		District	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	e																
All Subjects	All Students	100%	100%	100%	100%	100%	100%	*	98%	100%	100%	100%	100%	100%	100%	100%	100%
•	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	100%
	CWOD	100%	100%	100%	100%	100%	100%	*	98%	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	100%	100%	-	97%	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	-	100%	100%
Reading	All Students	100%	100%	100%	100%	100%	100%	*	97%	100%	100%	100%	100%	100%	100%	100%	100%
3	CWD	100%	*	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	99%	100%
	CWOD	100%	100%	100%	100%	100%	100%	*	97%	100%	100%	-	100%	100%	100%	100%	100%

			African			American		Pacific	Two or More	Econ	Non Econ						
			American			Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	
	EL	100%	-	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100
	Male	100%	100%	100%	100%	*	100%	-	95%	100%	100%	100%	100%	100%	100%	-	100
	Female	100%	100%	100%	100%	100%	*	*	100%	100%	100%	99%	100%	100%	-	100%	100
Mathamatica	All Students	4000/	1000/	100%	100%	1000/	1000/		1000/	100%	1000/	1000/	1000/	1000/	1000/	1000/	100
Mathematics	CWD	100% 100%	100%	100%	100%	100%	100%	-	100%	100%	100% 100%	100% 100%	100%	100% 100%	100% 100%	100% 99%	100 100
	CWOD	100%	100%	100%	100%	100%	100%	_	100%	100%	100%	-	100%	100%	100%	100%	100
							10076		10070								
	EL	100%		100%	100%	100%		-		100%	100%	100%	100%	100%	100%	100%	100
	Male	100%	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
Science	All Students	100%	100%	100%	100%	*	*	_	100%	100%	100%	100%	100%	100%	99%	100%	100
	CWD	100%	*	100%	100%	_	_	_	-	100%	100%	100%	-	100%	100%	100%	100
	CWOD	100%	100%	100%	100%	*	*	_	100%	100%	100%	-	100%	100%	99%	100%	100
	EL		100 /0	100%	*	*	*		*	100%							
		100%	*			*	*		*		100%	100%	100%	100%	100%	100%	100
	Male	99%		99%	100%		*	-		99%	100%	100%	99%	100%	99%	-	*
5	Female	100%	*	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	-	100%	100
n-Participation	n Rate																
All Subjects	All Students	0%	0%	0%	0%	0%	0%	*	2%	0%	0%	0%	0%	0%	0%	0%	09
	CWD	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	09
	CWOD	0%	0%	0%	0%	0%	0%	*	2%	0%	0%	_	0%	0%	0%	0%	09
	EL	0%	-	0%	0%	0%	0%	_	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	0%	0%		3%	0%	0%	0%	0%	0%	0%	-	09
							U 70 *	-									
	Female	0%	0%	0%	0%	0%			0%	0%	0%	0%	0%	0%	-	0%	0%
Reading	All Students	0%	0%	0%	0%	0%	0%	*	3%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	*	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	1%	0%
	CWOD	0%	0%	0%	0%	0%	0%	*	3%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	0%	*	_	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	*	0%		5%	0%	0%	0%	0%	0%	0%	-	0%
							U%	-									
	Female	0%	0%	0%	0%	0%	•	•	0%	0%	0%	1%	0%	0%	-	0%	0%
Mathematics	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%	1%	0%
	CWOD	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	0%	*		*	0%	0%	0%	0%	0%	0%	0%	0%
								-	00/								
	Male	0%	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%
Science	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	1%	0%	09
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	09
	CWOD	0%	0%	0%	0%	*	*	_	0%	0%	0%	-	0%	0%	1%	0%	09
	EL	0%	-	0%	*	*	*		*	0%	0%	0%	0%	0%	0%		
			*			*	*		*							0%	0%
	Male	1%	*	1% 0%	0%	*	•	-		1%	0%	0%	1%	0%	1%	. <del>.</del> .	. *
	Female	0%			0%				0%	0%	0%	0%	0%	0%	-	0%	09

Part (viii): Civil Rights Data

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

		Total	African American	Ulanania	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	vviiite	Native	ASIAII	isianuei	Races	<u> </u>	Disabilities	504)
In-School Suspensions												
	Male	583	7	555	15	*	*	*	*	168		
	Female	346	6	328	8	*	*	*	*	75		
	Total	929	13	883	23	*	*	*	6	243		
Out-of-School Suspensions	rotar	020	10	000	20				Ü	2-10		
	Male	146	*	132	10	*	*	*	*	46		
	Female	64	*	62	*	*	*	*	*	19		
	Total	210	*	194	12	*	*	*	*	65		
Expulsions	· otal	2.0								-		
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
With Eddodional Colvidos	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
William Eddodional Colvidos	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Officer Zoro Folorarioo Folioloo	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	rotar											
Concor related 7 treets	Male	38	*	32	6	*	*	*	*	14		
	Female	18	*	18	*	*	*	*	*	*		
	Total	56	*	50	6	*	*	*	*	18		
Referrals to Law Enforcement	rotar	00		00	Ü					.0		
recorded to Edw Embrochich	Male	38	*	32	6	*	*	*	*	14		
	Female	18	*	18	*	*	*	*	*	*		
	Total	56	*	50	6	*	*	*	*	18		
Students With Disabilities In-School Suspensions	10141	30		30	3					10		
•	Male	103	*	91	10	*	*	*	*	38		27
	Female	27	*	25	*	*	*	*	*	16		6
	Total	130	*	116	10	*	*	*	*	54		33

		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)
Out-of-School Suspensions												
	Male	42	*	38	*	*	*	*	*	16		16
	Female	8	*	8	*	*	*	*	*	*		*
	Total	50	*	46	*	*	*	*	*	20		16
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Chack Zoro Toloranoo i olloloo	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Iotai											
School-Related Affests	Male	10	*	8	*	*	*	*	*	*		6
	Female	*	*	*	*	*	*	*	*	*		*
	Total	10	*	8	*	*	*	*	*	*		6
D-f	Total	10		0								О
Referrals to Law Enforcement			*	_	*	*	*	*	*	*		_
	Male	10	*	8	*	*	*	*	*	*		6
	Female	*	*		*	*	*	*	*	*		
	Total	10	*	8	*	*	*	*	*	*		6
All Students												
Chronic Absenteeism												
	Male	1,104	6	1,058	28	*	*	*	6	270	156	49
	Female	1,095	6	1,055	26	6	*	*	*	236	81	34
	Total	2,199	12	2,113	54	10	*	*	8	506	237	83

	Total
ncidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
llegations of Harassment or bullying	
On the basis of sex	8
On the basis of race	*
On the basis of disability	*
On the Sacio 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	African American	Ulamania	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More	EL	Students with Disabilities
2 1 10		Students	American	пізрапіс	wille	Native	ASIAII	isianuei	Races	EL	Disabilities
Preschool Programs						*					
	Male	330	*	312	10		*	*	*	165	18
	Female	313	*	294	11	*	*	*	*	156	10
	Total	643	*	606	21	6	*	*	*	321	28
Accelerated Coursework											
Advanced Placement Courses	Male	186	*	176	*	*	*	*	*	7	*
	Female	283	*	272	9	*	*	*	*	14	*
	Total	469	*	448	13	*	*	*	*	21	*
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Indicates results are masked due	is masked, then				is maske	ed (regardless	s of size).				

Part (ix): Teacher Quality Data

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 Scho	ool	High-Pover	ty Schools	Low-Pover	ty Schools
Number	Percent	Number	Percent	Number	Percent

	All S	chool	High-Pove	rty Schools	Low-Pove	rty Schools
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	97.3	13.7%	48.5	13.9%		
Teachers Teaching with Emergency or Provisional Credentials	9.4	1.4%	2.0	0.6%		
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	48.5	7.3%	8.8	2.7%		
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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual 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.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	State Number of ALT2	State Rate of ALT2	Region 19 Number of ALT2	Region 19 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3 Reading	6,019	1%	217	2%	5	1%
Mathematics	6,020	1%	217	2%	5	1%
Grade 4						
Reading	6,061	1%	201	2%	9	1%
Mathematics	6,056	1%	201	2%	9	1%
Grade 5 Reading	6,162	2%	214	2%	8	1%
Mathematics	6,160	1%	214	2%	8	1%
Science	6,164	1%	214	2%	8	1%
Grade 6 Reading	5,678	1%	201	2%	9	1%
Mathematics	5,677	1%	201	2%	9	1%
Grade 7 Reading	5,298	1%	198	2%	14	2%
Mathematics	5,294	1%	198	2%	14	2%
Grade 8 Reading	5,088	1%	167	1%	5	1%
Mathematics	5,087	2%	167	2%	5	1%
Science	5,087	1%	167	1%	5	1%
End of Course English I	4,868	1%	144	1%	13	1%
English II	4,556	1%	126	1%	*	*
Algebra I	4,884	1%	145	1%	13	1%
Biology	4,861	1%	150	1%	13	1%
All Grades All Subjects	99,020	1%	3,342	1%	156	1%
Reading	43,730	1%	1,468	1%	67	1%
Mathematics	39,178	1%	1,343	1%	63	1%
Science	16,112	1%	531	1%	26	1%

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

			% Belo	w Basic	% At or A	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
	ŭ	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
					25				1	
		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
Crada 0	Deading	Overell	20	24	44	40	26	20	2	4
Grade 8	Reading	Overall	29		44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
	Matricinatics	Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
			16	20	33		35	31		
		White	*		აა *	37	ან *		16	13
		American Indian		44		38		14		4
		Asian	3	12	19 *	24	37	32	40	32
		Pacific Islander		36		39		18		6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
'*' Indicat	es reporting standard	ds not met.	
'n/a' Indicat	es data reporting is n	ot applicable for this group.	

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: CLINT H S Campus ID: 071901001 District Name: CLINT ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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		Econ	Special	
	_			American			Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)		Rates							.=0/	===:			
		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22	500/	400/	400/	000/	540/	700/	500/	000/	400/	0.40/	000/
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics		72% 46%	31%	40%	59%	72% 45%	87% 82%	73% 50%	78% 54%	36%	23%	65% 40%
	iviatnematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	30%	23%	40%
		2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-16 tillough 2021-22	40%	3170	4070	39 70	43%	02 70	30 70	34 70	30 %	2370	4070
		2021-22 2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2022-23 tillough 2026-27	34 /0	4170	4970	0370	3370	0370	31 /0	0170	4370	34 /0	4570
		2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32	0070	0470	0070	1070	0070	0070	0070	0070	01 70	4070	0070
1		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17	. 0 / 0	0070		0070	. 0 / 0	0.70			0070	0270	41%
		Rates											
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											
		2027-28 through											46%
		2031-32											
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates											
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22											
		2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2026-27											
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32											

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level) b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools. (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for

targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing

targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two or		Non								
				_	African			America		Pacific	More		Econ							Foste	
		State	DistrictC	Campus	Americani	Hispani	cWhite	Indian	Asia	nislande	rRaces	Disadv	Disadv	CWD	CWOE	EL Malel	Femalel	Migranth	lomeles	s Care	_Milita
	ent at Appro	oaches	s Grade	Level o	r Above																
End of Cours English I	All	64%	58%	59%	*	60%	*	-	-	*	*	55%	75%	35%	62%	26%51%	73%	*	71%	-	-
	Students CWD	25%	29%	35%	-	33%	*	-	_	-	-	30%	*	35%	-	* 35%	*	*	*	_	-
	CWOD		61%	62%	*	63%	*	-	-	*	*	58%	75%	-		24%53%	75%	-	*	-	-
	EL Mole	30%	25% 52%	26% 51%	*	26% 51%	*	-	-	-	*	26%	* 63%	* 35%		26% 18%	41%	-	*	-	-
	Male Female	57% 71%	67%	73%	-	74%	*	-	-	*	-	49% 67%	88%	33%	75%	18% 51% 41% -	73%	*	*	-	-
English II	All	66%	60%	64%	_	64%	88%		_	*	*	62%	73%	29%	67%	20% 58%	72%	*	*	_	
g	Students						*					*	*		0.70						
	CWD CWOD	25%	20% 64%	29% 67%	-	31% 67%	100%	-	-	*	*	65%	74%	29%	67%	16%61%	74%	*	*	-	
	EL	27%	18%	20%		21%	*			_	_	21%	*	*		20%21%	*	_	*		
	Male	61%	56%	58%	-	57%	*	-	-	-	*	54%	70%	*		21%58%	-	*	*	-	-
	Female	72%	65%	72%	-	73%	*	-	-	*	-	71%	76%	*	74%	* -	72%	-	*	-	-
Algebra I	All	82%	80%	82%	*	83%	*	-	-	-	-	80%	89%	50%	87%	67%79%	87%	*	*	-	-
	Students CWD	47%	39%	50%	_	53%	*	_	_	_	_	50%	*	50%	_	* 42%	60%	*	*	_	_
	CWOD		85%	87%	*	88%	*	-	-	-	-	85%	94%	-	87%	74%85%	91%	-	*	-	_
	EL	67%	60%	67%	-	68%	*	-	-	-	-	68%	*	*	74%	67%67%	67%	-	-	-	
	Male	78%	76%	79%	*	80%	*	-	-	-	-	78%		42%		67% 79%	<u>-</u>		*	-	
	Female	87%	86%	87%	-	89%	*	-	-	-	-	84%	94%	60%	91%	67% -	87%	*	*	-	
Biology	All Students	86%	80%	82%	*	83%	71%	-	-	-	-	77%	98%	45%	86%	51%77%	89%	*	*	-	
	CWD	56%	52%	45%	-	41%	*	_	_	_	-	31%	*	45%	_	* *	56%	*	*	_	
	CWOD		83%	86%	*	87%	*	-	-	-	-	83%	97%	-	86%	56%81%	94%	*	*	-	
	EL	64%	49%	51%	-	50%	*	-	-	-	-	49%	*	*		51%47%	62%	*	-	-	
	Male	83%	76%	77%	*	78%	*	-	-	-	-	72%	95%	*	81%	47%77%	-	-	*	-	
	Female	88%	83%	89%	-	90%	*	-	-	-	-	85%	100%	56%	94%	62% -	89%	*	*	-	
nd of Cours English I	ent at Meets se All Students		34%	38%	*	39%	*	-	-	*	*	36%	47%	17%	41%	6% 29%	53%	*	29%	-	
	CWD	14%	16%	17%	_	19%	*	_	_	_	_	15%	*	17%	_	* 12%	*	*	*	_	
	CWOD		35%	41%	*	41%	*	-	-	*	*	39%	48%	-	41%	3% 32%	54%	-	*	-	
	EL	10%	4%	6%	-	6%	*	-	-	-	-	7%	*	*	3%	6% 5%	9%	-	*	-	
	Male	37%	28%	29%	*	29%	*	-	-	-	*	29%	33%	12%	32%	5% 29%	-	-	*	-	
	Female	51%	41%	53%	-	53%	*	-	-	*	-	49%	63%	*	54%	9% -	53%	*	*	-	
English II	All Students	47%	38%	44%	-	43%	88%	-	-	*	*	41%	54%	6%	47%	0% 42%	46%	*	*	-	
	CWD	14%	12%	6%	-	6%	*	-	-	-	-	*	*	6%	-	* *	*	-	*	-	
	CWOD	51%	40%	47%	-	45%	100%	-	-	*	*	44%	56%	-	47%	0% 45%	49%	*	*	-	
	EL	9%	3%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0% 0%	*	-	*	-	
	Male	41%	33%	42%	-	40%	*	-	-	-	*	38%	56%	*	45%	0% 42%	400/	*	*	-	
	Female		43%	46%	-	46%		-	-	-	-	45%	52%		49%	* -	46%	-	•	-	
Algebra I	All Students	53%	46%	47%	*	47%	*	-	-	-	-	44%	55%	23%	51%	18%42%	54%	*	*	-	
	CWD	19%	14%	23%	-	21%	*	-	-	-	-	17%	*	23%	-	* 17%	30%	*	*	-	
	CWOD		50%	51%	*	51%	*	-	-	-	-	49%	56%	-		16%46%	58%	-	*	-	
	EL	29%		18%	-	18%	*	-	-	-	-	18%	*	*		18% 15%		-	-	-	
	Male			42%	*	42%	*	-	-	-	-	39%				15% 42%	- E 40/	-	*	-	
	Female	: 38%	<b>3</b> 2%	54%	-	55%	•	-	-	-	-	52%				25% -	54%	-	•	-	
Biology	All Students	57%	43%	49%	*	49%	57%	-	-	-	-	46%	59%	20%	52%	2% 44%	57%	*	*	-	
	CWD	22%		20%	-	18%	*	-	-	-	-	13%	*	20%	-	* *	22%	*	*	-	
	CWOD			52%	*	52%	*	-	-	-	-	50%	59%	-		0% 46%		*	*	-	
	EL		8%	2%	-	2%	*	-	-	-	-	3%	*	*	0%	2% 0%	8%	*	-	-	
	Male Female			44% 57%	-	43% 57%	*	-	-	-	-	42% 53%	50% 68%	* 22%		0% 44% 8% -	- 57%	*	*	-	
	ent at Maste	ers Gra	ade Lev	el																	
AAR Perce																					
nd of Cours	se	70/	10/-	<b>5</b> 0/	*	50/	*			*	*	50/	Q0/.	10/	60/	20/2 20/	100/	*	00/		
AAR Perce and of Cours English I	se All Students		4%	5%	*	5%	*	-	-	*	*	5%	8%	4%	6%		10%	*	0%	-	
nd of Cours	se All	3%	4% 3% 4%	5% 4% 6%	* - *	5% 5% 5%	*	-	-	*	*	5% 5% 5%	8% * 8%	4% 4% -	6% - 6%	* 0%	10% * 9%	*	0%	-	

					African			American		Pacific	Two or More	Econ	Non Econ								Foster	r
					sAmerican		cWhite			nislander		Disadv		CWD					igrantl			
	EL Male	0% 5%	0% 2%	2% 3%	*	2% 2%	*	-	-	-	*	2% 3%	* 4%	* 0%	0% 3%		0% 3%	5% -	-	*	-	-
	Female		5%	10%	-	10%	*	-	-	*	-	9%	13%	*	9%	5%	-	10%	*	*	-	-
English II	All	8%	3%	5%	_	5%	13%	_	_	*	*	3%	13%	0%	6%	0% 4	4%	7%	*	*	_	_
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	EL	0%	0%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0% (		*	_	*		_
	Male	5%	2% 4%	4% 7%	-	3% 7%	*	-	-	-	*	1%	15%	*	4%	0% 4	4%	- 7%	*	*	-	-
	Female	10%	470	7%	-	170		-	-		-	6%	10%		8%		-	7 70	-		-	-
Algebra I	All	31%	22%	24%	*	24%	*	-	-	-	-	27%	16%	9%	27%	5% 2	3%	27%	*	*	-	-
,	Students CWD	7%	5%	9%	_	11%	*	_		_	_	11%	*	9%	-	* 8	8%	10%	*	*	_	
	CWOD	34%	24%	27%	*	26%	*	-	-	-	-	30%	18%	-	27%	3% 2	5%	30%	-	*	-	
	EL Male	12% 28%	4% 19%	5% 23%	*	5% 23%	*	-	-	-	-	6% 25%	14%	8%	3% 25%	5% 4 4% 2		8%	-	*	-	
	Female		26%	27%	-	27%	*	-	-	-	-	30%	18%	10%	30%	8%	-	27%	*	*	-	
Biology	All	23%	10%	18%	*	17%	29%	_	_	_	_	17%	20%	5%	19%	2% 1	3%	24%	*	*	_	_
	Students	2570	1070	10 /0		17 70	2570	_	-	_	_			370	1370	270 1	3 /0	2470			_	
	CWD	5%	1%	5%	-	6%	*	-	-	-	-	6%	*	5%	-	* 0% 1	*	11%	*	*	-	-
	CWOD EL	25% 3%	11% 1%	19% 2%	-	18% 2%	*	-	-	-	-	18% 3%	22%	*	19% 0%	2% (		26% 8%	*	-	-	-
	Male	22%	10%	13%	*	13%	*	-	-	-	-	13%	14%	*	14%	0% 1	3%	-	-	*	-	
	Female	23%	10%	24%	-	24%	*	-	-	-	-	24%	26%	11%	26%	8%	-	24%	•	*	-	•
A A D Dan 1	nt A	nac!-	o C	. 1 1	or Abo																	
AAR Percent II Grades	at Appro	acne	s Grade	e Level	OF ADOVE																	
All Subjects	All	77%	71%	70%	*	71%	67%	-	-	*	*	67%	82%	40%	74%	38%6	4%	79%	*	65%	-	
;	Students CWD	45%	38%	40%	_	40%	*	_	_	_	_	35%	69%	40%	_	39%3	3%	52%	*	*	_	
	CWOD	80%	74%	74%	*	74%	78%	-	-	*	*	71%	83%	-		38%6	8%	81%	*	82%	-	
	EL Male	60% 74%	49% 69%	38% 64%	*	38% 64%	* 71%	-	-	-	*	38% 61%	37% 77%	39% 33%		38%3 35%6		43%	*	*	-	
	Female		74%	79%	-	80%	62%		-	*	-	76%	88%	52%	81%		-	79%	*	90%		
Daadina	AII	720/	670/	62%	*	62%	71%				*	59%	740/	220/	CEN/	220/ 5	40/	700/	*	64%		
Reading	All Students	73%	67%	62%		02%	/ 170	-	-			59%	74%	33%	05%	23%5	1470	72%		04%	-	
	CWD	39%	33%	33%	-	32%	*	-	-	-	-	29%	*	33%	-	43%2		42%	*	*	-	
	CWOD EL	77% 52%	69% 41%	65% 23%	-	65% 24%	82%	-	-	-	-	62% 24%	75% *	43%		21%5 23%1		74% 31%	-	78%	-	
	Male	69%	63%	54%	*	54%	75%	-	-	-	*	51%	67%	29%	57%	19%5		-	*	*	-	
	Female	77%	71%	72%	-	73%	*	-	-	*	-	69%	81%	42%	74%	31%	-	72%	*	83%	-	•
Mathematics		80%	76%	82%	*	83%	*	-	-	-	-	80%	89%	50%	87%	67%7	9%	87%	*	*	-	
;	Students CWD	52%	43%	50%		53%	*					50%	*	50%		* 4	20/	60%	*	*		
	CWOD		79%	87%	*	88%	*	-	-	-	-	85%	94%	-	87%	74%8		91%	-	*	-	
	EL	70%	61%	67%	-	68%	*	-	-	-	-	68%	*	*		67%6		67%	-	-	-	
	Male Female	78% 82%	75% 78%	79% 87%	-	80% 89%	*	-	-	-	-	78% 84%	86% 94%	42% 60%	91%	67%7 67%	9%	87%	*	*	-	
		700/	700/			000/	740/					770/	000/	450/				000/				
Science	All Students	79%	72%	82%	Î	83%	71%	-	-	-	-	77%	98%	45%	86%	51% /	7%	89%	^	^	-	
	CWD	48%	38%	45%	-	41%	*	-	-	-	-	31%	*	45%	-	*	*	56%	*	*	-	
	CWOD	82% 58%	75% 43%	86% 51%	*	87% 50%	*	-	-	-	-	83% 49%	97%	*		56%8 51%4			*	*	-	
		78%	71%	77%	*	78%	*	-	- 1	-	-	72%	95%	*		47%7		-	-	*	-	
	Female	80%	73%	89%	-	90%	*	-	-	-	-	85%	100%	56%	94%	62%	-	89%	*	*	-	
AAR Percent I Grades	at Meets	Grac	le Level	or Abo	ove																	
All Subjects		47%	37%	44%	*	44%	59%	-	-	*	*	41%	53%	17%	47%	6% 3	9%	52%	*	15%	-	
:	Students CWD	230/	19%	17%		16%	*					13%	38%	17%		16%1	10/	23%	*	*		
	CWOD		39%	47%	*	47%	78%	-	- 1	*	*	45%	54%	-	47%	4% 4		55%	*	18%	-	
	EL	26%	16%	6%	-	6%	*	-	-	-	-	6%	4%			6% 5		9%	*	*	-	
	Male Female	45% 50%	36% 38%	39% 52%	-	38% 52%	64% 54%		-	*	-	36% 49%	47% 60%		41% 55%	5% 3 9%	-	- 52%	*	20%		
D 15											*								*			
Reading	All Students	46%	35%	41%	•	41%	64%	-	-	^	^	39%	50%	13%	44%	ა% 3	ა5%	49%	-	21%	-	
•	CWD		19%	13%	-	14%	*	-	-	-	-	11%	*	13%		14%1			*	*	-	
	CWOD EL	48% 21%	36% 12%	44% 3%	*	43% 4%	82%	-	-	*	*	41% 4%	52% *	- 14%	44% 2%	2% 3 3% 3		51% 5%	-	22%	-	
	Male	41%	32%	35%	*	34%	63%	-	-	-	*	33%	44%	11%	38%	3% 3		-	*	*	-	
	Female	50%	38%	49%	-	49%	*	-	-	*	-	47%	57%	17%	51%	5%	-	49%	*	33%	-	
Mathematics		48%	40%	47%	*	47%	*	-	-	-	-	44%	55%	23%	51%	18%4	2%	54%	*	*	-	
	Students																		*			
	CWD		20% 42%	23% 51%	*	21% 51%	*	-	-	-	-	17% 49%	* 56%	23%	- 51%	* 1 16%4		30% 58%	_	*	-	
	EL	33%	24%	18%	-	18%	*	-	-	-	-	18%	*	*	16%	18%1	5%	25%	-	-	-	
	Male Female	47%	40% 40%	42% 54%	*	42% 55%	*	-	-	-	-	39% 52%	52% 59%	17% 30%		15% 4 25%		- 54%	*	*	-	
	ı emale	+370	4U 70	J <del>4</del> 70	-	33%		-	-	-	-	JZ 70	J970	JU 70	JO 70	ZJ //0	-	J <del>4</del> 70			-	
Science	All Students	49%	38%	49%	*	49%	57%	-	-	-	-	46%	59%	20%	52%	2% 4	4%	57%	*	*	-	

CWOD EL Male Female	52% 21%	DistrictO 40% 9%	52%	African Americanl	lispanie 52%		American Indian		Pacific Islander		Disadv		CWD	CWOD	EL	Malel	Femalel	Migrant	Homeless	Foster Care	
CWOD EL Male	52% 21%	40%	52%			cWhite	Indian	Asian	Islander	Races		Disady	CWD	CWOD	EL	Malel	Femalel	<b>digrant</b>	Homeless	Care	Mili
EL Male	21%			*	52%	*															
Male		9%					-	-	-	-	50%	59%	-	52%		46%	62%	*	*	-	
			2%	-	2%	*	-	-	-	-	3%	*	*	0%	2%		8%	*	-	-	
Female	50%	40%	44%	*	43%	*	-	-	-	-	42%	50%	*	46%	0%	44%	-	-	*	-	
	49%	37%	57%	-	57%	*	-	-	-	-	53%	68%	22%	62%	8%	-	57%	*	*	-	
t Maste	ers Gra	ade Lev	el																		
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All .		13%	12%	*	12%	22%	-	-	*	*	11%	13%	5%	13%	2%	9%	15%	*	0%	-	
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EL							-	-	-	-								*		-	
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Female	22%	13%	15%	-	16%	15%	-	-	*	-	15%	16%	10%	16%	4%	-	15%	*	0%	-	
All	19%	11%	5%	*	5%	14%	-	-	*	*	4%	10%	3%	6%	1%	3%	8%	*	0%	-	
udents																					
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CWOD	20%	11%	6%	*	5%	18%	-	-	*	*	4%	11%	-	6%	0%	4%	8%	*	0%	-	
EL	7%	3%	1%	-	1%	*	-	-	-	-	1%	*	7%	0%	1%	0%	2%	-	*	-	
Male	16%	9%	3%	*	3%	25%	-	-	-	*	2%	9%	0%	4%	0%	3%	-	*	*	-	
Female	22%	12%	8%	-	9%	*	-	-	*	-	7%	11%	8%	8%	2%	-	8%	*	0%	-	
All	23%	16%	24%	*	24%	*	-	-	-	-	27%	16%	9%	27%	5%	23%	27%	*	*	-	
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		6%		-		*	-	-	-	-		*	9%	-	*		10%	*	*	-	
CWOD		17%	27%	*	26%	*	-	-	-	-			-				30%	-	*	-	
EL	13%	7%	5%	-	5%	*	-	-	-	-	6%	*	*	3%	5%	4%	8%	-	-	-	
Male	23%	16%	23%	*	23%	*	-	-	-	-	25%	14%	8%	25%	4%	23%	-	-	*	-	
Female	24%	16%	27%	-	27%	*	-	-	-	-	30%	18%	10%	30%	8%	-	27%	*	*	-	
All	22%	13%	18%	*	17%	29%	-	-	-	-	17%	20%	5%	19%	2%	13%	24%	*	*	-	
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Male	23%	13%	13%	*	13%	*	-	-	-	-			*	14%		13%	-	-	*	-	
Female	21%	12%	24%	-	24%	*	-	-	-	-	24%	26%	11%	26%	8%	-	24%	*	*	-	
A LOCENT A LOCENT A LOCENT	All Jadents CWD Jacob Male Female All Jadents CWD CWOD EL Male Female All Jacob Male Female All Jacob Male Male Female All Jacob Male Male Female All Jacob Male Female All Jacob Male Female All Jacob Male Female All Jacob Male Male Female All Jacob Male Male Female All Jacob Male Male Male Male Male Male Male Male	All 21% John Street Str	All 21% 13% Jadents CWD 23% 14% EL 9% 4% Jadents CWD 20% 12% James CWD 7% 4% CWOD 20% 11% EL 7% 3% Jadents CWD 7% 4% CWOD 20% 11% EL 7% 3% Jadents CWD 10% 6% CWD 25% 17% Jadents CWD 10% 6% Jadents CWD 10% 6% CWD 25% 17% Jadents CWD 25% 15% Jadents CWD 25% 16% Jadents CWD 25% 16% Jadents CWD 25% 16% Jadents CWD 25% 14% Jadents CWD 25% 13% Jadents CWD 24% 14% EL 5% 2% Jadents 23% 13% Jadents 23% 13% Jadents 23% 13% Jadents 23% 13% Jadents 24% 14% EL 5% 2% Jadents 24% 14% EL 5% 2% Jadents 24% Jade	All 21% 13% 12% adents CWD 8% 4% 5% CWOD 23% 14% 13% 26% All 20% 12% 9% All 20% 20% 15% 24% All 23% 16% 24% All 23% 16% 27% All 22% 13% 18% All 22% 13% 13% 13% 13%	All 21% 13% 12% * Aldents CWD 8% 4% 5% - CWOD 23% 14% 13% * EL 9% 4% 2% - Aldents CWD 12% 9% * Aldents CWD 11% 5% Aldents CWD 20% 11% 6% * EL 7% 39% 1% - CWD 20% 11% 6% * EL 7% 39% 1% - CWD 20% 11% 6% * EL 7% 39% 1% - CWD 20% 12% 8% - CWD 10% 6% 24% * Aldents CWD 10% 6% 24% * Aldents CWD 10% 6% 9% - CWD 25% 17% 27% * EL 13% 7% 5% - Aldents CWD 10% 6% 23% * CWD 25% 16% 23% * CWD 25% 16% 27% - Aldents CWD 10% 6% 23% * CWD 25% 16% 27% - Aldents CWD 10% 6% 9% - CWD 25% 17% 27% * EL 13% 7% 5% - Aldents CWD 10% 6% 23% * CWD 25% 16% 27% - Aldents CWD 10% 16% 27% - Aldents CWD 24% 14% 19% * CWD 24% 14% 19% * EL 5% 2% 2% 4 Aldele 23% 13% 13% *	All 21% 13% 12% * 12% dents CWD 8% 4% 5% - 5% CWOD 23% 14% 13% * 12% * 12% dents CWD 23% 14% 13% * 12% 2% dents 20% 12% 9% * 9% remale 22% 13% 15% - 16% dents CWD 7% 4% 3% - 3% CWOD 20% 11% 6% * 5% EL 7% 3% 1% - 1% All 23% 16% 24% * 24% dents CWD 10% 6% 9% - 11% CWD 10% 6% 9% - 11% CWD 10% 6% 5% EL 13% 7% 5% - 5% EL 13% 7% 5% - 5% All 23% 16% 24% * 24% dents CWD 10% 6% 9% - 11% CWD 25% 17% 27% 25% EL 13% 7% 5% - 5% All 23% 16% 23% * 23% cemale 24% 16% 27% - 27% dents CWD 24% 14% 18% 17% LUGHTS CWD 24% 14% 19% * 18% CWD 24% 14% 19% * 18% CWD 24% 14% 19% * 18% dents CWD 24% 14% 14% 14% 14% 14% 14% 14% 14% 14% 1	All 21% 13% 12% * 12% 22% 24% 26% 26% 26% 26% 26% 26% 26% 26% 26% 26	All 21% 13% 12% * 12% 22% - Aldents  CWD 8% 4% 5% - 5% * - 5	All 21% 13% 12% * 12% 22% All 23% 16% 24% *	All 21% 13% 12% * 12% 22% - * * Alderts  CWD 8% 44% 5% - 5% * * * CWOD 23% 14% 13% * 12% 33% * * * * * * * * * * * * * * * * *	12%   13%   12%   12%   22%   -   -   *	12%   13%   12%   12%   22%   -   -   *   11%	12%   13%   12%   12%   22%   -   -   *   11%   13%   12%   12%   12%   22%   -   -   *   11%   13%   12%   14%   13%   12%   12%   33%   -   -   *   11%   13%   12%   12%   33%   -   -   *   12%   14%   14%   13%   12%   33%   -   -   *   12%   14%   14%   14%   12%   33%   -   -   *   *   12%   14%   14%   12%   12%   33%   -   -   *   *   12%   14%   14%   12%   12%   13%   13%   13%   13%   13%   *   13%   -   -   *   *   *   11%   12%   14%   12%   13%   13%   *   13%   *   -   -   *   *   *   *   11%   12%   14%	12%   13%   12%   12%   22%   -   -   *   11%   13%   5%	12%   13%   12%   12%   22%   -   -   *   *   11%   13%   5%   13%   12%   12%   22%   -   -   *   *   11%   13%   5%   13%   12%   12%   12%   12%   13%   -   -   -   6%   0%   5%   -   12%   14%   -   13%   12%   12%   13%   -   -   -   12%   14%   -   13%   12%   14%   -   13%   12%   14%   -   13%   12%   14%   -   13%   12%   14%   -   13%   13%   12%   12%   13%   15%   -   16%   15%   -   -   -   2%   0%   10%   16%   16%   15%   -   -   -   3%   15%   16%   10%   16%   16%   10%   16%   16%   15%   -   -   -   3%   *   3%   -   20%   15%   16%   10%   10%   16%   10	12%   13%   12%   12%   22%   -   -   *   11%   13%   5%   13%   2%   2%   2%   -     -     *   11%   13%   5%   13%   2%   2%   2%   -     -	12%   13%   12%   12%   22%   -	12%   13%   12%   12%   22%   -	11%   13%   12%   12%   22%   -	11%   13%   12%   12%   22%   -	All 21% 13% 12% * 12% 22% * * 11% 13% 5% 13% 2% 9% 15% * 0% - Adents  DVD 8% 4% 5% - 5% * - 5% * 6% 0% 5% - 10% 2% 10% * * 5

Part (iii): Academic Growth and Graduation Rate

Part (iii)(l): 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
Academic Growth Score											
Reading											
All Students	70	-	70	69	-	-	*	-	69	50	71
CWD	50	-	56	*	-	-	-	-	56	50	*
CWOD	71	-	71	79	-	-	*	-	70	-	76
EL	71	-	74	*	-	-	-	-	72	*	71
Male	67	-	66	*	-	-	-	-	65	*	67
Female	73	-	75	*	-	-	*	-	73	*	78
Mathematics											
All Students	60	*	59	*	-	-	-	-	61	35	40
CWD	35	-	33	*	-	-	-	-	36	35	*
CWOD	63	*	63	*	-	-	-	-	65	-	42
EL	40	-	40	-	-	-	-	-	42	*	40
Male	55	*	54	*	-	-	-	-	55	*	36
Female	67	-	68	*	-	-	-	-	70	*	*
1 emale	01	-	00		-	-	-	-	70		

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

								Two or					
	All	African			American		Pacific	More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
ederal Graduation Rates													
l-year Longitudinal Cohort G	raduation Rate	(Gr 9-12):	Class of 20	17									
All Students	95.3%	-	96.5%	83.3%	-	-	-	*	94.9%	100.0%	90.9%	77.8%	-
CWD	100.0%	-	100.0%	-	-	-	-	-	100.0%	100.0%	*	*	-
CWOD	95.1%	-	96.3%	83.3%	-	-	-	*	94.6%	-	90.0%	75.0%	-
EL	90.9%	-	90.9%	-	-	-	-	-	88.9%	*	90.9%	*	-
Male	95.1%	-	96.5%	*	-	-	-	*	96.2%	*	100.0%	*	-
Female	95.4%	-	96.4%	*	-	-	-	-	93.8%	*	83.3%	66.7%	-

	All African Students American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
1*1	Indicates results are masked due to small numbers to protect stu-	dent con	fidentiality.								
1-1	Indicates there are no students in the group.		•								

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	*	*	*
1*1		small numbers to protect student cor	nfidentiality.
'-'	Indicates zero observations reporte	d for this group.	

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achie	vement Dor	nain Score	STAAR C	omponen	t Only)						
STAAR Component Score	42	*	42	49	-	-	*	*	40	*	*
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	53%	-	52%	*	-	-	-	-	52%	*	*
*' Indicates results are masked -' Indicates there are no studen n/a' Indicates the student group is	ts in the gro	up.		udent con	fidentiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All	African			American			Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
TAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Υ						Υ	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
lathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	0170	Y	0070	4070	0270	0070	0-170	Υ	2070	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	4170	N	0370	3370	0070	31 70	0170	Y	3470	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	3470	N	7370	0070	0070	0070	0370	N	4070	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	73% N	0070	70% N	6076	1370	9170	1370	1170	N	02 70	70% 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% N 44% N 46% N 46% N
ederal Graduation Status	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2018-2022)									Υ		
Target Met `	Υ	000/	Υ	000/	000/	000/	000/	000/	000/		
Target Met Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met Interim Goals (2023-2027) Target Met	92% Y		92% Y						Υ		
Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032)	92% Y 94%	92% 94%	92% Y 94%	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	Y 94%	92% 94%	
Target Met Interim Goals (2023-2027) Target Met	92% Y		92% Y						Υ		92% 94% 94%

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

rticipation Ra		Campus A	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female	Migr
iticipation ita	te																
All Subjects	All Students	100%	*	100%	100%	-	-	*	*	100%	100%	100%	100%	100%	100%	100%	100
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%	100%	-	-	*	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	,
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	
	Female	100%	-	100%	100%	-	-	*	-	100%	100%	100%	100%	100%	-	100%	
Reading	All Students	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%	
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	
	Female	100%	-	100%	100%	-	-	*	-	100%	100%	100%	100%	100%	-	100%	
Mathematics	All Students	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	
	CWOD	100%	*	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
	Male	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	
Science	All Students	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	
	CWOD	100%	*	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	
	EL	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	
	Male	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	
Davidalastia	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	
n-Participatio	n Rate																
All Subjects	All Students	0%	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%	0%	(
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%		0%	0%	0%	
	CWOD	0%	*	0%	0%	-	-	*	*	0%	0%		0%	0%	0%	0%	
	EL .	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	
	Female	0%	-	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	-	0%	
Reading	All Students	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%	
	EL.	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	- 00/	
	Female	0%	-	0%	0%	-	-	•	-	0%	0%	0%	0%	0%	-	0%	
Mathematics	All Students	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	
	CWOD	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%		
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	
Science	All Students	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	
	CWOD	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%		
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	

Part (viii): Civil Rights Data

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

		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)
Students Without Disabilities												
In-School Suspensions												
	Male	31	*	29	*	*	*	*	*	*		
	Female	11	*	11	*	*	*	*	*	*		
	Total	42	*	40	*	*	*	*	*	*		

		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)
Out-of-School Suspensions			*		*	*	*	*	*	*		
	Male	15 *	*	11 *	*	*	*	*	*	*		
	Female		*	11	*				*			
F	Total	15	-	11	-	-	-	-	-	-		
Expulsions	Mala		*	*	*							
With Educational Services	Male		*	*	*	_	*		*			
	Female	*		*	*	*	*	*	*			
	Total		*	*	*	*	*	*	*			
Without Educational Services	Male .	*		*	*	*	*	*	*			
	Female			*		*		*				
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
Students With Disabilities	Total	· ·										
In-School Suspensions												
in-oction ouspensions	Male	5	*	5	*	*	*	*	*	*		*
	Female	*	*	5	*	*	*	*	*	*		*
	Total	5	*	5	*	*	*	*	*	*		*
Out of Cohool Cuononciono	TOLAT	5		3								
Out-of-School Suspensions	Mala		*	*	*			*	*			
	Male		*	*	*	*	*	*	*			
	Female								*			-
	Total	^	•	•	^	•	•	•	•	•		•
Expulsions									*			
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*		*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students	. 0101											
Chronic Absenteeism												
OHIOHIC ADSCINCTION	Male	142	*	140	*	*	*	*	*	14	20	5
	Female	148	*	140	*	*	*	*	*	8	5	5 5
			*	286	*	*	*	*	*	8 22	5 25	5 10
	Total	290	-	200				-		22	25	10

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

				Indian or					Students
Total	African			Alaska		Pacific '	Two or More		with
students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities

		Total	African			Indian or Alaska		Pacific	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilitie
reschool Programs		·									
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
ccelerated Coursework											
Advanced Placement Courses	Male	28	*	26	*	*	*	*	*	*	*
	Female	64	*	62	*	*	*	*	*	*	*
	Total	92	*	88	*	*	*	*	*	*	*
International Baccalaureate Courses	Male	-	-	-	-	_	-	_	_	-	_
	Female	-	-	-	-	_	-	_	_	-	_
	Total	_	_	-	-	-	-	_	_	-	-

Part (ix): Teacher Quality Data

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

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	4.4%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Feacher is Certified or Licensed	3.8	9.0%
'-' 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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual 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.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	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%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4 Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5 Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6 Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7 Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8 Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-

Indicates results are masked due to small numbers to protect student confidentiality. When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,087	1%	5	1%	-	-
End of Course English I	4,868	1%	13	1%	*	*
English II	4,556	1%	*	*	0	0%
Algebra I	4,884	1%	13	1%	*	*
Biology	4,861	1%	13	1%	*	*
All Grades All Subjects	99,020	1%	156	1%	6	1%
Reading	43,730	1%	67	1%	*	*
Mathematics	39,178	1%	63	1%	*	*
Science	16,112	1%	26	1%	*	*

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

			% Belo	w Basic	% At or A	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 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
		Linglish Language Learners	03	00	25	25		O	'	
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
			29	47	44	39	23	13	4	2
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	i
		English Language Learners	62	68	33	27	5	5	n/a	n/a
		English Language Learners	02	00	33	21	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	39 36	24	25	8	13
				27 45		36 37		25 15		
		Econ Disadv	40		40		17		3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
1		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	Subject	Student Group	%
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96
	es reporting standardes data reporting is n	ds not met. not applicable for this group.	

### Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: MOUNTAIN VIEW H S Campus ID: 071901002 District Name: CLINT ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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		Econ	Special	
	_			American			Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)		Rates							.=0/	===:			
		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22	500/	400/	400/	000/	E40/	700/	500/	000/	400/	0.40/	000/
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics		72% 46%	31%	40%	59%	72% 45%	87% 82%	73% 50%	78% 54%	36%	23%	65% 40%
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	30%	23%	40%
		2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-16 tillough 2021-22	40%	3170	4070	39 70	43%	02 70	30 70	34 70	30 %	2370	4070
		2021-22 2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2022-23 tillough 2026-27	34 /0	4170	4970	0370	3370	0370	31 /0	0170	4370	34 /0	4570
		2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32	0070	0470	0070	1070	0070	0070	0070	0070	01 70	4070	0070
1		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17	. 0 / 0	0070		0070	. 0 / 0	0.70			0070	0270	41%
		Rates											
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											
		2027-28 through											46%
		2031-32											
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates											
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22											
		2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2026-27											
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32											

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level) b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

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

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for

targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing

targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two or		Non								
	_				African			America		Pacific I	Nore I		Econ							Foste	
	<u>s</u>	StateD	istrictC	ampus/	Americani	lispanio	White	Indian	Asian	<u>IslanderR</u>	acesD	isadv	Disadv	CWD	CWOE	EL Malel	Femalel	Migranth	lomeles	s Care	Milita
AAR Perce	ent at Approa	aches	Grade	Level or	r Above																
English I		64%	58%	55%	-	55%	*	-	-	-	*	54%	62%	27%	58%	27%47%	64%	*	*	-	*
	CWD 2		29%	27%	-	27%	-	-	-	-		25%	*	27%	-	* *	*	-	*	-	-
	CWOD 6		61%	58%	-	58%	*	-	-	-		57%	63%	-		28% 50%	66%	*	*	-	*
			25% 52%	27% 47%	-	28% 47%	-	-	-	-		28% 45%	* 57%	*		27% 23% 23% 47%	34%	-	*	-	*
	Female 7		67%	64%	-	65%	*	-	-	-		45% 64%	69%	*	66%		64%	*	-	-	-
		000/	000/	=00/		<b>500</b> /						500/	000/		000/	000/ 500/	0.40/				
English II	Students		60%	58%	-	59%	•	•	-	-	•	58%	62%	•	62%	22% 53%	64%	•	•	-	-
			20%	*	-	*	*	-	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD 7		64%	62%	-	62%	*	*	-	-		61%	67% *	-		24% 57%	66%	*	*	-	-
			18%	22% 53%	-	22% 52%	*	•	-	-		22%	52%	*		22% 26%	17%	*	*	-	-
	Male 6 Female 7		56% 65%	64%	-	52% 64%	*	*		-		53% 62%	76%	*	66%	26% 53% 17% -	64%	*	_	-	
	1 onlaid 1												1070		0070	1770	0470				
Algebra I	All 8 Students	82%	80%	69%	-	71%	*	-	-	-	*	72%	48%	31%	76%	56%64%	76%	*	*	-	*
	CWD 4		39%	31%	-	34%	*	-	-	-		38%	*	31%	-	* 33%	*	-	*	-	-
	CWOD 8		85%	76%	-	77%	*	-	-	-		78%	62%	-		64%71%	81%	*	*	-	*
			60%	56%	-	57%	*	-	-	-		61%	*	*		56%48%	67%	-	*	-	-
			76%	64%	-	66%	*	-	-	-		69%	37%	33%		48%64%	-	-	*	-	*
	Female 8	87%	86%	76%	-	75%	-	-	-	-	•	76%	75%	•	81%	6/% -	76%	•	-	-	-
Biology	All 8 Students	86%	80%	81%	-	81%	*	-	-	-	*	80%	85%	66%	82%	51%76%	85%	*	*	-	*
		56%	52%	66%	-	63%	*	-	-	-	-	62%	*	66%	-	* 62%	75%	-	*	-	_
	CWOD 8		83%	82%	-	83%	-	-	-	-		82%	83%	-	82%	54%79%	86%	*	*	-	*
	EL 6	64%	49%	51%	-	53%	-	-	-	-	*	50%	60%	*	54%	51%48%	57%	-	-	-	-
	Male 8	83%	76%	76%	-	76%	*	-	-	-		76%	71%	62%	79%	48%76%	-	-	*	-	*
	Female 8	88%	83%	85%	-	86%	-	-	-	-	*	84%	100%	75%	86%	57% -	85%	*	-	-	-
End of Cours English I		43%	34%	29%	-	29%	*	-	-	-	*	27%	46%	19%	30%	6% 25%	34%	*	*	-	*
		14%	16%	19%	-	19%	-	-	-	-	-	17%	*	19%	-	* *	*	-	*	-	-
	CWOD 4		35%	30%	-	30%	*	-	-	-	*	28%	46%	-	30%	6% 26%	34%	*	*	-	*
		10%	4%	6%	-	6%	-	-	-	-	*	4%	*	*	6%	6% 8%	3%	-	*	-	-
			28%	25%	-	25%	-	-	-	-		23%	38%	*	26%	8% 25%	-	-	*	-	*
	Female 5	51%	41%	34%	-	34%	*	-	-	-	*	31%	56%	*	34%	3% -	34%	*	-	-	-
English II	All 4 Students	47%	38%	32%	-	33%	*	*	-	-	*	31%	38%	*	34%	1% 27%	37%	*	*	-	-
		14%	12%	*	-	*	*	-	-	-	-	*	*	*	-	* *	*	-	_	-	_
	CWOD 5	51%	40%	34%	-	35%	*	*	-	-	*	33%	42%	-	34%	1% 30%	39%	*	*	-	-
	EL :	9%	3%	1%	-	1%	-	*	-	-	-	2%	*	*	1%	1% 2%	0%	-	-	-	-
			33%	27%	-	28%	*	-	-	-		26%	31%	*	30%	2% 27%	-	*	*	-	-
	Female 5	54%	43%	37%	-	37%	*	*	-	-	*	35%	48%	*	39%	0% -	37%	*	-	-	-
		53%	46%	29%		30%	*	_	-	_	*	29%	30%	14%	32%	7% 26%	33%	*	*	-	*
Algebra I		3370	40 /0	23 /0	-	0070															
Algebra I	Students				-		*	_	_	_	_	17%	*	14%	-	* 17%	*	-	*	-	-
Algebra I	Students CWD 1	19%	14%	14%	-	16%	*	-	-	-		17% 31%	* 38%	14%	- 32%	* 17% 7% 28%	* 36%	- *	*	-	*
Algebra I	Students CWD 1 CWOD 5	19% 58%	14% 50%		- - -		* *	- - -	- - -	- -	*	17% 31% 7%	* 38% *	14% - *	- 32% 7%	7% 28%	* 36% 7%	*	*	- - -	*
Algebra I	Students CWD 1 CWOD 5	19% 58% 29%	14% 50% 13%	14% 32%	- - - -	16% 32%	* * *	- - -	- - -	- - -	*	31% 7%	*	*	7%			- * -	* * *	- - -	*
Algebra I	Students CWD 1 CWOD 5 EL 2	19% 58% 29% 49%	14% 50% 13% 41%	14% 32% 7%	- - - - -	16% 32% 7%	* * * *	- - - -	-	- - - -	* *	31% 7%	*	*	7% 28%	7% 28% 7% 8%	7%	- * - - *	* * *	- - - -	*
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English II	All Students	8%	3%	1%	-	1%	*	*	-	-	*	1%	2%	*	2%	0%	1%	2%	*	*	-	-
	CWD	4%	0%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		3%	2%	-	2%	*	*	-	-	*	1%	2%	- *	2%		1%	2%	*	*	-	-
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	EL	12%	4%	3%	-	3%	*	-	_	_	*	3%	*	*	2%		5%	0%	_	*	-	-
	Male	28%	19%	6%	-	6%	*	-	-	-	*	6%	0%	4%	6%	5%		-	-	*	-	*
	Female	34%	26%	6%	-	7%	-	-	-	-	*	7%	0%	*	6%	0%	-	6%	*	-	-	-
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	CWD	45%	38%	36%	_	37%	*	-	_	-	_	37%	31%	36%	_	22%3	36%	38%	_	*	_	_
	CWOD		74%	68%	-	69%	*	*	-	-	50%	68%	68%	-	68%	41%6		74%	86%	67%	-	*
	EL	60%	49%	38%	-	39%	*	*	-	-	*	39%	30%	22%		38%3		42%	-	*	-	-
	Male	74%	69%	59%	-	60%	*	-	-	-	*	60%	54%	36%		35%5		-	*	43%	-	*
	Female	79%	74%	71%	-	72%	*	*	-	-	71%	71%	79%	38%	74%	42%	-	71%	83%	-	-	-
Reading	All Students	73%	67%	57%	-	57%	*	*	-	-	*	56%	62%	22%	60%	24%4	19%	64%	*	*	-	*
	CWD	39%	33%	22%	_	22%	*	_	-	_	-	21%	*	22%	_	* 1	19%	*	_	*	_	_
	CWOD	77%	69%	60%	-	60%	*	*	-	-	*	59%	65%	-		26%5		66%	*	*	-	*
	EL	52%	41%	24%	-	25%	-	*	-	-	*	25%	22%	*		24%2		25%	-	*	-	-
	Male Female	69%	63% 71%	49% 64%	-	49% 65%	*	*	-	-	*	48% 63%	54% 73%	19%	53% 66%	24%4	19%	64%	*	*	-	*
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	CWD	52%	43%	31%	-	34%	*	-	-	-	-	38%	*	31%	-	* 3		*	-	*	-	-
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	EL Male	70% 78%	61% 75%	56% 64%	-	57% 66%	*	-	-	-	*	61% 69%	* 37%	33%		56%4 48%6		67%	-	*	-	*
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Science	All Students	79%	72%	81%	-	81%	•	-	-	-	•	80%	85%	66%	82%	51%7	6%	85%	•	•	-	•
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	CWOD		75%	82%	-	83%	-	-	-	-	*	82%	83%	-		54%7		86%	*	*	-	*
	EL		43%	51%	-	53%	-	-	-	-	*	50%	60%	*		51%4		57%	-	-	-	-
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	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL CWOD EL CWO EL Students CWD CWOD EL CWD CWOD EL CWD CWOD EL CWD CWOD EL	23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33%	39% 16% 36% 38% 35% 19% 36% 12% 32% 38% 40% 20% 42% 24%	34% 6% 30% 35% 31% 13% 32% 4% 26% 35% 29% 14% 32% 7%		7% 31% 35% 31% 13% 32% 4% 26% 35% 30% 16% 32% 7%	* * * * * * * * * * * * * * * * * * * *	*			57%	32% 29% 13% 30% 3% 24% 33% 29% 17% 31% 7%	57% 41%  * 44% 7% 34% 51% 30%  * 38% *	15% 13% 	36% 32% - 32% 4% 28% 37% 32% - 32% 7%	3% 4% 2 4% 2 4% 5% 2 1% 7% 2 7%	- 26% 13% 28% 5% 26% - 26% 17% 28% 8%	35%  * 37% 1% - 35% 33%  * 36% 7%	17%			- * - * - *
I Grades All Subjects Reading	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL CWOD EL CWO EL Students CWD CWOD EL CWD CWOD EL CWD CWOD EL CWD CWOD EL	23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47%	39% 16% 36% 38% 35% 19% 36% 12% 32% 38% 40% 20% 42% 24%	34% 6% 30% 35% 31% 13% 32% 4% 26% 35% 29% 14% 32%	-	7% 31% 35% 31% 13% 32% 4% 26% 35% 30% 16% 32%	* * * * * * * * * * * * * * * * * * * *	*			57%	32% 29% 13% 30% 3% 24% 33% 29% 17% 31%	57% 41%  * 44% 7% 34% 51% 30%  * 38%	15% 13% 	36% 32% - 32% 4% 28% 37% 32%	3% 4% 2 4% 2 4% 5% 2 1% 7% 2 7% 2 8% 2	- 26% 13% 28% 5% 26% - 26% 17% 28% 8%	35%  * 37% 1% - 35% 33%  * 36%	17%		-	- * - * - *
I Grades All Subjects Reading Mathematic	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female ss All Students CWD CWOD EL Male Female Female	23% 50% 26% 45% 450% 46% 22% 48% 21% 41% 50% 48% 34% 49%	39% 16% 36% 38% 35% 19% 36% 12% 32% 40% 20% 42% 24% 40%	34% 6% 35% 31% 13% 32% 4% 26% 35% 29% 14% 32% 7% 26% 33%		7% 31% 35% 31% 13% 32% 4% 26% 35% 30% 16% 32% 7% 27% 33%	* * * * * * * * * * * * * * * * * * * *				57%	32% 29% 13% 30% 33% 24% 33% 29% 17% 31% 7% 27% 32%	57% 41%  * 44% 7% 34% 51% 30%  * 21% 50%	15% 13% - 13% - 13% - 14% - 14% - 17% - *	36% 32% 4% 28% 37% 32% - 32% 7% 28% 36%	3% 4% 2 4% 2 4% 5 7% 2 7% 2 7% 2 7% 2 7% 2 7% 2	- 26% 13% 28% 55% 26% - 26% 17% 28% 8% 26%	35%	17%		-	- * - * - *
I Grades All Subjects Reading	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Hermale S MI Students CWD CWOD EL Male Male Male	23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 21% 41% 49% 49%	39% 16% 36% 38% 35% 19% 36% 12% 32% 40% 20% 42% 24% 40%	34% 6% 30% 35% 31% 13% 32% 4% 26% 35% 29% 14% 32% 7% 26%		7% 31% 35% 31% 13% 32% 4% 26% 35% 30% 16% 32% 7% 27%	* * * * * * * * * * * * * * * * * * * *	*			57%	32% 29% 13% 30% 3% 24% 33% 29% 17% 31% 7% 27%	57% 41%  * 44% 7% 34% 51% 30%  * 21% 50%	15% 13% - 13% - 13% - 14% - 14% - 17% - *	36% 32% - 32% 4% 28% 37% 32% - 32% 7% 28%	3% 4% 2 4% 2 4% 5 7% 2 7% 2 7% 2 7% 2 7% 2 7% 2	- 26% 13% 28% 55% 26% - 26% 17% 28% 8% 26%	35%  * 37% 1% - 35%  33%  * 36% 7% -	17%		-	- * - * - *

											or		Non									
		Ctatal	Natulati	^	African	lianani		American		Pacific				CWD	CWOD			Famala	Minunana	Uamalaa	Foste	
	CWOD		40%	42%	Americanh	42%	cvvnite	indian	Asiani	siander	*	41%	50%	/CWD	42%			37%	wigrant *	Homeless *	3 Care	_IVIIII
	EL	21%	9%	12%	-	12%	-	-	-	-	*	12%	10%	*	12%			3%	_		-	
	Male	50%	40%	44%	-	45%	*	-	-	-	*	47%	24%	24%	48%			-	-	*	-	
	Female		37%	36%	-	36%		-	-	-	*	31%	82%			3%		36%	*		-	
	Temale	4370	31 /0	30 /6	-	30 /0	-	-	-	-		3170	02 /0	2570	31 /0	3 70	-	30 /0		-	-	
AAR Percent	at Maste	ers Gra	ade Lev	/el																		
All Grades						407																
All Subjects	All	21%	13%	4%	-	4%	*	*	-	-	0%	4%	4%	3%	4%	1%	3%	4%	14%	0%	-	
;	Students																					
	CWD	8%	4%	3%	-	3%	*	*	-	-	. <del>.</del>	3%	0%	3%		2%		6%	-	*	-	
	CWOD		14%	4%	-	4%	*	*	-	-	0%	4%	4%	-	4%	1%		4%	14%	0%	-	
	EL	9%	4%	1%	-	1%	*	*	-	-	*	1%	0%	2%	1%	1%		0%	*	*	-	
	Male	20%	12%	3%	-	3%	*	*	-	-		4%	1%	1%	4%	2%		-		0%	-	
	Female	22%	13%	4%	-	4%	*	*	-	-	0%	4%	7%	6%	4%	0%	-	4%	17%	-	-	
Reading	All	19%	11%	2%	-	2%	*	*	-	-	*	2%	3%	2%	2%	0%	1%	3%	*	*	-	
5	Students																					
	CWD	7%	4%	2%	-	2%	*	-	-	-	-	3%	*	2%	-	*	0%	*	-	*	-	
	CWOD		11%	2%	-	2%	*	*	-	-	*	2%	4%	-	2%	0%	1%	3%	*	*	-	
	EL	7%	3%	0%	-	0%	-	*	-	-	*	0%	0%	*	0%	0%	0%	0%	-	*	-	
	Male	16%	9%	1%	-	1%	*	-	-	-	*	1%	2%	0%	1%	0%	1%	-	*	*	-	
	Female	22%	12%	3%	-	3%	*	*	-	-	*	2%	5%	*	3%	0%	-	3%	*	-	-	
	All	23%	16%	6%	-	6%	*	-	-	-	*	7%	0%	6%	6%	3%	6%	6%	*	*	-	
(	Students																					
	CWD	10%	6%	6%	-	6%	*	-	-	-	-	7%	*	6%	-	*	4%	*	-	*	-	
	CWOD		17%	6%	-	6%	*	-	-	-	*	7%	0%	-	6%	2%		6%	*	*	-	
	EL	13%	7%	3%	-	3%	*	-	-	-	*	3%	*	*	2%	3%		0%	-	*	-	
	Male	23%	16%	6%	-	6%	*	-	-	-	*	6%	0%	4%	6%	5%	6%	-	-	*	-	
	Female	24%	16%	6%	-	7%	-	-	-	-	*	7%	0%	*	6%	0%	-	6%	*	-	-	
Science	All	22%	13%	7%	-	7%	*	-	-	-	*	7%	7%	0%	7%	1%	7%	7%	*	*	-	
(	Students																					
	CWD	7%	2%	0%	-	0%	*	-	-	-	-	0%	*	0%		*	0%	0%	-	*	-	
	CWOD		14%	7%	-	8%	-	-	-	-	*	7%	8%	-	7%	2%		7%	*	*	-	
	EL	5%	2%	1%	-	1%	-	-	-	-	*	2%	0%	*	2%	1%		0%	-	-	-	
	Male	23%	13%	7%	-	7%	*	-	-	-	*	8%	0%	0%	8%	2%	7%	-	-	*	-	
	Female	21%	12%	7%	-	7%	-	-	-	-	*	5%	18%	0%	7%	0%	-	7%	*	-	-	
					numbers to																	

Part (iii): Academic Growth and Graduation Rate

Part (iii)(l): 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
Academic Growth Score											
Reading											
All Students	58	-	58	*	-	-	-	*	57	*	43
CWD	*	-	*	-	-	-	-	-	*	*	*
CWOD	58	-	59	*	-	-	-	*	57	-	42
EL	43	-	43	-	-	-	-	-	44	*	43
Male	58	-	58	-	-	-	-	*	56	*	*
Female	58	-	58	*	-	-	-	*	58	*	*
Mathematics											
All Students	53	-	54	*	-	-	-	*	53	32	35
CWD	32	-	35	*	-	-	-	-	35	32	*
CWOD	56	-	56	*	-	-	-	*	56	-	38
EL	35	-	37	*	_	-	_	*	36	*	35
Male	45	-	47	*	-	-	-	*	46	33	26
Female	61	-	61	-	-	-	-	*	61	*	47

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

								Two or					
	All	African			American		Pacific	More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
Federal Graduation Rates													
4-year Longitudinal Cohort G	raduation Rate	(Gr 9-12):	Class of 20	17									
All Students	88.6%	*	89.3%	*	-	-	-	*	89.8%	100.0%	76.9%	83.3%	*
CWD	100.0%	*	100.0%	*	-	-	-	-	100.0%	100.0%	100.0%	*	*
CWOD	87.8%	-	88.6%	*	-	-	-	*	89.1%	-	73.5%	81.8%	-
EL	76.9%	-	76.9%	-	-	-	-	-	83.9%	100.0%	76.9%	*	*
Male	85.9%	-	86.5%	*	-	-	-	-	87.5%	100.0%	69.6%	*	*
Female	91.3%	*	92.0%	*	-	-	-	*	91.9%	100.0%	87.5%	88.9%	-
remale	91.3%		92.0%		-	-	-		91.9%	100.0%	07.3%	00.9%	

						Two or					
	All African		American		Pacific	More	Econ				Foster
	Students American Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
1*1	Indicates results are masked due to small numbers to protect stu	dent con	fidentiality.								
	Indicates there are no students in the group.		•								

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	150	11	7%
!*! !_!	Indicates results are masked due to Indicates zero observations reported	o small numbers to protect student co	nfidentiality.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achie	vement Dor	nain Score	: STAAR C	omponen	t Only)						
STAAR Component Score	34	-	34	*	*	-	-	*	33	*	*
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	42%	*	43%	*	-	-	-	*	38%	*	28%
*' Indicates results are masked -' Indicates there are no studer In/a' Indicates the student group i	nts in the gro	up.	·	udent con	fidentiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All	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	N		N						N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	,0	N	0070	0070	0070	0.70	0.70	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	0.70	N	. 0 / 0	0070	0070	0070	0070	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N N	0070	N	0070	7570	3170	7370	1170	N	N	N
Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											Y 44% N 46% N 46% N
ederal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		N						N		N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N		N						N		N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N		N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N		N
+' STAAR Performance and	Graduation us	a El (Curra	nt & Monitor	ad) El Er	nalish Learne	r Longue	no Brofinione	w ugos El (Cı	urrent)		

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migr
rticipation Ra	te																
All Subjects	All Students	99%	-	99%	100%	*	-	-	92%	99%	99%	100%	99%	100%	99%	100%	100
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	-	99%	100%	*	-	-	92%	99%	98%	-	99%	100%	99%	100%	100
	EL	100%	-	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	
	Male	99%	-	99%	100%	*	-	-	4000/	99%	98%	100%	99%	100%	99%	-	
	Female	100%	-	100%	100%	•	-	-	100%	100%	100%	100%	100%	100%	-	100%	10
Reading	All Students	100%	-	100%	100%	*	-	-	83%	100%	99%	100%	100%	100%	99%	100%	10
	CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	
	CWOD	100%	-	100%	100%	*	-	-	83%	100%	99%	-	100%	100%	99%	100%	10
	EL	100%	-	100%	*	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	
	Male	99%	-	100%	*	-	-	-	*	100%	98%	100%	99%	100%	99%	-	
	Female	100%	-	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	
Mathematics	All Students	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	99%	100%	
	CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	
	CWOD	100%	-	99%	*	-	-	-	*	99%	100%	-	100%	100%	99%	100%	
	EL	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	
	Male	99%	-	99%	*	-	-	-	*	99%	100%	100%	99%	100%	99%	-	
	Female	100%	-	100%	-	-	-	-	*	100%	100%	100%	100%	100%	-	100%	
Science	All Students	98%	-	98%	*	-	-	-	*	98%	96%	100%	97%	100%	97%	98%	
	CWD	100%	-	100%	*	-	-	_	-	100%	*	100%	-	100%	100%	100%	
	CWOD	97%	-	97%	-	-	-	-	*	98%	96%	-	97%	100%	97%	98%	
	EL	100%	-	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	
	Male	97%	-	97%	*	-	-	-	*	98%	94%	100%	97%	100%	97%	-	
	Female	98%	-	98%	-	-	-	-	*	98%	100%	100%	98%	100%	-	98%	
ı-Participatio	n Rate																
All Subjects	All Students	1%	-	1%	0%	*	-	-	8%	1%	1%	0%	1%	0%	1%	0%	(
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	
	CWOD	1%	-	1%	0%	*	-	-	8%	1%	2%	-	1%	0%	1%	0%	(
	EL	0%	-	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	
	Male	1%	-	1%	0%	-	-	-	*	1%	2%	0%	1%	0%	1%	-	
	Female	0%	-	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	-	0%	(
Reading	All Students	0%	-	0%	0%	*	-	-	17%	0%	1%	0%	0%	0%	1%	0%	
	CWD	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	
	CWOD	0%	-	0%	0%	*	-	-	17%	0%	1%	-	0%	0%	1%	0%	(
	EL	0%	-	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	
	Male	1%	-	0%	*	-	-	-	*	0%	2%	0%	1%	0%	1%	-	
	Female	0%	-	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	
Mathematics	All Students	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	1%	0%	
	CWD	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	
	CWOD	0%	-	1%	*	-	-	-	*	1%	0%	-	0%	0%	1%	0%	
	EL	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	
	Male	1%	-	1%	*	-	-	-	*	1%	0%	0%	1%	0%	1%	-	
	Female	0%	-	0%	-	-	-	-	*	0%	0%	0%	0%	0%	-	0%	
Science	All Students	2%	-	2%	*	-	-	-	*	2%	4%	0%	3%	0%	3%	2%	
	CWD	0%	_	0%	*	_	_	_	_	0%	*	0%	_	0%	0%	0%	
	CWOD	3%	_	3%	_	_	_	_	*	2%	4%	-	3%	0%	3%	2%	
	EL	0%	-	0%		-	-	_	*	0%	0%	0%	0%	0%	0%	0%	
	Male	3%	_	3%	*	_	_	_	*	2%	6%	0%	3%	0%	3%	-	
	Female	2%	-	2%	-	-	-	-	*	2%	0%	0%	2%	0%	-	2%	

Part (viii): Civil Rights Data

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

		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)
Students Without Disabilities												
In-School Suspensions												
	Male	70	*	68	*	*	*	*	*	23		
	Female	35	*	35	*	*	*	*	*	8		
	Total	105	*	103	*	*	*	*	*	31		

		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)
Out-of-School Suspensions			*		*	*	*	*	*	_		
	Male	24	*	22	*	*	*	*	*	5		
	Female	7	*	7	*	*		*	*			
	Total	31	*	29	*	*	*	*	*	7		
Expulsions			*	*	*			_	*			
With Educational Services	Male		*	*	*	*	*	*	*			
	Female	*	*	*		*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	10	*	8	*	*	*	*	*	*		
	Female	5	*	5	*	*	*	*	*	*		
	Total	15	*	13	*	*	*	*	*	*		
Referrals to Law Enforcement												
toronals to Ean Emerconion	Male	10	*	8	*	*	*	*	*	*		
	Female	5	*	5	*	*	*	*	*	*		
	Total	15	*	13	*	*	*	*	*	*		
Students With Disabilities	Total	15		13								
In-School Suspensions												
in-action auspensions	Male	9	*	-	*	*	*	*	*	*		*
	Female	*	*	5	*	*	*	*	*	*		*
			*	7	*							*
0	Total	11		1								
Out-of-School Suspensions			*	*	*			*	*			
	Male	_	*	*	*	*	*	*	*			_
	Female		-	_					*			
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*		*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	. 0141											
TOO TO LOW EINO COMETIC	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Studente	IUlai											
All Students												
Chronic Absenteeism	Mala	400	*	101	_	*	*	*	*	4.4	00	-
	Male	198	*	191	5 *	*	*	*	*	44	20	5
	Female	181	*	179		*	*	•	*	29	14	5
	Total	379	*	370	7	*	*	*	*	73	34	10

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
	*
On the basis of disability	

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

					Indian or					Students
1	Total	African			Alaska		Pacific	Two or More		with
L	students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities

		Total	African			Indian or Alaska		Pacific 1	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs		•									
ŭ	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	63	*	59	*	*	*	*	*	5	*
	Female	70	*	68	*	*	*	*	*	5	*
	Total	133	*	127	*	*	*	*	*	10	*
International Baccalaureate Courses	Male	-	_	_	_	_	_	_	_		_
	Female	_	_	_	_	_	_	_	_	_	_
	Total	-	-	-	-	-	-	-	-	-	-

Part (ix): Teacher Quality Data

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

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.8	11.8%
Teachers Teaching with Emergency or Provisional Credentials	3.4	6.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Feacher is Certified or Licensed	13.5	25.1%
'-' 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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual 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.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	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%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4 Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5 Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6 Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7 Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8 Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-

Indicates results are masked due to small numbers to protect student confidentiality. When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,087	1%	5	1%	-	-
End of Course English I	4,868	1%	13	1%	5	2%
English II	4,556	1%	*	*	0	0%
Algebra I	4,884	1%	13	1%	5	2%
Biology	4,861	1%	13	1%	5	2%
All Grades All Subjects	99,020	1%	156	1%	15	1%
Reading	43,730	1%	67	1%	5	1%
Mathematics	39,178	1%	63	1%	5	2%
Science	16,112	1%	26	1%	5	2%
	lts are masked due to sr observations reported for		ect student confidenti	ality.		

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

		70 Delu	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		40							9
				34					3
									4
									13
		*		*		*		*	3
		16		23		12		10	22
		*		*		*		*	4
		33		20		20		8	11
									3
									2
									1
	English Language Learners	03	00	25	23	- 11	0	'	'
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		51	38	32		14	2	3
	English Language Learners	29	47	44	39	23	13	4	2
Reading	Overall	29	24	44	40	26	32	2	4
									1
									1
									6
		*		*		*		*	1
		8		20		53		10	12
		*		*		*		*	2
		22		42		21		E	6
								-	1
									1
									n/a
	English Language Learners	02	00	33	21	5	5	II/a	II/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
									3
		67	69				7		2
	English Language Learners	61	71	32	23	7	5	1	1
-	Reading  Mathematics  Reading	Reading Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners  Mathematics Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners  Reading Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners  Reading Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners  Mathematics Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners  Mathematics Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities	Reading         Overall Black         44 Hispanic         49 White         21 American Indian         * Asian         16 Pacific Islander         * Two or More Races         33 Econ Disadv         50 Students with Disabilities         70 English Language Learners         63           Mathematics         Overall Black         30 Hispanic         21 White         43 Pacific Islander         * Two or More Races         13 Econ Disadv         50 Students with Disabilities         * Two or More Races         13 Econ Disadv         23 Students with Disabilities         44 Students with Disabilities         43 English Language Learners         29 Pacific Islander         * Two or More Races         13 Econ Disadv         23 Econ Disadv         24 Econ Disadv         34 White         * Two or More Races         23 Econ Disadv         38 Students with Disabilities         65 English Language Learners         62 English Langu	Reading	Reading	Reading   Overall	Reading	Reading	Reading

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	Subject	Student Group	%
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96
	es reporting standardes data reporting is n	ds not met. not applicable for this group.	

### Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: HORIZON H S Campus ID: 071901004 District Name: CLINT ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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		Econ	Special	
	_			American			Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)		Rates							.=0/	===:			
		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22	500/	400/	400/	000/	E40/	700/	500/	000/	400/	0.40/	000/
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics		72% 46%	31%	40%	59%	72% 45%	87% 82%	73% 50%	78% 54%	36%	23%	65% 40%
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	30%	23%	40%
		2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-16 tillough 2021-22	40%	3170	4070	39 70	43%	02 70	30 70	34 70	30 %	2370	4070
		2021-22 2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2022-23 tillough 2026-27	34 /0	4170	4970	0370	3370	0370	31 /0	0170	4370	34 /0	4570
		2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32	0070	0470	0070	1070	0070	0070	0070	0070	01 70	4070	0070
1		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17	. 0 / 0	0070		0070	. 0 / 0	0.70			0070	0270	41%
		Rates											
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											
		2027-28 through											46%
		2031-32											
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates											
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22											
		2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2026-27											
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32											

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level) b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools. (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for

targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing

targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		O4=* *	District :		African	ulie - ·		America		Pacific				.014/2	OW	\ E  • • • •	Fa • ·	Mie	Uarre !	Foste	
AAR Perce		_				<u>ıHıspanı</u>	cwnite	Indian	Asian	ilsiander	Racesi	Jisadv	Disadv	CWD	CWOL	EL Male	<u>-emaie</u>	Migrant	Homeles	s Care	<u>IVIIII</u>
End of Cours				o <b>-</b> 0.0.																	
English I	All Students	64%	58%	56%	*	55%	60%	-	*	-	*	54%	62%	26%	59%	23%51%	62%	*	*	-	
		25%	29%	26%	-	26%	-	-	-	-	-	28%	*	26%	-	* 24%	29%	-	-	-	
	CWOD		61%	59%	*	59%	60%	-	*	-	*	57%	66%	*		23% 54%	64%	*	*	-	
	EL	30%	25%	23%	-	23%	*	-	-	-		24%	*			23% 19%	28%	*	*	-	
	Male Female	57%	52% 67%	51% 62%	*	51% 62%	*	-	_	-	*	50% 61%	59% 65%	24% 29%	54% 64%	19%51%	- 62%	*		-	
	Tomaic	7 1 70	01 /0	02 /0		0270						0170	0070	2570	0470	2070 -	0270				
English II	All Students	66%	60%	54%	*	54%	*	-	*	-	*	53%	58%	19%	58%	14%52%	56%	*	*	-	
	CWD	25%	20%	19%	*	18%	*	-	-	-	-	19%	*	19%	-	* 19%	*	-	*	-	
	CWOD		64%	58%	*	58%	*	-	*	-	*	57%	59%	-	58%	14%56%	60%	*	*	-	
	EL	27%	18%	14%	-	14%	*	-	*	-	*	15%	*	*		14% 10%	20%	*	*	-	
		61%	56%	52%	*	52%	*	_	*	_	_	51%	64%	19%		10%52%	-	*	*	-	
	Female		65%	56%	*	57%	*	-	-	-	*	57%	50%	*		20% -	56%	*	*	-	
Algebra I	All	82%	80%	76%	*	76%	100%	_	*	_	*	76%	77%	37%	82%	58%71%	83%	*	*	_	
Ü	Students																				
	CWD	47%	39%	37%	*	34%	*	-	-	-	-	41%	*	37%	-	38%41%	*	-	-	-	
	CWOD		85%	82%	*	82%	100%	-	*	-	*	81%	86%	-	82%	61%77%	87%	*	*	-	
	EL	67%	60%	58%	-	58%	-	-	-	-	-	61%	*	38%		58%53%	64%	*	*	-	
		78%	76%	71%	*	70%	*	-	*	-	*	71%	74%	41%		53%71%	-	*	*	-	
	Female	87%	86%	83%	*	82%	100%	-	-	-	-	83%	81%	*	87%	64% -	83%	*	*	-	
Biology	All	86%	80%	76%	*	75%	83%	-	*	-	*	75%	81%	46%	79%	46%74%	78%	*	*	-	
	Students	E60/	52%	46%	*	45%	_					47%	*	460/		200/. 400/	42%				
		56%						-	-	-	-			46%	700/	39% 48%		-	-	-	
	CWOD		83%	79%		79%	83%	-		-		78%	84%	200/		47% 78%	80%			-	
	EL	64%	49%	46%	-	46%		-	-	-		48%		39%		46% 42%	53%			-	
	Male Female	83%	76% 83%	74% 78%		73% 77%	83% 83%	-	-	-		73% 77%	81% 81%	48% 42%	80%	42%74% 53% -	78%			-	
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nd of Cours English I English II Algebra I	All Students CWD CWOD EL Male Female	43% 14% 47% 10% 37% 51% 47% 14% 51% 9% 54% 53% 19% 58% 29% 49% 58% 57% 22% 61% 55% 55% 55%	34% 16% 45% 41% 38% 12% 40% 33% 43% 46% 14% 52% 43% 18% 46% 48% 44% 43%	29% 12% 30% 2½ 25% 34% 31% 16% 32% 35% 36% 10% 40% 13% 31% 42% 38% 13% 40% 8% 8% 37%		12% 30% 24% 34% 31% 16% 33% 4% 36% 35% 10% 38% 13% 29% 41% 37%	50% * * * * * * * 67% - 58% - 58% - 67%		* * * * * * * * * * * * * * * * * * * *		*	13% 29% 23% 33% 30% 17% 31% 4% 26% 35% 36% 11% 39% 13% 42% 36% 15% 39% 42%	* 40% * 36% 40% 37% * 39% 35% * 40% * 32% 41% 45% * 48% * 49%	12%	-30% 2% 26% 36% 32% -32% 30% 37% 40% -40% 40% -40% 40% -40% 40% 44%	* 11% 2% 26% 2% 2% 2% 25% 3% - 3% 28% * 14% 2% 30% 3% 38% 3% 28% 4% - 13% 31% 8% 8% 14% 35% 13% 9% 9% 31% 19% - 8% 38% 0% 10% 9% 43% 8% 88% 8% 88% 88% 88%	14% 36% 3% - 34% 35% * 37% 42% - 42% - 42% 37% 25% 37% 8%				
end of Cours English I English II Algebra I Biology	All Students CWD CWOD EL Male Female	43% 14% 47% 10% 37% 51% 47% 14% 51% 9% 41% 554% 558% 57% 22% 61% 20% 55% 55% 7%	34% 16% 35% 4% 28% 41% 38% 12% 40% 33% 43% 46% 41% 52% 43% 44% 44% 44% 43% ade Le	29% 12% 30% 2% 25% 34% 31% 16% 32% 3% 28% 36% 10% 40% 40% 42% 38% 37% vel		12% 30% 24% 34% 31% 16% 33% 48 36% 35% 10% 38% 13% 41% 37% 37% 36%	50% *  *  *  *  67% 58% -  60% 588% -  67% 50%		* * * * * * * * * * * * * * * * * * * *		*	13% 29% 23% 23% 33% 30% 17% 31% 426% 35% 36% 11% 39% 13% 36% 42% 36% 7% 36% 36%	* 40% * 39% * 35% * 40% * 41% * 45% * 49% 39%	12%	30% 2% 26% 36% 32% - 2% 30% 37% 40% - 40% 44% 44% 40% - 40% 9% 43% 37%	* 11% 2% 26% 2% 2% 2% 25% 3% - 3% 28%  * 14% 2% 30% 3% 3% 3% 28% - 13% 31% 8% 8% 14% 35% 13% 9% 9% 31% 19% - 8% 38% 8% 38% 8% 8% 8% 8% 8% 8%	14% 36% 37% - 34% 35%  * 37% 42%  * 44% 19% - 42% 37% 37% - 37%		* * * * * * * * * * * * * * * * * * * *		
id of Cours English I  English II  Algebra I  Biology  AR Percei d of Cours	All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All All All All Students CWD CWOD EL All All All All All All All All All Al	43% 14% 47% 10% 37% 51% 47% 14% 51% 9% 41% 554% 558% 57% 22% 61% 20% 55% 55% 7%	34% 16% 35% 4% 28% 41% 38% 12% 40% 33% 43% 46% 41% 52% 43% 44% 44% 44% 43% ade Le	29% 12% 30% 2% 25% 34% 31% 16% 32% 3% 28% 36% 10% 40% 40% 42% 38% 37% vel		12% 30% 24% 34% 31% 16% 33% 48 36% 35% 10% 38% 13% 41% 37% 37% 36%	50% *  *  *  *  67% 58% -  60% 588% -  67% 50%				*	13% 29% 23% 23% 33% 30% 17% 31% 426% 35% 36% 11% 39% 13% 36% 42% 36% 7% 36% 36%	* 40% * 39% * 35% * 40% * 41% * 45% * 49% 39%	12%	30% 2% 26% 36% 32% - 2% 30% 37% 40% - 40% 44% 44% 40% - 40% 9% 43% 37%	* 11% 2% 26% 2% 2% 2% 25% 3% - 3% 28%  * 14% 2% 30% 3% 3% 3% 28% - 13% 31% 8% 8% 14% 35% 13% 9% 9% 31% 19% - 8% 38% 8% 38% 8% 8% 8% 8% 8% 8%	14% 36% 37% - 34% 35%  * 37% 42%  * 44% 19% - 42% 37% 37% - 37%				

					A £!			A a! - :		De-!s	Two or	Fa	Non								Fa-4	_
		State	District	Campus	African sAmericanl	Hispani	cWhite	American Indian		Pacific nIslande				/CWD	cwop	ELI	MaleF	emalel	Migrant	tHomeles	Foste Care	
	EL	0%	0%	0%	-	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	0%	*	*	-	- :
	Male Female	5% 9%	2% 5%	1% 2%	*	1% 2%	*	-	-	-	*	1% 2%	2% 5%	0% 0%	1% 2%	0% 0%	1% -	2%	*	-	-	*
English II	All	8%	3%	1%	*	1%	*		*		*	1%	5%	0%	2%	0%	1%	2%	*	*		*
English II	Students	0 70	370	1 70		1 70		-		-		1 70	370	0 70	270	0 70	1 70	270			-	
	CWD CWOD	4%	0% 3%	0% 2%	*	0% 2%	*	-	-	-	-	0% 1%	* 5%	0%	- 2%	*	0%	* 2%	-	*	-	*
	EL	0%	3% 0%	2% 0%	-	2% 0%	*	-	*	-	*	0%	5% *	*	2% 0%		1% 0%	0%	*	*	-	_
	Male	5%	2%	1%	*	1%	*	-	*	-	-	1%	2%	0%	1%	0%	1%	-	*	*	-	*
	Female	10%	4%	2%	*	2%	*	-	-	-	*	1%	9%	*	2%	0%	-	2%	*	*	-	*
Algebra I	All	31%	22%	13%	*	12%	22%	-	*	-	*	13%	14%	2%	15%	3%	9%	17%	*	*	-	*
	Students CWD	7%	5%	2%	*	2%	*	_	_	_	_	2%	*	2%	_	0%	n%	*	_	_	_	*
	CWOD		24%	15%	*	14%	25%	-	*	-	*	14%	16%	-	15%	3%		18%	*	*	-	*
	EL	12%	4%	3%	-	3%	-	-	-	-	-	3%	*	0%	3%	3%		5%	*	*	-	-
	Male Female	28%	19% 26%	9% 17%	*	9% 17%	20%	-	_	-	_	10% 17%	8% 22%	0%	11% 18%	2% 5%	9%	- 17%	*	*	-	*
Biology	All Students	23%	10%	5%	*	5%	8%	-	*	-	*	4%	14%	0%	6%	1%	6%	4%	*	*	-	*
	CWD	5%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	*
	CWOD		11%	6%	*	6%	8%	-	*	-	*	4%	15%	-	6%	1% 1%	7%	5%	*	*	-	*
	EL Male	3% 22%	1% 10%	1% 6%	*	1% 5%	17%	-	*	-	*	1% 4%	17%	0% 0%	1% 7%	1% 0%		2%	*	*	-	*
	Female		10%	4%	*	4%	0%	-	-	-	*	3%	10%	0%	5%	2%	-	4%	*	*	-	*
TAAR Percen	t at Appro	oache	s Grade	Level	or Above																	
All Grades All Subjects	All	77%	71%	64%	87%	63%	76%	_	*	_	63%	63%	68%	31%	67%	32%	60%	68%	71%	35%	_	67%
All Gubjects	Students	1170	7 1 70	04 /0		0370	1070	-		-	0370	0370	0070	J 170	01 70	JZ 70	JU 70	JU 70	1 1 70	JJ 70	-	0170
	CWD	45%	38%	31%	*	30%	*	-	-	-	-	33%	*	31%		28%		28%	-	*	-	*
	CWOD EL	60%	74% 49%	67% 32%	92%	67% 32%	75% *	-	*	-	63%	67% 34%	72% 15%	28%	67% 33%	33%		72% 39%	71% *	32%	-	77%
	Male	74%	69%	60%	100%	60%	80%	-	*	-	*	59%	69%	33%	64%	28%	60%	-	67%	29%	-	100%
	Female	79%	74%	68%	78%	68%	72%	-	-	-	*	68%	68%	28%	72%	39%	-	68%	75%	*	-	*
Reading	All	73%	67%	55%	78%	55%	59%	-	*	-	*	54%	60%	23%	58%	19%	52%	59%	55%	*	_	63%
Ü	Students																					
	CWD CWOD	39%	33% 69%	23% 58%	* 88%	22% 58%	* 56%	-	*	-	*	24% 57%	* 63%	23%	- 58%	17%		24% 62%	- 55%	*	-	*
	EL	52%	41%	19%	-	19%	*	-	*	-	*	20%	*	17%	19%			25%	*	*	-	-
	Male	69%	63%	52%	*	51%	70%	-	*	-	*	50%	61%	22%	55%		52%	-	*	*	-	*
	Female	17%	71%	59%	•	60%	•	-	-	-	•	59%	58%	24%	62%	25%	-	59%	•	•	-	•
Mathematic		80%	76%	76%	*	76%	100%	-	*	-	*	76%	77%	37%	82%	58%	71%	83%	*	*	-	*
	Students CWD	52%	43%	37%	*	34%	*	_	_	_	_	41%	*	37%	_	38%	41%	*		_	_	*
	CWOD		79%	82%	*	82%	100%	-	*	-	*	81%	86%	-	82%			87%	*	*	-	*
	EL	70%	61%	58%	-	58%	-	-	-	-	-	61%	* 740/	38%	61%			64%	*	*	-	-
	Male Female	78% 82%	75% 78%	71% 83%	*	70% 82%	100%		_	-	_	71% 83%	74% 81%	41%	77% 87%			83%	*	*	-	*
Science	All Students	79%	72%	76%	*	75%	83%	-	*	-	*	75%	81%	46%	79%	46%	74%	78%	*	*	-	*
	CWD	48%	38%	46%	*	45%	-	-	-	-	-	47%	*	46%	-	39%	48%	42%	-	-	-	*
	CWOD		75%	79%	*	79%	83%	-	*	-	*	78%	84%	-	79%				*	*	-	*
	EL Male	58% 78%	43% 71%	46% 74%	*	46% 73%	83%	-	*	-	*	48% 73%	81%		47% 78%			53%	*	*	-	*
	Female			78%	*	77%	83%	-	-	-	*	77%			80%			78%	*	*	-	*
TAAR Percen	t at Meets	Grac	le Level	or Abo	ove																	
All Grades	A.II	470/	070/	000/	400/	200/	F00/				<b>500</b> /	200/	200/	400/	0.50/	00/	200/	000/	000/	00/		E00/
All Subjects	Students		37%	33%	40%	32%	50%	-		-	50%	32%	39%	13%	35%	070	30%	30%	29%	8%	-	50%
	CWD	23%	19%	13%	*	13%	*	-	-	-	-	14%	*	13%	-			17%	-	*	-	*
	CWOD EL	50% 26%	39% 16%	35% 6%	50%	34% 6%	53%	-	*	-	50%	34% 6%	42% 4%	- 5%	35% 6%	6% 6%	32%	38% 7%	29%	4%	-	69%
	Male	45%	36%	30%	33%	29%	55%	-	*	-	*	28%	39%	11%		5%		-	22%	5%	-	80%
	Female	50%	38%	36%	44%	36%	44%	-	-	-	*	36%	39%	17%	38%	7%	-	36%	38%	*	-	*
Reading	All	46%	35%	30%	22%	30%	35%	_	*	_	*	28%	37%	14%	31%	3%	26%	34%	27%	*	_	50%
	Students																					
	CWD CWOD		19% 36%	14% 31%	* 25%	14% 31%	* 38%	-	*	-	*	15% 30%	* 39%	14%	- 31%		12% 28%	17% 36%	- 27%	*	-	*
	EL	21%	12%	3%	-	3%	*	-	*	-	*	3%	*	7%	2%	3%		3%	*	*	-	-
	Male	41%	32%	26%	*	26%	40%	-	*	-	*	24%	37%	12%		2%	26%	- 240/	*	*	-	*
	Female	5U%	38%	34%	-	35%	•	-	-	-	-	34%	38%	17%	36%	3%	-	34%	-	-	-	•
		48%	40%	36%	*	35%	67%	-	*	-	*	36%	35%	10%	40%	13%	31%	42%	*	*	-	*
Mathematic	Students		20%	10%	*	10%	*	_		_	_	11%	*	10%	_	8%	8%	*	_	_	_	*
Mathematic	(:\/\/:)		42%	40%	*	38%	75%	-	*	-	*	39%	40%	-	40%			44%	*	*	-	*
Mathematic	CWD CWOD			13%	_	13%	-	-	-	-	-	13%	*	8%	14%	13%	9%	19%	*	*	-	-
Mathematic	CWOD EL	33%	24%		_	000/	-															
Mathematic	CWOD EL Male	33% 47%	40%	31%	*	29% 41%	* 60%	-	_	-	-	31% 42%	32% 41%	8%			31%	- 42%	*	*	-	*
	CWOD EL Male Female	33% 47% 49%	40% 40%	31% 42%	*	41%	60%	-	-	-	-	42%	41%	*	44%	19%	-	42%	*	*	-	*
Mathematic Science	CWOD EL Male	33% 47%	40% 40%	31%	* *		* 60% 58%	-	*	-	*			*		19%	-	42%	*	* *	-	*

					African			American		Pacific	More	Econ	Econ								Foste	r
					AmericanH			Indian	Asian	Islander	Races			CWD					Migrant	.Homeles	Care Care	Mili
	CWOD		40%	40%	*	39%	58%	-	*	-	*	39%	48%	-	40%		43%	37%	*	*	-	
	EL	21%	9%	8%	-	8%	*	-	-	-	*	7%	*	0%	9%	8%		8%	*	*	-	
	Male	50%	40%	38%	*	37%	67%	-	*	-	*	36%	49%	10%	43%	8%	38%	-	*	*	-	
	Female	49%	37%	37%	*	36%	50%	-	-	-	*	36%	39%	25%	37%	8%	-	37%	*	*	-	
AAR Percent	at Maste	ers Gr	ade Lev	el																		
ll Grades																						
All Subjects	All	21%	13%	5%	7%	4%	8%	-	*	-	13%	4%	8%	0%	5%	1%	4%	6%	0%	0%	-	17
5	Students																					
	CWD	8%	4%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%		1%	-	*	-	
	CWOD		14%	5%	8%	5%	8%	-	*	-	13%	4%	9%	-	5%	1%		6%	0%	0%	-	2
	EL	9%	4%	1%	-	1%	*	-	*	-	*	1%	0%	0%	1%	1%		1%	*	*	-	
	Male	20%	12%	4%	0%	3%	10%	-	*	-	*	3%	7%	0%	4%	0%	4%	-	0%	0%	-	30
	Female	22%	13%	6%	11%	6%	6%	-	-	-	*	5%	10%	1%	6%	1%	-	6%	0%	*	-	
Reading	All	19%	11%	1%	0%	2%	0%	-	*	-	*	1%	4%	0%	2%	0%	1%	2%	0%	*	-	0
	Students																					
	CWD	7%	4%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	
	CWOD	20%	11%	2%	0%	2%	0%	-	*	-	*	1%	4%	-	2%	0%	1%	2%	0%	*	-	
	EL	7%	3%	0%	-	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%	0%	*	*	-	
	Male	16%	9%	1%	*	1%	0%	_	*	_	*	1%	2%	0%	1%	0%	1%	-	*	*	-	
	Female		12%	2%	*	2%	*	-	-	-	*	1%	6%	0%	2%	0%	-	2%	*	*	-	
Mathematics	All	23%	16%	13%	*	12%	22%	_	*	-	*	13%	14%	2%	15%	3%	9%	17%	*	*	-	
5	Students																					
	CWD	10%	6%	2%	*	2%	*	-	-	-	-	2%	*	2%	-	0%	0%	*	-	-	-	
	CWOD	25%	17%	15%	*	14%	25%	-	*	-	*	14%	16%	-	15%	3%	11%	18%	*	*	-	
	EL	13%	7%	3%	-	3%	-	-	-	-	-	3%	*	0%	3%	3%	2%	5%	*	*	-	
	Male	23%	16%	9%	*	9%	*	_	*	_	*	10%	8%	0%	11%	2%	9%	-	*	*	-	
	Female	24%	16%	17%	*	17%	20%	-	-	-	-	17%	22%	*	18%	5%	-	17%	*	*	-	
Science	All	22%	13%	5%	*	5%	8%	-	*	-	*	4%	14%	0%	6%	1%	6%	4%	*	*	-	
5	Students																					
	CWD	7%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	
	CWOD		14%	6%	*	6%	8%	-	*	-	*	4%	15%	-	6%	1%	7%	5%	*	*	-	
	EL	5%	2%	1%	-	1%	*	-	-	-	*	1%	*	0%	1%	1%	0%	2%	*	*	-	
	Male	23%	13%	6%	*	5%	17%	-	*	-	*	4%	17%	0%	7%	0%	6%	-	*	*	-	
	Female	21%	12%	4%	*	4%	0%	-	-	-	*	3%	10%	0%	5%	2%	-	4%	*	*	-	

Part (iii): Academic Growth and Graduation Rate

Part (iii)(l): 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	Ulanania	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
	Students	American	піѕрапіс	wnite	mulan	Asian	isianuer	Races	Disauv	CWD	EL
Academic Growth Score											
Reading											
All Students	62	*	62	*	-	*	-	*	62	61	54
CWD	61	-	61	-	-	-	-	-	65	61	*
CWOD	62	*	63	*	-	*	-	*	61	-	53
EL	54	-	56	-	-	*	-	*	55	*	54
Male	58	*	58	-	-	*	-	-	58	50	51
Female	68	*	68	*	-	-	-	*	67	100	59
Mathematics											
All Students	64	*	64	92	-	*	-	*	64	26	46
CWD	26	-	26	-	-	-	-	-	27	26	*
CWOD	68	*	67	92	-	*	-	*	68	-	50
EL	46	-	46	-	-	-	-	-	47	*	46
Male	59	-	58	*	-	*	-	*	58	29	39
Female	70	*	69	*	-	-	-	-	71	*	57

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

				Two or									
	All	African			American		Pacific	More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
ederal Graduation Rates													
I-year Longitudinal Cohort Grad	duation Rate	(Gr 9-12):	Class of 20	17									
All Students	91.9%	*	92.3%	76.9%	*	-	-	-	91.4%	69.6%	79.2%	80.0%	-
CWD	69.6%	*	71.4%	*	-	-	-	-	68.4%	69.6%	*	-	-
CWOD	93.3%	*	93.6%	83.3%	*	-	-	-	93.0%	-	77.6%	80.0%	-
EL	79.2%	-	81.3%	60.0%	-	-	-	-	82.2%	*	79.2%	*	-
Male	88.2%	-	88.8%	75.0%	-	-	-	-	87.2%	68.8%	72.4%	*	-
Female	95.7%	*	96.1%	80.0%	*	-	-	-	95.9%	71.4%	87.5%	75.0%	-

						Two or					
	All African		American		Pacific	More	Econ				Foster
	Students American Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
1*1	Indicates results are masked due to small numbers to protect stu	dent con	fidentiality.								
'-'	Indicates there are no students in the group.		•								

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	240	19	8%
!*! '-'	Indicates results are masked due to Indicates zero observations reported	o small numbers to protect student co	nfidentiality.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achiev	ement Dor	nain Score	STAAR C	omponen	t Only)						
STAAR Component Score	34	*	33	*	-	*	-	*	33	*	*
School Quality (College, Career, a	and Military	Readiness	s Performa	nce)							
%Students meeting CCMR	40%	*	40%	*	*	-	-	-	39%	*	*
*' Indicates results are masked -' Indicates there are no studen n/a' Indicates the student group is	ts in the gro	up.		udent con	identiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All	African			American			Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
TAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	0.70	N	0070	1070	0270	0070	0.70	Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	4170	N	0070	0070	0070	01 70	0170	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	3470	N	1070	0070	0070	00 /0	0370	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	73% N	00 70	70% N	0070	1370	9170	1370	1170	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% N 44% N 46% N
ederal Graduation Status	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2018-2022) Target Met	90% Y	90%	90% Y	90%	90%	90%	90%	90%	90% Y	90%	90% N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		9270	92% Y	9270	9270	9270	9270	9270		9270	92% N
Target Met	N 040/	0.40/		0.40/	0.40/	0.40/	0.40/	0.40/	N O48/	0.40/	
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	0.40/	N	0.40/	0.40/	0.40/	0.40/	0.40/	N	0.40/	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N		N
+' STAAR Performance and 0		e El (Currer		ad) El Er	nglish Learne	. I annua	no Drofinion	ov upop El (Ci			,

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migr
rticipation Ra	ite																
All Subjects	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%	100%	100%	100
	Male	100%	100%	100%	100%	-	•	-	100%	100%	99%	100%	100%	100%	100%	1000/	10
	Female	100%	100%	100%	100%	-	-	-		100%	100%	100%	100%	100%	-	100%	10
Reading	All Students	100%	100%	100%	100%	-	*	-	100%	100%	99%	100%	100%	100%	100%	100%	10
	CWD	100%	*	100%	*	-	-	-	*	100%	100%	100%	-	100%	100%	100%	
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	99%	-	100%	100%	100%	100%	10
	EL	100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	10
	Male	100%	*	100%	100%	-	*	-	*	100%	99%	100%	100%	100%	100%	-	10
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	10
Mathematics	All Students	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%	
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
	Male	100%	*	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	-	
	Female	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	
Science	All Students	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	99%	100%	100%	
	CWD	100%	*	100%	-	_	-	-	-	100%	100%	100%	-	100%	100%	100%	
	CWOD	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	99%	100%	100%	
	EL	99%	-	99%	*	-	-	-	*	99%	100%	100%	99%	99%	99%	100%	
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	99%	100%	-	
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	
n-Participatio	on Rate																
All Subjects	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%	0%	0%	0
	Male	0%	0%	0%	0%	-	*	-	0%	0%	1%	0%	0%	0%	0%	- 00/	0
	Female	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	C
Reading	All Students	0%	0%	0%	0%	-	*	-	0%	0%	1%	0%	0%	0%	0%	0%	C
	CWD	0%	*	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	1%	-	0%	0%	0%	0%	C
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	C
	Male	0%	*	0%	0%	-	*	-	*	0%	1%	0%	0%	0%	0%	-	(
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	C
Mathematics	All Students	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%	
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	
Science	All Students	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	1%	0%	0%	
	CWD	0%	*	0%	_	_	_	_	_	0%	0%	0%	_	0%	0%	0%	
	CWOD	0%	*	0%	0%	_	*	-	*	0%	0%	-	0%	1%	0%	0%	
	EL	1%	_	1%	*	_	_	_	*	1%	0%	0%	1%	1%	1%	0%	
	Male	0%	*	0%	0%	_	*	_	*	0%	0%	0%	0%	1%	0%	-	
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	
	esults are m	asked due to		nbers to pr		dent confide	entiality.										

Part (viii): Civil Rights Data

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

		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)
Students Without Disabilities												
In-School Suspensions												
	Male	130	*	125	5	*	*	*	*	23		
	Female	66	*	62	*	*	*	*	*	8		
	Total	196	*	187	7	*	*	*	*	31		

		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)
Out-of-School Suspensions		40	*	40	*	*	*		*	_		
	Male	18	*	16	*	*	*	*	*	5		
	Female	13	*	11	*				*	7		
	Total	31	-	27	-	-	-	-	-	1		
Expulsions												
With Educational Services	Male		*		*			•				
	Female		*	*	*	*		*	*			
	Total	*		*	*	*	*	*	*	*		
Without Educational Services	Male			*	*	*		*	*			
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	11	*	11	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	13	*	13	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	11	*	11	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	13	*	13	*	*	*	*	*	*		
Students With Disabilities	Total	10		10								
In-School Suspensions												
lii-ociiooi ousperisioris	Male	19	*	17	*	*	*	*	*	*		*
	Female	5	*	5	*	*	*	*	*	*		*
		24		22	*	*	*	*	*	*		*
Out of Colored Courses	Total	24		22								
Out-of-School Suspensions		*	*	*	*			*	*			
	Male	*		*	*				*	_		
	Female		*		*	*		*	*			
	Total	8	*	8	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Total											
LISTAID TO LAW EINOIDENE	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students	ı Ulai											
Chronic Absenteeism	Mala	000	*	224	*	*	*		*	00	20	4.4
	Male	223	*	221		*	*	*	*	23	32	11
	Female	185	*	176	5	*	*	*	*	23	11	8
I	Total	408	*	397	7	*	*	*	*	46	43	19

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

				Indian or					Students
Total	African			Alaska		Pacific '	Two or More		with
students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities

Preschool Programs  Male	students	American	Hispanic	White	Native	Asian	Indianalan			
					Halive	Asian	Islander	Races	EL	Disabilities
	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework										
Advanced Placement Courses Male	57	*	53	*	*	*	*	*	*	*
Female	96	*	89	5	*	*	*	*	5	*
Total	153	*	142	7	*	*	*	*	7	*
International Baccalaureate Courses Male	-	-	_	-	_	-	_	_	-	_
Female	_	_	-	_	-	_	_	_	_	_
Total	_	_	_	_	_	_	_	_	_	_

Part (ix): Teacher Quality Data

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

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	16.0	16.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Feacher is Certified or Licensed	13.1	14.0%
L' 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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual 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.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	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%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4 Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5 Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6 Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7 Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8 Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-

Indicates results are masked due to small numbers to protect student confidentiality. When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,087	1%	5	1%	-	-
End of Course English I	4,868	1%	13	1%	6	1%
English II	4,556	1%	*	*	*	*
Algebra I	4,884	1%	13	1%	6	1%
Biology	4,861	1%	13	1%	6	1%
All Grades All Subjects	99,020	1%	156	1%	22	1%
Reading	43,730	1%	67	1%	10	1%
Mathematics	39,178	1%	63	1%	6	1%
Science	16,112	1%	26	1%	6	1%

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

		70 Delu	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		40							9
				34					3
									4
									13
		*		*		*		*	3
		16		23		12		10	22
		*		*		*		*	4
		33		20		20		8	11
									3
									2
									1
	English Language Learners	03	00	25	23	- 11	0	'	'
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		51	38	32		14	2	3
	English Language Learners	29	47	44	39	23	13	4	2
Reading	Overall	29	24	44	40	26	32	2	4
									1
									1
									6
		*		*		*		*	1
		8		20		53		10	12
		*		*		*		*	2
		22		42		21		E	6
								-	1
									1
									n/a
	English Language Learners	02	00	33	21	5	5	II/a	II/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
									3
		67	69				7		2
	English Language Learners	61	71	32	23	7	5	1	1
-	Reading  Mathematics  Reading	Reading Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners  Mathematics Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners  Reading Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners  Reading Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners  Mathematics Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners  Mathematics Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities	Reading         Overall Black         44 Hispanic         49 White         21 American Indian         * Asian         16 Pacific Islander         * Two or More Races         33 Econ Disadv         50 Students with Disabilities         70 English Language Learners         63           Mathematics         Overall Black         30 Hispanic         21 White         43 Pacific Islander         * Two or More Races         13 Econ Disadv         50 Students with Disabilities         * Two or More Races         13 Econ Disadv         23 Students with Disabilities         44 Students with Disabilities         43 English Language Learners         29 Pacific Islander         * Two or More Races         13 Econ Disadv         23 Econ Disadv         24 Econ Disadv         34 White         * Two or More Races         23 Econ Disadv         38 Students with Disabilities         65 English Language Learners         62 English Langu	Reading	Reading	Reading   Overall	Reading	Reading	Reading

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	Subject	Student Group	%
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96
	es reporting standardes data reporting is n	ds not met. not applicable for this group.	

### Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: CLINT ISD EARLY COLLEGE ACADEMY

Campus ID: 071901009 District Name: CLINT ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

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

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

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	F	Cmaalal	(Current
				African s American	Hisnanic	White	Indian	Asian	Islander		Econ Disady	Special Educ	and Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	. todagr.z.z. t	Rates		0270	0.70	0070	.070		1070	0070	0070	.070	2070
		2017-18 through 2021-	- 44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22											
		2022-23 through 2026-	- 52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		27											
		2027-28 through 2031-	- 62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		32											
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		Rates	400/	0.40/	400/	500/	450/	000/	500/	E 40/	000/	000/	400/
		2017-18 through 2021-	- 46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22	- 54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2022-23 through 2026- 27	- 54%	4170	49%	03%	55%	00%	5/%	0170	45%	34%	49%
		2027-28 through 2031-	- 63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		32	0070	3470	3370	1070	0370	0070	0070	0370	31 /0	4070	3370
1		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17											41%
		Rates											
		2017-18 through 2021-	-										42%
		22											
		2022-23 through 2026-	-										44%
		27											
		2027-28 through 2031-	•										46%
I= =		32											
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
		2017-18 through 2021-	- 90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		22	- 92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2022-23 through 2026- 27	- 92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
I		2027-28 through 2031-	- 94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		32	9470	3 <del>4</del> 70	3 <del>4</del> 70	J+ 70	3 <del>4</del> 70	<b>3</b> ₩ 70	3 <del>4</del> 70	34 70	3 <del>4</del> 70	Ð <del>-1</del> 70	3470

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status c. Graduation Rate: Federal Graduation Status

- d. ELP Indicator: English Learner Language Proficiency Status
  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

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

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school. (dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

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

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two or		Non									
					African			America	n	Pacific		Econ	Econ								Foster	
		State	District	Campus A	Americar	1Hispanic	White	Indian	Asianl	slanderl	RacesDi	isadv	Disadv	CWD	CWOD	EL	Male F	emaleM	igrantl	lomeles	s Care	Milit
AAR Perce		oache	s Grad	e Level or	Above																	
English I	All Students	64%	58%	94%	*	95%	*	*	*	-	- 9	92%	100%	*	94%	*		90%	*	-	-	,
	CWD CWOD	25% 68%	29% 61%	94%	*	* 95%	*	*	*	-	- 9	* 92%	* 100%	*	- 94%	*	* 100%	90%	*	-	-	,
	EL	30%	25%	*	-	*	-	*	*	-	-	*	<del>-</del>	-	*	*	*	*	-	-	-	
	Male Female	57% 71%	52% 67%	100% 90%	*	100% 91%	*	*	-	-		00% 89%	100% 100%	-	100% 90%	*	100%	90%	-	-	-	,
English II	All Students	66%	60%	98%	-	98%	*	-	-	-	- 9	97%	100%	-	98%	*	100%	96%	*	*	-	
	CWD	25%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD		64%	98%	-	98%	*	-	-	-	- 9	97%	100%	-	98%	*	100%	96%	*	*	-	
	EL	27%	18%	*	-	*	-	-	-	-	- 4	*	-	-	*	*	-	*	-	-	-	
	Male Female	61% 72%	56% 65%	100% 96%	-	100% 96%	*	-	-	-		00% 96%	100% 100%	-	100% 96%	*	100%	96%	*	*	-	
Algebra I	All Students	82%	80%	100%	-	100%	-	*	-	-	- 1	00%	100%	*	100%	*	100%	100%	*	-	-	
	CWD	47%	39%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	
	CWOD		85%	100%	-	100%	-	*	-	-	- 1	00%	100%	-	100%	*	100%	100%	*	-	-	
	EL	67%	60%	*	-	4000/	-	*	-	-	- ,	*	1000/	-	* 1000/	*	-	*	-	-	-	
	Male Female	78% 87%	76% 86%	100% 100%	-	100% 100%	-	*	-	-		00%	100%	-	100% 100%	*	100%	100%	-	-	-	
Biology	All Students	86%	80%	99%	*	100%	*	*	-	-	- 9	98%	100%	*	99%	*	100%	98%	*	-	-	
	CWD	56%	52%	*	_	*	_	_	_	_	_	*	*	*	_	_	*	_	_	_	_	
	CWOD		83%	99%	*	100%	*	*	_	-	- 9	98%	100%	-	99%	*	100%	98%	*	_	_	
	EL	64%	49%	*	-	*	-	*	-	-	-	*	-	-	*	*	-	*	-	-	-	
	Male	83%	76%	100%		100%	-		-	-		00%	100%	*	100%	-	100%	. <del>.</del>	*	-	-	
	Female	88%	83%	98%	*	100%	*	*	-	-	- 9	98%	100%	-	98%	*	-	98%	*	-	-	
	nt at Meets				е																	
d of Cours		43%	le Leve	80%	e *	81%	*	*	*	-	- 7	76%	100%	*	80%	*	81%	80%	*	-	-	
d of Cours	se All Students CWD	43% 14%	34% 16%	80% *	e * -	*	*	*	*	-	_	*	*	*	-	*	*	_	*	-	-	
d of Cours	se All Students CWD CWOD	43% 14% 47%	34% 16% 35%	80%	e * - *	81% * 80% *	*	* - *	* - * *	- - -	_	76% * 75%	100% * 100%	* *	80% - 80% *	* - *	*	80% - 80% *	* - *	- - -	- - -	
d of Cours	se All Students CWD	43% 14%	34% 16%	80% * 80%	e * - * -	*	* - * -	* - * *	* * * *	-	- - 7	*	*	* - *	-	* - * * *	*	_	* - *	- - - -		
d of Cours	All Students CWD CWOD EL	43% 14% 47% 10% 37%	34% 16% 35% 4%	80% * 80% *	e * - * - *	* 80% *	* - * - *	* * * *	* - * *	-	- - 7	* 75% *	* 100% -	*	- 80% *	* - * * *	* 79% *	_	* - * - *		-	
nd of Cours English I	Students CWD CWOD EL Male Female All Students	43% 14% 47% 10% 37% 51%	34% 16% 35% 4% 28% 41%	80% * 80% * 81%	* - * -	* 80% * 80%	* - * - *	* * * - *	* * *		- - 7 - 7	75% * 73%	* 100% - 100%	* * -	- 80% * 79%	* - * * * *	* 79% * 81% -	- 80% * -	* - * - * - *		-	
d of Cours English I	SE All Students CWD CWOD EL Male Female All Students CWD	43% 14% 47% 10% 37% 51% 47%	34% 16% 35% 4% 28% 41% 38%	80% * 80% * 81% 80% 86%	* - * -	* 80% * 80% 81% 85%	* - * * * - *	* * * - *	* * *		- - - - 7	* 75% * 73% 77% 84%	* 100% - 100% 100% 93%	*	- 80% * 79% 80% 86%	* -* * * * - *	* 79% * 81% - 83%	- 80% * - 80% 87%	* - * - *		-	
d of Cours English I	Students CWD CWOD EL Male Female All Students	43% 14% 47% 10% 37% 51% 47%	34% 16% 35% 4% 28% 41%	80% * 80% * 81% 80%	* - * -	* 80% * 80% 81%	* - * * * - *	* * * - *	* * *		- - - - 7	* 75% * 73% 77%	* 100% - 100% 100%	* *	- 80% * 79% 80%	* -* * * * -* *	* 79% * 81% - 83%	- 80% * - 80%	* - * - * - * - *		-	
d of Cours English I	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Male Male	43% 14% 47% 10% 37% 51% 47% 14% 51% 9% 41%	34% 16% 35% 4% 28% 41% 38% 12% 40% 3% 33%	80%  * 80%  * 81% 80%  86%  - 86%  * 83%	* - * -	* 80% * 80% 81% 85% - 85% * 82%	* - * * * - * * * * * * * * * * * * * *	*	* * *		- 7 - 7 - 7 - 8	* 75% * 73% 77% 84% - 84% * 82%	* 100% - 100% 100% 93% - 93% - 86%	* *	80% * 79% 80% 86% - 86% * 83%	* -* * * * - * - *	* 79% * 81% - 83%	- 80% * - 80% 87% - 87% *	* - * - * - *	*	-	
d of Cours English I	All Students CWD CWOD EL Male Female CWD CWOD EL Male Female Female Female Female Female Female Female	43% 14% 47% 10% 37% 51% 47% 14% 51% 9% 41% 54%	34% 16% 35% 4% 28% 41% 38% 12% 40% 3% 33% 43%	80%  * 80%  * 81% 80%  86%  - 86%  * 83% 87%	* - * -	* 80% * 80% 81% 85% - 85% * 82% 87%	* - * * * * * * * * * * * * * * * * * *	*	* * * *		- - - - - - - - - - - - - - - - - - -	* 75% * 73% 77% 84% - 84% * 82% 85%	* 100% - 100% 100% 93% - 93% - 86% 100%	* * *	80% * 79% 80% 86% - 86% * 83% 87%	* -* * * * -* * -* *	* 79% * 81% - 83% - 83% - 83%	80% * - 80% 87% - 87%	* - * - * - * - * * - * * * * *	*	-	
d of Cours English I	All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students	43% 14% 47% 10% 37% 51% 47% 14% 51% 9% 41% 54%	34% 16% 35% 4% 28% 41% 38% 12% 40% 33% 43% 46%	80%  * 80%  * 81% 80%  86%  - 86%  * 83%	* - * -	* 80% * 80% 81% 85% - 85% * 82%	* * * * * * * * * * * * * * * * * * * *		*		- - - - - - - - - - - - - - - - - - -	* 75% * 73% 77% 84% - 84% * 82%	* 100% - 100% 100% 93% - 93% - 86%	* * * * *	80% * 79% 80% 86% - 86% * 83%	* -* * * * -* * -	* 79% * 81% - 83% - 83%	- 80% * - 80% 87% - 87% *	* - * - * - * - * * - * * - * * - * * - * * - * * - * * - * * - * * - * * - * * - * * - * * - * * * - * - * * - * * - * * - * * - * - * * - * - * * - * - * * - * * - * - * * - * - * * - * - * - * * - *	*		
d of Cours English I	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD Students CWD EL Male Female All Students CWD CWOD	43% 14% 47% 10% 37% 51% 47% 14% 51% 9% 41% 54% 53%	34% 16% 35% 4% 28% 41% 38% 12% 40% 3% 43% 46%	80%  * 80%  * 81% 80%  86%  - 86%  * 83% 87%  69%  *	* - * -	* 80% * 80% 81% 85% * * 82% 87% 70% * *	*		*		- 7 - 7 - 8 - 8 - 8 - 8	* 75% * 73% 77% 84% - 84% * 82% 85% 69% *	* 100% - 100% 100% 93% - 93% - 86% 100% 67% *	* * * * *	- 80% * 79% 80% 86% - 86% * 83% 87% 71%	* -* * * * -* * -*	* 79% * 81% - 83% - 83% - 79% *	80% * - 80% 87% - 87% - 87% -	* - * - * - * * - * * - * * * * * * * *	*		
d of Cours inglish I	All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students	43% 14% 47% 10% 37% 51% 47% 14% 51% 9% 41% 54% 53%	34% 16% 35% 4% 28% 41% 38% 12% 40% 33% 43% 46%	80%  * 80%  * * * * * * * * * * * * * * * * * *	* - * -	* 80% * 80% 81% 85% - 85% * 82% 87%			* * * * * * * * * * * * * * * * * * * *		- 7 - 7 - 8 - 8 - 8 - 8	* 75% * 73% 77% 84% - 84% * 82% 85%	* 100% - 100% 100% 93% - 93% - 86% 100%	* * * * *	80% * 79% 80% 86% - 86% * 83% 87%	* -* * * * - * * - * *	* 79% * 81% - 83% - 83% - 79% *	80% * - 80% 87% - 87%	* - * - * - * * - * * * - * * * - * - * * - * * - * - * * - * - * * - * - * * - * - * * -	*		
d of Cours English I	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL CWOD CWOD EL CWOD CWOD EL CWOD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	43% 14% 47% 10% 37% 51% 47% 14% 51% 9% 41% 53% 19% 529% 49%	34% 16% 35% 4% 28% 41% 38% 12% 40% 33% 43% 46% 14% 50%	80%  * 80%  * 81% 80%  86%  - 86%  * 83% 87%  69%  * 71%	* - * -	* 80% * 80% 81% 85% * * 82% 87% 70% * *			* * * * * * * * * * * * * * * * * * * *		- 7 - 7 - 8 - 8 - 8 - 8	* 75% * 73% 77% 84% - 84% * 82% 85% 69% *	* 100% - 100% 100% 93% - 93% - 86% 100% 67% *	* *	- 80% * 79% 80% 86% - 86% * 83% 87% 71%	* -* * * * -* * -* * -* * -*	* 79% * 81% - 83% - 83% - 79% *	80% * - 80% 87% - 87% - 87% -		*		
d of Cours English I English II	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All All All All Students CWD CWOD EL All All All All All All	43% 14% 47% 10% 37% 51% 47% 14% 51% 9% 41% 54% 53% 19% 49% 49% 58% 57%	34% 16% 35% 4% 28% 41% 38% 12% 40% 3% 43% 46% 14% 50% 41%	80%  * 81% 80%  86%  - 86%  * 83% 87%  69%  * 71%  79%	*	* 80% * 80% 81% 85% - 85% * * 82% 87% 70% * 73% * 79%			*		- 8 - 8 - 8 - 8 - 8 - 8	* 75% * 73% * 73% * 84% * * 82% * 85% * 69% * * 71% * 83%	* 100% - 100% 100% 93% - 86% 100% 67% * 75% - 71%	* * * * * * - * * - * * * - *	- 80% * 79% 80% 86% - 86% * 83% 87% 71% - 71% *		* 79% * 83% - 79% * 88% - 79%	- 80% * - 80% 87% - 87% 63% - 63% 		*		
d of Cours English I English II	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Students CWD EL Male Female All Students CWD CWOD EL Male Female	43% 14% 47% 10% 37% 51% 47% 14% 51% 9% 41% 53% 19% 53% 49% 58% 57%	34% 16% 35% 4% 28% 41% 38% 12% 40% 33% 43% 46% 14% 50% 13% 41% 52%	80%  * 80%  * 81% 80%  86%  - 86%  * * * * * * * * * * * * * * * * * *	*	* 80% * 81% 85% - 85% * * 70% * 79% 65%			* * *		- 8 - 8 - 8 - 8 - 8 - 8	* 75% * 73% 77% 844% - 844% - 85% 69% * * 71% 83% 63%	* 100% - 100% 100% 93% - 93% - 86% 100% 67% * 75% - 71% *	* * * * * * * * * * * *	80% 79% 80% 86% - 86% * 83% 87% 71% - 71% * 88% 63%		* 79% * 83% - 79% * 88% - 79%	80% 80% 87% 87% 63% 63%		*		
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	Female		5%	22%	*	19%	*	*	-	-	-	18%	50%	-	22%	*	-	22%	-	-	-	*
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	Male Female	5% 10%	2% 4%	17% 11%	-	14% 11%	*	-	-	-	-	18% 10%	14% 14%	-	17% 11%	*	17% -	- 11%	*	*	-	*
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Algebra I	All Students		22%	25%	-	26%	-		-	-	-	26%			27%			22%		-	-	-
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	EL Male	12% 28%	4% 19%	* 32%	-	* 32%	-	*	-	-	-	* 33%	- 29%	-	* 35%	*	- 32%	*	-	-	-	-
	Female		26%	22%	-	23%	-	*	-	-	-	23%	*	-	22%	*	-	22%	-	-	-	-
Biology	All	23%	10%	35%	*	33%	*	*	-	-	_	30%	53%	*	36%	*	50%	26%	*	-	_	*
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	CWOD	25%	11%	36%	*	34%	*	*	-	-	-	31%	57%	-	36%	*	54%	26%	*	-	-	*
	EL Male	3% 22%	1% 10%	* 50%	-	50%	-	-	-	-	-	* 47%	- 56%	*	54%	-	50%	-	*	-	-	-
	Female		10%	26%	*	23%	*	*	-	-	-	22%	50%	-	26%	*	-	26%	*	-	-	*
AAR Percent All Grades	at Appro				or Above																	
All Subjects	All Students	77%	71%	97%	*	98%	100%	*	*	-	-	97%	100%	100%	97%	73%	6100%	96%	100%	*	-	1009
	CWD	45%	38%	100%	-	100%	-	-	-	-	-	*	*	100%			100%		-	-	-	-
	CWOD EL	80% 60%	74% 49%	97% 73%	-	98% 82%	100%	*	*	-	-	97% 73%	100%	-	97% 73%		6100% 6 *	96% 71%	100% -	-	-	1009
	Male Female	74%	69% 74%	100% 96%	-	100% 97%	*	-	*	-	-	100% 95%	100% 100%	100%	100% 96%		100%	96%	*	-	-	1009
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Reading	All Students	73%	67%	96%	î	96%	Î	•	•	-	-	95%	100%	•	96%	*	100%	93%	•	•	-	1009
	CWD	39% 77%	33% 69%	* 96%	*	* 96%	-	*	*	-	-	* 95%	* 100%	*	- 96%	*	* 100%	93%	*	*	-	1009
	EL	52%	41%	*	-	*	-	*	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male Female	69% 77%	63% 71%	100% 93%	*	100% 94%	*	*	-	-	-	100% 92%	100% 100%	-	100% 93%	*	100%	93%	*	*	-	*
Mathematics		80%	76%	100%	_	100%		*	_	_	_	100%	100%		100%	*	100%	100%	*	_		_
	Students			*		*						.0070	*		.0070		.0070					
	CWD CWOD	52% 83%	43% 79%	100%	-	100%	-	*	-	-	-	100%	100%	-	100%	*	100%	100%	*	-	-	-
	EL Male	70% 78%	61% 75%	* 100%	-	* 100%	-	*	-	-	-	* 100%	- 100%	-	* 100%	*	- 100%	*	- *	-	-	-
	Female		78%	100%	-	100%	-	*	-	-	-	100%	*	-	100%		-	100%	-	-	-	-
Science	All Students	79%	72%	99%	*	100%	*	*	-	-	-	98%	100%	*	99%	*	100%	98%	*	-	-	*
	CWD	48%	38%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD EL	82% 58%	75% 43%	99%	-	100%	-	*	-	-	-	98%	100%	-	99%	*	100%	98%	-	-	-	-
	Male Female	78%	71% 73%	100%	- *	100%	-	*	-	-	-	100%	100%	*	100%	*	100%	98%	*	-	-	-
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-	Students CWD		19%	50%	_	50%	_	_	_	_	_	*	*	50%	_	_	50%	_	_	_	_	_
	CWOD	50%	39%	81%	*	81%	100%	*	*	-	-	78%	94%	-	81%	40%	6 87%	78%	80%	*	-	1009
	EL Male	26% 45%	16% 36%	40% 85%	-	45% 85%	*	*	*	-	-	40% 84%	88%	- 50%	40% 87%	40%	6 * 85%	36%	*	-	-	*
	Female		38%	78%	*	78%	*	*	-	-	-	75%	95%	-	78%	36%		78%	*	*	-	1009
Reading	All Students	46%	35%	83%	*	83%	*	*	*	-	-	80%	97%	*	83%	*	82%	84%	*	*	-	1009
	CWD	22%	19%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD EL	48% 21%	36% 12%	83%	-	83%	-	*	*	-	-	80% *	96%	-	83%	*	81%	84%	-	*	-	1009
	Male Female	41%	32% 38%	82% 84%	- *	81% 84%	*	- *	*	-	-	77% 82%	94% 100%	*	81% 84%	*	82%	- 84%	*	-	-	*
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Mathematics	Students		40%	69%	-	70%	-	*	-	-	-	69%	67%	*	71%	*	79%	63%	*	-	-	-
	CWD CWOD		20% 42%	* 71%	-	* 73%	-	*	-	-	-	* 71%	* 75%	*	- 71%	- *	* 88%	- 63%	*	-	-	-
	EL	33%	24%	*	-	*	-	*	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male Female	47% 49%	40% 40%	79% 63%	-	79% 65%	-	*	-	-	-	83% 63%	71% *	*	88% 63%	*	79% -	- 63%	*	-	-	-
Science	All		38%	83%	*	83%	*	*		_		80%	93%	*	84%	*	96%		*	_		*
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	CWD CWOD	23% 52%	17% 40%	* 84%	*	* 84%	*	*	-	-	-	* 80%	* 100%	*	- 84%	*	100%	74%	*	-	-	*
	EL	21%	9%	*	-	*	-	*	_	_	_	*	-	-	*	*		*	_	_	_	-
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AAR Percent	at Maste	ers Gr	ade Le	vel																		
All Grades All Subjects	All	210/	13%	23%	*	22%	60%	*	*			21%	30%	17%	23%	70/	200/	20%	0%	*		579
	Students						60%			-	-				23%			20%	0%		-	5/7
	CWD	8%	4%	17%	-	17%	-	-	-	-	-	*	*	17%	-		17%	-	-	-	-	-
	CWOD		14%	23%	*	22%	60%	*	*	-	-	21%	32%	-	23%			20%	0%	*	-	579
	EL	9%	4%	7%	-	9%	-	*	*	-	-	7%	-	-	7%	7%	*	7%	-	-	-	-
	Male	20%	12%	29%	-	29%	*	-	*	-	-	29%	28%	17%	30%	*	29%	-	*	-	-	*
	Female	22%	13%	20%	*	18%	*	*	-	-	-	18%	33%	-	20%	7%	-	20%	*	*	-	679
Reading	All Students	19%	11%	17%	*	16%	*	*	*	-	-	16%	21%	*	17%	*	18%	16%	*	*	-	40'
	CWD	7%	4%	*	_	*	_	_	_	_	_	*	*	*	_	_	*	_	_	_	-	_
	CWOD		11%	17%	*	15%	*	*	*	_	_	16%	21%	_	17%	*	17%	16%	*	*	_	40
	EL	7%	3%	*		*	_	*	*	_	_	*	2170	_	*	*	*	*	_	_	_	
	Male	16%	9%	18%	_	17%	*	_	*	_	_	20%	13%	*	17%	*	18%	_	*	_	_	*
	Female		12%	16%	*	15%	*	*	-	-	-	14%	31%	-	16%	*	-	16%	*	*	-	*
Mathematics	All	23%	16%	25%	_	26%	_	*	_	_	_	26%	22%	*	27%	*	32%	22%	*	_	_	_
	Students																					
	CWD	10%	6%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	25%	17%	27%	-	27%	-	*	_	_	-	27%	25%	_	27%	*	35%	22%	*	-	_	_
	EL	13%	7%	*	-	*	-	*	_	_	-	*		_	*	*	-	*	_	-	_	_
	Male	23%	16%	32%	_	32%	_	_	_	_	_	33%	29%	*	35%	_	32%	_	*	_	-	_
	Female		16%	22%	-	23%	-	*	-	-	-	23%	*	-	22%	*	-	22%	-	-	-	-
Science	All	22%	13%	35%	*	33%	*	*	-	-	-	30%	53%	*	36%	*	50%	26%	*	_	-	*
	Students																					
	CWD	7%	2%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	24%	14%	36%	*	34%	*	*	-	-	-	31%	57%	-	36%	*	54%	26%	*	-	-	*
	EL	5%	2%	*	-	*	-	*	-	-	-	*	-	-	*	*	-	*	-	-	-	_
	Male	23%	13%	50%	_	50%	_	_	_	-	_	47%	56%	*	54%	-	50%	_	*	_	_	_
	Female			26%	*	23%	*	*	-	-	-	22%	50%	-	26%	*	-	26%	*	-	-	*

Part (iii): Academic Growth and Graduation Rate

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	73	-	73	*	-	-	-	-	73	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	73	-	73	*	-	-	-	-	73	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	74	-	73	*	-	-	-	-	75	-	-
Female	73	-	73	*	-	-	-	-	73	-	*
Mathematics											
All Students	67	-	67	-	*	-	-	-	68	*	*
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	68	-	67	-	*	-	-	-	68	-	*
EL	*	-	*	-	*	-	-	-	*	-	*
Male	75	_	75	-	_	_	_	_	79	*	-
Female	63	_	62	_	*	_	_	_	64	_	*

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

	All	African American	Lienania	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL	Homeless	Foster Care
	Students	American	пізрапіс	wille	iliulali	ASIAII	isianuer	Races	Disauv	CWD		пошенеза	Care
ederal Graduation Rates													
-year Longitudinal Cohort Gr	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
' Indicates results are mask	ed due to smal	I numbers t	o protect stu	ident con	fidentiality.								
Indicates there are no stud					,.								

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	*	*	*
!*! !_!	Indicates results are masked due Indicates zero observations report	to small numbers to protect student conf ed for this group.	identiality.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achie	vement Dor	nain Score	: STAAR C	omponer	t Only)						
STAAR Component Score	67	*	67	*	*	*	-	-	65	*	*
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	100%	-	100%	*	-	-	-	-	100%	*	-
** Indicates results are masked -' Indicates there are no studen n/a' Indicates the student group is	nts in the gro	up.		udent con	fidentiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	Students	African American	Hispanic	White	American Indian	Asian	Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met `	Υ		Υ						Υ		Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ		Y						Y		Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y						Υ		Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y		Y						Υ		Y
Mathematics	•		•						•		•
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Υ		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	,0	Y	0070	0070	0070	0.70	0.70	Y	0.70	1070
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	0.70	Y		0070	0070	0070	0070	Y	.070	0070
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	0070	Y	0070		0.70			Y	0270	
English Learner Language Prof	ficiency 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 (	Craduation	o El (Curro	at 9 Manitar	od) El C	nglioh Log	r Longue	no Drofinio	ov. 11000 EL /C:	urrant)		
<ul> <li>STAAR Performance and O Blank cells above represer</li> </ul>							ge Proficien	cy uses EL (Cu	ırrent).		

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migra
articipation Rat	te	Cumpuo	American	тпоратно	TTIME	maian	Aoidii	ioiaiiaci	Ruoco	Dioduv	Diouav	0112	01102		maic	Tomaio	_ iiiigi u
All Subjects	All Students	100%	*	100%	100%	*	*	_	_	100%	100%	100%	100%	100%	100%	100%	1009
/ Gabjooto	CWD	100%	_	100%	-	_		_	_	*	*	100%		-	100%	.0070	
	CWOD	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%	10070	*
	Female	100%	*	100%	*	*	-	-	-	100%	100%	-	100%	100%	-	100%	*
Dandin	All Ot 1 4-	4000/	*	4000/	*					4000/	4000/	*	4000/	4000/	4000/	4000/	*
Reading	All Students CWD	100%	-	100%	_	-	_	-	-	100%	100%	*	100%	100%	100%	100%	_
	CWOD	100%	*	100%	*	*	*	_	_	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	_	100%	_	*	*	_	_	100%	10070	_	100%	100%	*	100%	_
	Male	100%	_	100%	*	_	*	_	_	100%	100%	*	100%	*	100%	10070	*
	Female	100%	*	100%	*	*	_	-		100%	100%	_	100%	100%	-	100%	*
Mathematics	All Students	100%	-	100%	-	*	-	-	-	100%	100%	*	100%	*	100%	100%	*
	CWD	*	-		-	-	-	-	-	*	*	*	-	*	*	-	-
	CWOD	100%	-	100%	-	*	-	-	-	100%	100%	-	100%	*	100%	100%	*
	EL	4000/	-	4000/	-	*	-	-	-	4000/	4000/	*	4000/		4000/	*	*
	Male Female	100% 100%	-	100% 100%	-	*	-	-	-	100% 100%	100%	_	100% 100%	*	100%	100%	•
	remale	100 %	-	10076	-		-	-	-	100%		-	10076		-	10076	-
Science	All Students	100%	*	100%	*	*	-	-	-	100%	100%	*	100%	*	100%	100%	*
	CWD	100%	*	100%	*	*	-	-	-	100%	100%	-	100%	*	100%	100%	- *
	EL	*	_	*	_	*	-	-		*	-		*	*	-	*	-
	Male	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	-	100%	-	*
	Female	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%
	CWD	0%	-	0%	-	-	-	-	-	*	*	0%	-	-	0%	-	-
	CWOD	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%	-	*
	Female	0%	*	0%	*	*	-	-	-	0%	0%	-	0%	0%	-	0%	*
Reading	All Students	0%	*	0%	*	*	*	_	_	0%	0%	*	0%	0%	0%	0%	*
rtcading	CWD	*	_	*	_	_	_	_		*	*	*	-	-	*	-	_
	CWOD	0%	*	0%	*	*	*	-	- 1	0%	0%	_	0%	0%	0%	0%	*
	EL	0%		0%		*	*	-	- 1	0%	-		0%	0%	*	0%	
			-		*		*	-	-			*		U 70 *	00/	0 70	*
	Male Female	0% 0%	*	0% 0%	*	*	_	-		0% 0%	0% 0%		0% 0%	0%	0%	0%	*
	Ciliaic	0 /0		070			_	-	_	0 70	0 / 0	_	0 70	0 70	_	0 70	
Mathematics	All Students	0%	-	0%	-	*	-	-	-	0%	0%	*	0%	*	0%	0%	*
	CWD	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-
	CWOD	0% *	-	0%	-	*	-	-	-	0%	0%	-	0%	*	0%	0%	*
	EL		-		-	*	-	-	-	~	-	*	~	*	-		-
	Male	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	-	0%	-	*
	Female	0%	-	0%	-	•	-	-	-	0%	•	-	0%	•	-	0%	-
Science	All Students	0%	*	0%	*	*	-	-	-	0%	0%	*	0%	*	0%	0%	*
	CWD	*	-	*	-	-	-	-	-	*	*	*	. <del>.</del>	-	*	. <del>.</del>	-
	CWOD	0%	*	0%	*	*	-	-	-	0%	0%	-	0%	*	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	- 0%	*	0%	-	0%	-	-
	Mala		-		-	-	-	-	-	U70	U70		U70	-	U70	-	
	Male Female	0%	*	0%	*	*				0%	0%		0%	*		0%	*

Part (viii): Civil Rights Data

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

		Total	African			Indian or Alaska		Pacific	Two or More		Students with	Students with Disabilities
			American	Hienanic	White	Native	Asian	Islander	Races	EL	Disabilities	(Section 504)
Students Without Disabilities		Students	American	тнарапис	TTILLE	Hallye	Asiaii	ioiailuei	races		Disabilities	304)
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	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	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement			*	*	*	*	*	*	*	*		
	Male	*								*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities n-School Suspensions												
·	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	· otal											
out of collool outpellatoria	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Total											
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
With Educational Services	Female			*	*	*	*		*	*		
	remale Total			*	*	*	*		*	*		
1479 151 1 10 1		_		*	*	*	*		*			
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	17	*	17	*	*	*	*	*	*	*	*
	Female	41	*	41	*	*	*	*	*	*	*	*
	Total	58	*	58	*	*	*	*	*	*	*	*
	Total	00		00								

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

Preschool Programs	students	American	Lionania	18/1-14-						Students with
Preschool Programs			пізрапіс	White	Native	Asian	Islander	Races	EL	Disabilitie
Male	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework										
Advanced Placement Courses Male	38	*	38	*	*	*	*	*	*	*
Female	53	*	53	*	*	*	*	*	*	*
Total	91	*	91	*	*	*	*	*	*	*
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.

Part (ix): Teacher Quality Data

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

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	11.2%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the leacher is Certified or Licensed	0.0	-
-' 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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

Grade 3         Reading         6,019         1%         5         1%         -           Mathematics         6,020         1%         5         1%         -           Grade 4 Reading         6,061         1%         9         1%         -           Mathematics         6,056         1%         9         1%         -           Grade 5 Reading         6,162         2%         8         1%         -           Mathematics         6,160         1%         8         1%         -           Science         6,164         1%         8         1%         -           Grade 6 Reading         5,678         1%         9         1%         -           Reading         5,678         1%         9         1%         -           Grade 7 Reading         5,298         1%         14         2%         -           Mathematics         5,294         1%         14         2%         -           Grade 8 Reading         5,087         2%         5         1%         -           Reading         5,087         2%         5         1%         -           Science         5,087         1%	Campus Rate of ALT2	Campus Number of ALT2	District Rate of ALT2	District Number of ALT2	State Rate of ALT2	State Number of ALT2	
Reading         6,019         1%         5         1%         -           Mathematics         6,020         1%         5         1%         -           Grade 4 Reading         6,061         1%         9         1%         -           Mathematics         6,056         1%         9         1%         -           Grade 5 Reading         6,162         2%         8         1%         -           Mathematics         6,160         1%         8         1%         -           Science         6,164         1%         8         1%         -           Grade 6 Reading         5,678         1%         9         1%         -           Mathematics         5,677         1%         9         1%         -           Grade 7 Reading         5,298         1%         14         2%         -           Mathematics         5,087         1%         14         2%         -           Grade 8 Reading         5,088         1%         5         1%         -           Reading         5,087         2%         5         1%         -           Science         5,087         1%         5	Nuto of ALT	HUMBOT OF ALTZ	DISTRICT NATO OF ALTE	Humber of ALTE	Tuto OF ALTE	- Hamber OF ALTE	Grade 3
Grade 4   Reading   6,061   1%   9   1%   -	=	-	1%	5	1%	6,019	
Reading       6,061       1%       9       1%       -         Mathematics       6,056       1%       9       1%       -         Grade 5 Reading       6,162       2%       8       1%       -         Mathematics       6,160       1%       8       1%       -         Science       6,164       1%       8       1%       -         Grade 6 Reading       5,678       1%       9       1%       -         Mathematics       5,677       1%       9       1%       -         Grade 7 Reading       5,298       1%       14       2%       -         Mathematics       5,294       1%       14       2%       -         Grade 8 Reading       5,088       1%       5       1%       -         Mathematics       5,087       2%       5       1%       -         Science       5,087       1%       5       1%       -         End of Course English I       4,868       1%       13       1%       -         English II       4,856       1%       13       1%       -         Algebra I       4,884       1%       13	-	-	1%	5	1%	6,020	Mathematics
Grade 5 Reading 6,162 2% 8 1% -  Mathematics 6,160 1% 8 1% -  Science 6,164 1% 8 1% -  Grade 6 Reading 5,678 1% 9 1% -  Mathematics 5,677 1% 9 1% -  Grade 7 Reading 5,298 1% 14 2% -  Mathematics 5,294 1% 14 2% -  Mathematics 5,294 1% 14 2% -  Grade 8 Reading 5,088 1% 5 1% -  Mathematics 5,087 2% 5 1% -  Mathematics 5,087 2% 5 1% -  End of Course English I 4,868 1% 13 1% -  English II 4,556 1% 1% 13 1% -  Algebra I 4,884 1% 13 1% -  Biology 4,861 1% 13 1% -  Reading 43,730 1% 67 1% -  Reading 43,730 1% 67 1% -	-	-	1%	9	1%	6,061	
Reading       6,162       2%       8       1%       -         Mathematics       6,160       1%       8       1%       -         Science       6,164       1%       8       1%       -         Grade 6 Reading       5,678       1%       9       1%       -         Mathematics       5,677       1%       9       1%       -         Grade 7 Reading       5,298       1%       14       2%       -         Mathematics       5,294       1%       14       2%       -         Grade 8 Reading       5,088       1%       5       1%       -         Mathematics       5,087       2%       5       1%       -         Science       5,087       1%       5       1%       -         End of Course English 1       4,868       1%       13       1%       -         English II       4,868       1%       13       1%       -         Algebra I       4,884       1%       13       1%       -         English II       4,861       1%       13       1%       -         All Grades All Subjects       99,020       1%       156<	-	-	1%	9	1%	6,056	Mathematics
Science 6,164 1% 8 1% -  Grade 6 Reading 5,678 1% 9 1% -  Mathematics 5,677 1% 9 1% -  Grade 7 Reading 5,298 1% 14 2% -  Mathematics 5,294 1% 14 2% -  Grade 8 Reading 5,088 1% 5 1% -  Mathematics 5,087 2% 5 1% -  Science 5,087 1% 5 1% -  End of Course English I 4,868 1% 13 1% -  English II 4,556 1% 1 13 1% -  Algebra I 4,884 1% 13 1% -  Biology 4,861 1% 13 1% -  Reading 43,730 1% 156 1% -  Reading 43,730 1% 156 1% -  Reading 43,730 1% 67 1% -	-	-	1%	8	2%	6,162	
Grade 6 Reading 5,678 1% 9 1% - Mathematics 5,677 1% 9 1% - Grade 7 Reading 5,298 1% 14 2% - Mathematics 5,294 1% 14 2% - Grade 8 Reading 5,088 1% 5 1% - Mathematics 5,087 2% 5 1% - Science 5,087 1% 5 1% - Science 5,087 1% 5 1% - Science 1,087 1% 5 1% - End of Course English I 4,868 1% 13 1% - English II 4,556 1% 1 13 1% - Algebra I 4,884 1% 13 1% - Biology 4,861 1% 13 1% - Reading 43,730 1% 156 1% - Reading 43,730 1% 67 1% -	-	-	1%	8	1%	6,160	Mathematics
Reading       5,678       1%       9       1%       -         Mathematics       5,677       1%       9       1%       -         Grade 7 Reading       5,298       1%       14       2%       -         Mathematics       5,294       1%       14       2%       -         Grade 8 Reading       5,088       1%       5       1%       -         Mathematics       5,087       2%       5       1%       -         Science       5,087       1%       5       1%       -         End of Course English I       4,868       1%       13       1%       -         English II       4,556       1%       1       *       *       -         Algebra I       4,884       1%       13       1%       -         Biology       4,861       1%       13       1%       -         All Grades All Subjects       99,020       1%       156       1%       -         Reading       43,730       1%       67       1%       -	=	-	1%	8	1%	6,164	Science
Grade 7 Reading 5,298 1% 14 2% - Mathematics 5,294 1% 14 2% - Grade 8 Reading 5,088 1% 5 1% - Mathematics 5,087 2% 5 1% - Science 5,087 1% 5 1% - End of Course English I 4,868 1% 13 1% - English II 4,556 1% 1 13 1% - Algebra I 4,884 1% 13 1% - Biology 4,861 1% 13 1% - All Grades All Subjects 99,020 1% 156 1% - Reading 43,730 1% 67 1% -	-	-	1%	9	1%	5,678	
Reading       5,298       1%       14       2%       -         Mathematics       5,294       1%       14       2%       -         Grade 8 Reading       5,088       1%       5       1%       -         Mathematics       5,087       2%       5       1%       -         Science       5,087       1%       5       1%       -         End of Course English I       4,868       1%       13       1%       -         English II       4,556       1%       *       *       *       -         Algebra I       4,884       1%       13       1%       -         Biology       4,861       1%       13       1%       -         All Grades All Subjects       99,020       1%       156       1%       -         Reading       43,730       1%       67       1%       -	-	-	1%	9	1%	5,677	Mathematics
Grade 8 Reading 5,088 1% 5 1% -  Mathematics 5,087 2% 5 1% -  Science 5,087 1% 5 1% -  End of Course English I 4,868 1% 13 1% -  English II 4,556 1% *   Algebra I 4,884 1% 13 1% -  Biology 4,861 1% 13 1% -  All Grades All Subjects 99,020 1% 156 1% -  Reading 43,730 1% 67 1% -	-	-	2%	14	1%	5,298	
Reading       5,088       1%       5       1%       -         Mathematics       5,087       2%       5       1%       -         Science       5,087       1%       5       1%       -         End of Course English I       4,868       1%       13       1%       -         English II       4,556       1%       *       *       *       -         Algebra I       4,884       1%       13       1%       -         Biology       4,861       1%       13       1%       -         All Grades All Subjects       99,020       1%       156       1%       -         Reading       43,730       1%       67       1%       -	-	-	2%	14	1%	5,294	Mathematics
Science       5,087       1%       5       1%       -         End of Course English I       4,868       1%       13       1%       -         English II       4,556       1%       *       *       -         Algebra I       4,884       1%       13       1%       -         Biology       4,861       1%       13       1%       -         All Grades All Subjects       99,020       1%       156       1%       -         Reading       43,730       1%       67       1%       -	-	-	1%	5	1%	5,088	
End of Course English I	-	-	1%	5	2%	5,087	Mathematics
English I       4,868       1%       13       1%       -         English II       4,556       1%       *       *       -         Algebra I       4,884       1%       13       1%       -         Biology       4,861       1%       13       1%       -         All Grades All Subjects       99,020       1%       156       1%       -         Reading       43,730       1%       67       1%       -	-	-	1%	5	1%	5,087	Science
Algebra I 4,884 1% 13 1% - Biology 4,861 1% 13 1% - All Grades All Subjects 99,020 1% 156 1% - Reading 43,730 1% 67 1% -	-	-	1%	13	1%	4,868	
Biology 4,861 1% 13 1% -  All Grades All Subjects 99,020 1% 156 1% -  Reading 43,730 1% 67 1% -	-	-	*	*	1%	4,556	English II
All Grades All Subjects 99,020 1% 156 1% -  Reading 43,730 1% 67 1% -	=	-	1%	13	1%	4,884	Algebra I
All Subjects 99,020 1% 156 1% - Reading 43,730 1% 67 1% -	-	-	1%	13	1%	4,861	Biology
	-	-	1%	156	1%	99,020	
Mathematics 39,178 1% 63 1% -	=	-	1%	67	1%	43,730	Reading
	-	-	1%	63	1%	39,178	Mathematics
Science 16,112 1% 26 1% -	-	-	1%	26	1%	16,112	Science

	State	State	District		Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	District Rate of ALT2	Number of ALT2	Rate of ALT2
!*!	Indicates results are masked due to s	mall numbers to prote	ect student confidenti	ality.		
'-'	Indicates zero observations reported f	or this group.				

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

			% Belo	w Basic	% At or A	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
	ŭ	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 Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1
		Linguage Learners	01	/ 1	32	23	,	J	ı	_

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
	_	Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
'*' Indicat	es reporting standar	ds not met	
		not applicable for this group.	

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: CLINT J H SCHOOL Campus ID: 071901041 District Name: CLINT ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

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

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

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 s American	llianania	\A/bi4=	American Indian	Asian	Pacific Islander		Econ	Special Educ	and Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	Reading/ELA	Rates	44%	32%	3170	00%	43%	74%	45%	30%	33%	19%	29%
Glade Level of Above)		2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22	7770	32 /0	31 /0	0070	4370	7 7 70	4570	30 /0	3370	1370	2370
		2022-23 through 2026-	- 52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		27											
		2027-28 through 2031-	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		32											
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		Rates											
		2017-18 through 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22	E 40/	440/	400/	050/	500/	0.50/	F70/	0.40/	450/	0.40/	400/
		2022-23 through 2026- 27	- 54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-	- 63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		32	0070	3470	3370	1370	0370	0070	0070	0370	51 /0	4070	3370
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17											41%
		Rates											
		2017-18 through 2021-											42%
		22											
		2022-23 through 2026-											44%
		27											
		2027-28 through 2031-	•										46%
 		32	000/	0.50/	070/	000/	000/	0.50/	000/	000/	000/	700/	700/
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-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2017-16 tillough 2021-	9070	90%	<b>3</b> 0 70	9070	3U 70	3070	<b>30</b> 70	9070	5070	3070	9U70
		2022-23 through 2026-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		27	3270	5270	02/0	3270	3270	S= 70	02.70	J_ /0	0_70	3270	J_70
		2027-28 through 2031-	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		32											

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status c. Graduation Rate: Federal Graduation Status

- d. ELP Indicator: English Learner Language Proficiency Status
  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

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

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school. (dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

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

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two		N-									
					African			America	n	Pacific	or More	Econ	Non Econ								Foster	
		State	DistrictC	ampus/	American	Hispani	cWhite	Indian	Asia	nislande	Races	Disadv	Disadv	CWD	CWO	D EL	Male	Femalel	MigrantHo	omeles	s Care	Milita
AAR Percent Grade 6	at Appro	aches	Grade I	Level o	r Above																	
Reading	All Students	68%	62%	61%	-	60%	*	-	-	-	*	61%	62%	*	64%	17%	6 <b>4</b> 9%	73%	-	*	-	*
•	CWD	35%	27%	*	_	*		_	_	_	_	*	*	*	_	*	*	*	_	*	_	_
	CWOD		65%	64%	-	64%	*	-	_	-	*	64%	65%	_	64%	20%	6 54%	74%	-	*	-	*
	EL	42%	28%	17%	-	17%	-	-	-	-	-	18%	*	*	20%			31%	-	*	-	-
	Male	63%	55%	49%	-	47%	*	-	-	-	*	49%	45%	*	54%	*	49%	-	-	*	-	-
	Female	72%	69%	73%	-	72%	*	-	-	-	-	71%	80%	*	74%	31%	о́ -	73%	-	*	-	*
Mathematics	All	76%	70%	69%	-	68%	100%	-	_	-	*	66%	90%	*	73%	31%	65%	74%	-	*	_	,
:	Students																					
			31%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD		74%	73%	-	72%	100%	-	-	-	*	71%	90%	-			69%	77%	-	*	-	*
	EL	61%	47%	31%	-	31%	-	-	-	-	*	28%	4000/	*	35%		6 26%	38%	-		-	-
	Male	76%	68%	65% 74%	-	64%	*	-	-	-	•	59%	100% 80%	*	69%		65% 6 -	74%	-	*	-	*
	Female	1170	72%	7470	-	73%		-	-	-	-	73%	00 70		77%	307	0 -	7470	-		-	
rade 7																						
Reading	All	73%	71%	78%	-	79%	*	_	_	_	*	77%	83%	*	81%	48%	6 76%	80%	*	*	_	
	Students			, .											• • • • •							
	CWD	37%	36%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	
	CWOD	77%	73%	81%	-	81%	*	-	-	-	*	80%	83%	-			6 76%	85%	*	*	-	
	EL	44%	34%	48%	-	49%	-	-	-	-	*	50%	*	*			6 56%	38%	*	*	-	
	Male	69%	66%	76%	-	76%	*	-	-	-	*	76%	75%	*			6 76%	-	*	*	-	-
	Female	79%	76%	80%	-	81%	-	-	-	-	*	78%	89%	*	85%	38%	ó -	80%	*	*	-	-
Mathematics	All	71%	70%	80%	-	79%	*	-	-	-	*	77%	89%	*	82%	53%	6 77%	82%	*	*	-	-
;	Students																					
		42%	38%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	*	-	
	CWOD		73%	82%	-	82%	*	-	-	-		81%	89%	-			6 78%		*		-	
	EL Mala	52%	43%	53%	-	52%	*	-	-	-	*	53%		*	59%		6 53% 6 77%	52%	*	*	-	
	Male Female	69%	69% 72%	77% 82%	-	76% 82%		-	-	-	*	75% 79%	83% 95%	*	88%			82%	*	*	-	
	Terriale	1370	1270	02/0	_	02 /0	-	_	_	_		1370	3370		00 /0	JZ /	u -	0270			_	
rade 8	ΔII	85%	86%	070/		86%	*					84%	07%	60%	000/	EE0,	6 84%	000/	*	*		*
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		Statel	District	Campus	African Americani	lisnani		American Indian	Δeiar	Pacific				CWD	CWOL	FI	Male	FemaleN	/ligrantHo	meles	Foster Care	
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Mathematics	ΔΙΙ	43%	37%	37%	_	36%	60%	_		_	*	35%	48%	*	40%	8%	33%	41%	_	*		
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	Male	44%	36%	33%		31%	*	-	-	-	*	31%	45%	*	38%			-	-	*		
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rade 7																						
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	Female	53%	37%	41%	-	42%	-	-	-	-	*	34%	68%	*	44%	5%	-	41%	*	*	-	
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	Students																					
	CWD	20%	25%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	*	-	
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	Male	38%	33%	38%	-	39%	*	-	-	-	*	34%	56%	*	38%			-	*	*	-	
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	Male	44%	37%	45%	-	43%	*	-	-	-	-	41%	64%	*	46%			-	-	*	-	
	Female		43%	48%	-	48%	*	-	-	-	-	43%	67%	*				48%	*	*	-	
Mathematics	ДΙΙ	50%	35%	38%	_	38%	*	_	_	_	_	35%	50%	13%	40%	20%	27%	47%	*	*	_	
	Students		3370	30 /6	-	30 /0		-	-	-	-	3370	30 /0	1370	40 /0	20 /0	21 /0	47 70			-	
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	CWOD	53% 30%	36% 19%	40%	-	41% 20%	*	-	-	-	-	38%	52%	*	40% 26%			49% 32%	*	*	-	
	EL Male	48%	32%	20% 27%	-	27%	*	-	-	-	-	23% 25%	40%	10%	30%			32%	_	*	-	
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0 .		500/	400/	400/		400/	_					400/	500/	400/	400/	00/	400/	4.407		_		
	All Students	50%	42%	46%	-	46%	*	-	-	-	-	43%	58%	19%	48%	2%	48%	44%	*	*	-	
	CWD	23%	15%	19%	-	19%	-	-	-	-	-	20%	*	19%	-	*	*	*	*	*	-	
	CWOD		44%	48%	-	48%	*	-	-	-	-	46%	60%	-	48%			46%	*	*	-	
	EL Male	19% 51%	7% 44%	2% 48%	-	2% 48%	*	-	-	-	-	2% 46%	* 60%	*	2% 51%	2%		3%	*	*	-	
	Female		40%	44%		44%	*	-	-	-	-	41%	57%	*	46%	3%	40 70	44%	*	*	-	
	All	53%	46%	100%	_	100%	*	_	_	_	_	100%	100%	*	100%	_	100%	100%	_	_		
	Students		40 /0	100 /6	-	100 /0		-	-	-	-	100 /0	10070		100 /0	-	100 /0	100 /0	-	-	-	
	CWD	19%	14%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	
	CWOD		50%	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	
Science Solution of Course Algebra I Solution of Science Scien	EL Male	29% 49%	13% 41%	100%	-	100%	*	-	-	-	-	100%	*	*	100%	-	100%	-	-	-	-	
	Female			100%	-	100%	*	-	-	-	-	100%	*	-	100%		-	100%	-	-	-	
AR Percent	at Maete	re Gr	ada I av	/ol																		
rade 6	at maste	313 010	ade Lev	701																		
Reading	All	18%	11%	14%	-	13%	*	-	-	-	*	13%	19%	*	15%	3%	4%	23%	-	*	-	
(	Students CWD		7%	*	_	*	_	_	_	_	_	*	*	*	_	*	*	*	_	*	_	
	CWD		11%	15%	-	14%	*	-	-	-	*	14%	20%	-	15%	3%	5%	24%	-	*	-	
	EL	4%	2%	3%	-	3%	-	-	-	-	-	3%	*	*	3%	6 8% 33%	6%	-	*	-		
	Male	15%	9%	4%	-	3%	*	-	-	-	*	3%	9%	*	5%			-	-	*	-	
	Female	22%	13%	23%	-	23%	_	-	-	-	-	22%	30%	-	24%	6%	-	23%	-	-	-	
	All	18%	11%	12%	-	12%	0%	-	-	-	*	13%	5%	*	13%	2%	9%	15%	-	*	-	
Mathematics	Students													_								
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	CWD	100/			-	2%	-	-	-	-	_	2%	5%	*	2%			5%	-	*	-	
		19% 6%	3%	2%		9%	*	-	-	-	*	10%	0%	*	10%	0%	9%	-	-	*	-	
	CWD CWOD EL Male	6% 18%	3% 10%	9%	-			-	-	-	-	15%	10%	*	16%	5%	-	15%	-	*	-	
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rade 7 Reading	CWD CWOD EL Male Female	6% 18% 17%	3% 10% 11%	9%	-	16% 23%	*	-	_	-	*	19%	37%	*	23%	2%	21%	24%	*	*	_	
rade 7 Reading	CWD CWOD EL Male Female	6% 18% 17% 28%	3% 10% 11%	9% 15% 22%	-	23%	*	-	-	-	*			*	23%	2%			*	*	-	
rade 7 Reading	CWD CWOD EL Male Female All Students CWD	6% 18% 17% 28% 10%	3% 10% 11% 17% 14%	9% 15% 22% *	- -	23%	*	-	-	-	*	*	-	*	_	*	*	*	* - *	* - *	-	
rade 7 Reading	CWD CWOD EL Male Female All Students CWD CWOD	6% 18% 17% 28% 10% 30%	3% 10% 11% 17% 14% 17%	9% 15% 22% * 23%	- - -	23% * 23%	*	-	-	-	* - *	* 19%		* - *	23%	* 0%	* 20%	* 25%	* - * *	* - *	-	
rade 7 Reading	CWD CWOD EL Male Female All Students CWD	6% 18% 17% 28% 10%	3% 10% 11% 17% 14%	9% 15% 22% * 23% 2% 21%		23% * 23% 2% 22%	* - *	- - - -	-	- - - -	* - * *	* 19% 2% 18%	37% *	* - *	_	* 0% 2% 4%	* 20% 4%	* 25% 0% -	* * * *	* * * *		
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rade 7 Reading	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	6% 18% 17% 28% 10% 30% 6% 24% 33%	3% 10% 11% 17% 14% 17% 16 16% 18%	9% 15% 22% * 23% 2% 21% 24%		23% * 23% 2% 22% 24%	* - * - *	-	-		* * * * *	* 19% 2% 18% 21%	37% * 38% 37%	* - *	23% 0% 20% 25%	* 0% 2% 4% 0%	* 20% 4% 21%	* 25% 0% - 24%	*  *  *  *  *  *	* * * * *		
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ade 7 Reading	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	6% 18% 17% 28% 10% 30% 6% 24% 33% 18% 7%	3% 10% 11% 17% 14% 17% 16 16% 18%	9% 15% 22% * 23% 2% 21% 24%		23% * 23% 2% 22% 24%	* - * - *			-	* * * * *	* 19% 2% 18% 21%	37% * 38% 37%	* - *	23% 0% 20% 25%	* 0% 2% 4% 0% 4%	* 20% 4% 21% - 13% *	* 25% 0% - 24%	*  *  *  *  *	* * * * * *		

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		State	District	Campus	American	Hispani	cWhite			Pacific Islander			Disad	CWD	cwor	EL.	Male	FemaleN	ligrant	lomeles		
	Male Female	17% 18%	11% 12%	13% 21%	-	13% 21%	*	-	-	-	*	8% 18%	33% 32%	*	12% 22%	3% 4%	13%	- 21%	*	*	-	-
	Tomalo	1070	1270	2170		2170						1070	0270		2270	470		2170				
Grade 8 Reading	All	26%	18%	22%	_	22%	*	_	_	_	_	19%	37%	10%	23%	3%	17%	27%	*	*	_	*
	Students												*									
	CWD	8% 28%	9% 18%	10% 23%	-	10% 23%	*	-	-	-	-	11% 20%	38%	10%	23%	3%	17%	28%	*	*	-	*
	EL	4%	1%	3%	-	3%	-	-	-	-	-	3%	*	*	3%	3%		4%	*	*	-	-
		22%	15%	17%	-	16%	*	-	-	-	-	12%	43%	*	17%	0%		-	-	*	-	*
	Female	30%	20%	27%	-	26%	•	-	-	-	-	25%	33%	•	28%	4%	-	27%	•	•	-	^
Mathematics		15%	5%	6%	-	6%	*	-	-	-	-	5%	11%	0%	6%	0%	3%	8%	*	*	-	*
	Students CWD	9%	3%	0%		0%						0%	*	0%		*	0%	*	*	*		
		16%	5%	6%		7%	*	-		-	-	5%	11%	-	6%	0%		9%	*	*	-	,
	EL	6%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%		0%	*	*	-	-
	Male Female	14% 16%	4% 5%	3% 8%	-	3% 9%	*	-			-	2% 8%	10% 11%	0%	3% 9%	0% 0%		8%	*	*	-	,
Science	All Students	27%	20%	23%	-	23%	*	-	-	-	-	24%	19%	6%	24%	0%	23%	23%	*	*	-	•
	CWD	8%	2%	6%	-	6%	-	-	-	-	-	7%	*	6%	-	*	*	*	*	*	-	
	CWOD	29%	22%	24%	-	24%	*	-	-	-	-	26%	20%	-	24%			25%	*	*	-	•
	EL Male	6% 29%	1% 21%	0% 23%	-	0% 23%	*	-	-	-	-	0% 22%	* 27%	*	0% 24%	0%	23%	0%	-	*	-	,
	Female		20%	23%	-	23%	*	-	-	-	-	26%	14%	*	25%	0%	-	23%	*	*	-	,
and of Carra																						
End of Course Algebra I	All	31%	22%	68%	-	69%	*	-	-	_	-	75%	43%	*	67%	-	71%	65%	-	_	-	
	Students																					
	CWD	7%	5% 24%	* 67%	-	* 68%	*	-	-	-	-	* 74%	43%	*	- 67%	-	* 69%	- 65%	-	-	-	
	EL	12%	24% 4%	-	-	-	_	-	-		-	74%	43%	-	-	-	-	-	-		-	
		28%	19%	71%	-	77%	*	-	-	-	-	80%	*	*	69%	-	71%	-	-	-	-	
	Female	34%	26%	65%	-	63%	*	-	-	-	-	71%	*	-	65%	-	-	65%	-	-	-	-
AAR Percent II Grades	at Appro	acne	s Grade	e Level o	or Above																	
All Subjects	All	77%	71%	78%	-	78%	88%	-	-	-	*	76%	88%	35%	81%	42%	73%	82%	77%	46%	-	10
	Students CWD	45%	38%	35%		35%						35%	*	35%		10%	38%	29%	*	*		
	CWOD		74%	81%	-	81%	88%	-	-	-	*	79%	89%	-	81%		77%		100%	43%	-	100
	EL	60%	49%	42%	-	42%	-	-	-	-	*	41%	57%	19%	47%		34%	49%	*	*	-	
	Male Female	74% 79%	69% 74%	73% 82%	-	73% 82%	90% 86%	-	-		*	72% 80%	82% 93%	38% 29%	77% 85%		73%	- 82%	73%	62%	-	100
																						10
Reading	All Students	73%	67%	76%	-	76%	90%	-	-	-	*	75%	84%	28%	79%	41%	71%	81%	*	43%	-	,
		39%	33%	28%	-	28%	-	-	-	-	-	26%	*	28%	-	*	31%	*	*	*	-	
	CWOD		69%	79%	-	79%	90%	-	-	-	*	78%	84%	-	79%		74%	83%	*	42%	-	,
	EL Male	52% 69%	41% 63%	41% 71%	-	42% 71%	*	-	-	-	*	42% 70%	76%	31%	45% 74%		35% 71%	47%	*	*	-	,
	Female		71%	81%	-	82%	83%	-	-	-	*	79%	90%	*	83%	47%		81%	*	56%	-	
Mathamatica	A.II	000/	760/	000/		700/	000/				*	770/	040/	400/	020/	470/	750/	0.40/	*	53%		,
Mathematics	Students	80%	76%	80%	-	79%	90%	-	-	-		77%	91%	40%	83%	4/70	75%	84%		53%	-	
	CWD	52%	43%	40%	-	40%	-	-	-	-	-	40%	*	40%	-	25%	44%	35%	*	*	-	
	CWOD		79%	83%	-	83%	90%	-	-	-	*	81%	92%	250/	83%		78%	87% 56%	*	46% *	-	•
	EL Male	70% 78%	61% 75%	47% 75%	-	47% 75%	*	-	-		*	46% 73%	70% 88%	25% 44%			39%	-	*	*	-	,
	Female		78%	84%	-	84%	100%		-	-	*	82%	94%		87%			84%	*	78%	-	•
Science	All	79%	72%	77%	_	77%	*	_	_	_	_	74%	92%	31%	81%	28%	74%	79%	*	*	_	,
	Students				-			-	-	-	-				J 1 /0	_U /0	/0	10/0			-	
	CWD		38%	31%	-	31%	-	-	-	-	-	33%	*	31%	-	*	*	*	*	*	-	
	CWOD EL	82% 58%	75% 43%	81% 28%	-	81% 28%	*	-	-	-	-	78% 24%	94%	*	81% 33%		79%	82% 38%	*	*	-	•
	Male	78%	71%	74%	-	74%	*	-	-	-	-	73%	80%	*	79%	*	74%	-	-	*	-	,
	Female	80%	73%	79%	-	80%	*	-	-	-	-	74%	100%	*	82%	38%	-	79%	*	*	-	,
		_																				
AAR Percent II Grades	at Meets	Grad	e Leve	or Abo	ve																	
All Subjects		47%	37%	42%	-	42%	50%	-	-	-	*	39%	56%	12%	44%	11%	38%	46%	23%	20%	-	73
	Students CWD	23%	19%	12%	_	12%	_	_	_	_	_	12%	*	12%	_	4%	17%	3%	*	*	_	
	CWOD	50%	39%	44%	-	44%	50%	-	-	-	*	41%	57%	-	44%	12%	40%	48%	30%	25%	-	73
	EL Mala	26%	16%	11%	-	11%	- 50%	-	-	-	*	11%	4%	4%			7%	14%	*	*	-	
	Male Female	45% 50%	36% 38%	38% 46%	-	38% 46%	50% 50%		-	-	*	35% 43%	52% 60%	17% 3%	40% 48%		38%	46%	18%	24%	-	63
Doodin :											*								*			
Reading	All Students	46%	35%	40%	-	39%	50%	-	-	-	*	36%	56%	12%	41%	9%	35%	44%	*	21%	-	
	CWD		19%	12%	-	12%	-	-	-	-	-	9%	*	12%	-		19%	*	*	*	-	
	CWOD		36%	41%	-	41%	50%	-	-	-	*	38%	56%	-			36%	45%	*	25%	-	
	EL Male	21% 41%	12% 32%	9% 35%	-	9% 35%	*	-	-	-	*	9% 33%	* 46%	19%	10% 36%		9% 35%	9%	*	*	-	
	Female		38%	44%	-	44%	50%	-	-	-	*	39%	64%	*	45%	9%		44%	*	22%	-	
Mathematics	ДΙΙ	48%	40%	43%	_	43%	50%	_	_	_	*	40%	56%	10%	46%	15%	37%	49%	*	24%	_	,
	Students			43 /0	-	4370	JU 70	-	-	-		4070	JU 70	1070	4070	1370	J 1 70			∠470	-	
		260/	20%	10%		10%						10%		10%	-	40/	12%	6%				

											Two		Non									
					African			American		Pacific		Econ									Foste	r
					American			Indian	Asia	nislander	Races			CWD					Migrantl		Care	Mili
	CWOD			46%	-	45%	50%	-	-	-	*	43%	57%	-	46%		39%	52%	*	31%	-	
	EL	33%		15%	-	15%	-	-	-	-	*	16%	0%	4%			8%	24%	*	*	-	
	Male	47%		37%	-	36%	*	-	-	-	*	33%	53%	12%	39%		37%	-	*	*	-	
	Female	49%	40%	49%	-	49%	50%	-	-	-	*	47%	58%	6%	52%	24%	-	49%	*	33%	-	
Science	All Students	49%	38%	46%	-	46%	*	-	-	-	-	43%	58%	19%	48%	2%	48%	44%	*	*	-	
	CWD	23%	17%	19%		19%						20%	*	19%		*	*	*	*	*		
	CWOD			48%		48%	*					46%	60%	1970	48%	2%	51%	46%	*	*		
	EL	21%		2%	-	2%		-	-	-	-	2%	*	*	2%	2%	J170 *	3%	*	*	-	
	Male	50%		48%	-	48%	*	-	-	-	-		60%	*		2 70 *	400/	370		*	-	
					-	46%	*	-	-	-	-	46%	57%	*	51%		48%	44%	*	*	-	
	Female	49%	37%	44%	-	44%		-	-	-	-	41%	5/%		46%	3%	-	44%			-	
AAR Percent	at Maste	ers Gı	rade Le	vel																		
All Subjects	All	21%	13%	18%	_	18%	21%	_	_	_	*	17%	25%	6%	19%	2%	15%	22%	0%	6%	_	18
	Students																					
	CWD	8%	4%	6%	-	6%	-	-	-	-	-	6%	*	6%	-	4%	10%	0%	*	*	-	
	CWOD	23%	14%	19%	-	19%	21%	-	-	-	*	18%	26%	-	19%	2%	15%	23%	0%	7%	-	1
	EL	9%	4%	2%	_	2%	-	-	-	-	*	2%	0%	4%	2%	2%	1%	2%	*	*	-	
	Male	20%		15%	_	15%	10%	-	_	_	*	13%	26%	10%	15%	1%			*	*	_	
	Female			22%	-	22%	29%	-	-	-	*	21%	25%	0%	23%	2%	-	22%	0%	10%	-	1
Reading	All	19%	11%	20%	-	20%	30%	-	-	-	*	17%	33%	8%	21%	2%	15%	25%	*	7%	-	
:	Students																					
	CWD	7%	4%	8%	-	8%	-	-	-	-	-	9%	*	8%	-	*	13%	*	*	*	-	
	CWOD			21%	-	20%	30%	-	-	-	*	18%	34%	-	21%	2%	15%	26%	*	8%	-	
	EL	7%	3%	2%	-	3%	-	-	-	-	*	3%	*	*	2%	2%	2%	3%	*	*	-	
	Male	16%	9%	15%	-	14%	*	-	-	-	*	12%	32%	13%	15%	2%	15%	-	*	*	-	
	Female	22%	12%	25%	-	25%	33%	-	-	-	*	23%	34%	*	26%	3%	-	25%	*	11%	-	
Mathematics		23%	16%	15%	-	15%	10%	-	-	-	*	14%	20%	5%	16%	2%	12%	18%	*	6%	-	
,	Students	400/	00/	=0/		<b>5</b> 0/						<b>50</b> /	_	-0/		40/	00/	00/	_			
	CWD	10%		5%	-	5%	-	-	-	-		5%	040/	5%	-	4%	8%	0%	_	00/	-	
	CWOD			16%	-	16%	10%	-	-	-		15%	21%		16%	2%	12%	19%		8%	-	
	EL	13%		2%	-	2%	-	-	-	-	*	2%	0%	4%	2%	2%	1%	3%	*	*	-	
	Male	23%		12%	-	12%	*	-	-	-	*	10%	21%	8%	12%	1%	12%	-	*		-	
	Female	24%	16%	18%	-	18%	17%	-	-	-	*	18%	20%	0%	19%	3%	-	18%	*	11%	-	
Science	All Students	22%	13%	23%	-	23%	*	-	-	-	-	24%	19%	6%	24%	0%	23%	23%	*	*	-	
	CWD	7%	2%	6%	-	6%	-	-	-	-	-	7%	*	6%	-	*	*	*	*	*	-	
	CWOD			24%	_	24%	*	-	-	-	-	26%	20%	-	24%	0%	24%	25%	*	*	-	
	EL	5%	2%	0%	_	0%	_	_	_	_	_	0%	*	*	0%	0%	*	0%	*	*	_	
	Male	23%		23%	_	23%	*	_		_	_	22%	27%	*	24%	*	23%	-	_	*	_	
	Female			23%	-	23%	*	-	-	-	-	26%	14%	*	25%	0%	2370	23%	*	*	-	
	i ciliale	21/0	12/0	23/0	-	25/0		-	-	-	-	20 /0	14 /0		25/0	U /0	-	23/0			-	

Part (iii): Academic Growth and Graduation Rate

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	72	-	72	63	-	-	-	*	71	54	65
CWD	54	-	54	-	-	-	-	-	55	54	50
CWOD	73	-	73	63	-	-	-	*	72	-	67
EL	65	-	65	-	-	-	-	-	66	50	65
Male	67	-	67	*	-	-	-	*	68	50	52
Female	76	-	76	*	-	-	-	-	75	63	76
Mathematics											
All Students	70	-	70	*	-	-	-	*	68	66	60
CWD	66	-	66	-	-	-	-	-	64	66	59
CWOD	70	-	71	*	-	-	-	*	69	-	61
EL	60	-	60	-	-	-	-	-	58	59	60
Male	66	-	67	*	-	-	-	*	64	64	53
Female	74	_	74	*	_	_	_	_	73	69	69

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 G	raduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	· - ·	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
*' Indicates results are r	masked due to smal	Il numbers t	o protect stu	udent con	fidentiality.								
'-' Indicates there are no	students in the aro	up.	•		,								

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

	Total EL in Class	Proficiency of EL	Rate of Proficiency								
	160	28	18%								
!*! !_!	Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.										

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achiev	ement Dor	nain Score	: STAAR C	omponen	t Only)						
STAAR Component Score	46	-	46	53	-	-	-	*	44	18	18
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
*' Indicates results are masked of Indicates there are no student In/a' Indicates the student group is	s in the gro	up.		udent conf	fidentiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All	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	N		Υ						Υ		Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met `	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	0070	N	0070	1270	01 70	1070	1070	N	0070	N
Mathematics	IN		IN						IN		IN
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		31%		59%	45%	02%	50%	54%			
Target Met	N	440/	Υ	050/	500/	050/	<b>570</b> /	040/	Υ	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Prof	iciency Statu	ıs									
Interim Goals (2018-2022) Target Met											42% N
Interim Goals (2023-2027)											44%
											44 % N
Target Met											
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N
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%
	9270	9270	9270	9270	9270	9270	9270	9270	9270	9270	9270
Target Met	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/
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											

	All	All African			American		Pacific	Two or More	Econ			
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+	
'+'	STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).											
	Blank cells above represent student group indicators that do not meet the minimum size criteria.											

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

All Subjects  All Subjects  All Studer CWD CWOD EL Male Female  Reading  All Studer CWD CWOD EL Male Female  Mathematics  All Studer CWD CWOD EL Male Female  Science  All Studer CWD CWOD EL Male Female  All Studer CWD CWOD EL Male Female  Reading  All Studer CWD CWOD EL Male Female  All Subjects  All Studer CWD CWOD EL Male Female  All Studer CWD CWOD EL Male Female  Reading  All Studer CWD CWOD EL Male Female  Reading  All Studer CWD CWOD EL Male Female  Reading  All Studer CWD CWOD EL Male Female  All Studer CWD CWOD EL Male Female	nts 100° 100° 100° 100° 100° 100° 100° 100	% - % - % - % - % - % - % - % - % - % -	100% 100% 100% 100% 100% 100% 100% 100%	100% - 100% - 100% - 100% - 100% - 100% - 100% - 100% - 100% - 100%	Indian		slander	100% - 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% - 100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% - 100% 100% 100	100° 100° 100° 100° 100° 100° 100° 100°
Reading All Studer CWD CWOD EL Male Female  Mathematics All Studer CWD CWOD EL Male Female  Science All Studer CWD CWOD EL Male Female  Science All Studer CWD CWOD EL Male Female  All Subjects All Studer CWD CWOD EL Male Female  All Subjects All Studer CWD CWOD EL Male Female  All Subjects All Studer CWD CWOD EL Male Female  Reading All Studer CWD CWOD EL Male Female  Reading All Studer CWD CWOD EL Male Female	100° 100° 100° 100° 100° 100° 100° 100°	% - % - % - % - % - % - % - % - % - % -	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% - 100% - 100% - 100% - 100%				100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% - 100% 100% 100% 100% - 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% - 100% 100% 100% 100% - 100% 100%	100° 100° 100° 100° * * *
Reading All Studer CWD CWOD EL Male Female  Mathematics All Studer CWD CWOD EL Male Female  Science All Studer CWD CWOD EL Male Female  Science All Studer CWD CWOD EL Male Female  All Subjects All Studer CWD CWOD EL Male Female  All Subjects All Studer CWD CWOD EL Male Female  All Subjects All Studer CWD CWOD EL Male Female  Reading All Studer CWD CWOD EL Male Female  Reading All Studer CWD CWOD EL Male Female	100° 100° 100° 100° 100° 100° 100° 100°	% - % - % - % - % - % - % - % - % - % -	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% - 100% - 100% - 100% - 100% - 100%				100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% - 100% 100% 100% 100% - 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% - 100% 100% 100% 100% - 100% 100%	100° 100° 100° 100° * * *
Reading All Studer CWD CWDD EL Male Female  Mathematics All Studer CWD CWOD EL Male Female  Science All Studer CWD CWOD EL Male Female  Science All Studer CWD CWDD EL Male Female  Reading All Studer CWD CWOD EL Male Female  Reading All Studer CWD CWOD EL Male Female  Reading All Studer CWD CWOD EL Male Female  Reading All Studer CWD CWDD CWDD EL Male Female	nts 1000 1000 1000 1000 1000 1000 1000 10	% - % - % - % - % - % - % - % - % - % -	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% - 100% - * 100% - * 100% - *				100%  *  *  *  *  *  *  *  *  *  *  *  *  *	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% - 100% 100% 100	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% - 100% 100% 100% 100% - 100% 100%	100% 100% - 100% 100% 100% 100% - 100% 100%	100° 100° 100° * * * * * * * *
Reading All Studer CWD CWOD EL Male Female  Mathematics All Studer CWD CWOD EL Male Female  Science All Studer CWD CWOD EL Male Female  Science All Studer CWD CWOD EL Male Female  All Subjects All Studer CWD CWOD EL Male Female  All Subjects All Studer CWD CWOD EL Male Female  Reading All Studer CWD CWOD EL Male Female  Reading All Studer CWD CWOD EL Male Female	nts 1000 1000 1000 1000 1000 1000 1000 10	% - % - % - % - % - % - % - % - % - % -	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% - 100% - * 100% - * 100% - *				* * * * * * * * * * * * * * * * * * * *	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% * 100% 100% 100% 100	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% - 100% 100% 100% 100% - 100% 100%	100% - 100% 100% 100% 100% - 100% 100%	100 * 100 100 * * * * *
Reading All Studer CWD CWOD EL Male Female  Mathematics All Studer CWD CWOD EL Male Female  Science All Studer CWD CWOD EL Male Female  Science All Studer CWD CWOD EL Male Female  All Subjects All Studer CWD CWOD EL Male Female  Reading All Studer CWD CWOD EL Male Female  Reading All Studer CWD CWOD EL Male Female  Reading All Studer CWD CWOD EL Male Female	100° 100° 100° 100° 100° 100° 100° 100°	% - % - % - % - % - % - % - % - % - % -	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% - 100% - 100% - 100% - 100% - 100%				* * * * * * * * * * * * * * * * * * * *	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% - 100% 100% 100%	100% 100% 100% - 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%	100% - 100% 100% 100% 100% - 100% 100%	100% 100% 100% 100% 100% 100%	* 100 100 * * * * * *
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Part (viii): Civil Rights Data

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

		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)
Students Without Disabilities												
In-School Suspensions												
	Male	46	*	44	*	*	*	*	*	17		
	Female	41	*	41	*	*	*	*	*	14		
	Total	87	*	85	*	*	*	*	*	31		
Out-of-School Suspensions												
	Male	10	*	10	*	*	*	*	*	*		
	Female	7	*	7	*	*	*	*	*	*		

17 * * * * * * * * * * *	American  *  *  *  *  *  *  *  *  *  *  *  *  *	17 * * * *	White * *	Native *	Asian *	Islander *	Races	EL	Disabilities	504)
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	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*
-	

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

		Total	African			Indian or Alaska		Pacific 1	wo or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	- 1
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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	is masked, then the				is maske	ed (regardles	s of size).				

Part (ix): Teacher Quality Data

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	2.0	7.0%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the eacher is Certified or Licensed	3.0	11.3%
' 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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	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%	5	1%	=	=
Mathematics	6,020	1%	5	1%	-	-
Grade 4						
Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5						
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	-	=
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	*	*
Mathematics	5,294	1%	14	2%	*	*
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	_	_

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-
All Grades All Subjects	99,020	1%	156	1%	*	*
Reading	43,730	1%	67	1%	*	*
Mathematics	39,178	1%	63	1%	*	*
Science	16,112	1%	26	1%	-	-
Science	16,112	1%	26	1%	-	

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

		·	% Belo	w Basic	% At or A	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
	ŭ	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
			63	68	25 25	23	11	8	1	1
		English Language Learners	63	00	25	23	11	0	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
Siddo o	rtodding	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	43 *	41	*	20	*	1
		American indian Asian	0	13	29	30	53	20 45	10	12
			8		29 *		53 *		10	
		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
			3	12	19	24	37	32	40	32
		Asian	3	36	19	24 39	3 <i>1</i> *		40 *	
		Pacific Islander						18		6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

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

Grad	e Subject	Student Group	%
1*1	Indicates reporting stand	ards not met	
'n/a'		s not applicable for this grou	up.

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: EAST MONTANA MIDDLE Campus ID: 071901042 District Name: CLINT ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

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

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

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	F	Cmaalal	(Current
				African s American	Hisnanic	White	Indian	Asian	Islander		Econ Disady	Special Educ	and Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	. todagr.z.z. t	Rates		0270	0.70	0070	.070		1070	0070	0070	.070	2070
		2017-18 through 2021-	- 44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22											
		2022-23 through 2026-	- 52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		27											
		2027-28 through 2031-	- 62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		32											
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		Rates	400/	0.40/	400/	500/	450/	000/	500/	E 40/	000/	000/	400/
		2017-18 through 2021-	- 46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22	- 54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2022-23 through 2026- 27	- 54%	4170	49%	03%	55%	00%	5/%	0170	45%	34%	49%
		2027-28 through 2031-	- 63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		32	0070	3470	3370	1070	0370	0070	0070	0370	31 /0	4070	3370
1		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17											41%
		Rates											
		2017-18 through 2021-	-										42%
		22											
		2022-23 through 2026-	-										44%
		27											
		2027-28 through 2031-	•										46%
I=		32											
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
		2017-18 through 2021-	- 90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		22	- 92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2022-23 through 2026- 27	- 92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
I		2027-28 through 2031-	- 94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		32	9470	3 <del>4</del> 70	3 <del>4</del> 70	J+ 70	3 <del>4</del> 70	<b>3</b> ₩ 70	3 <del>4</del> 70	34 70	3 <del>4</del> 70	Ð <del>-1</del> 70	3470

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status c. Graduation Rate: Federal Graduation Status

- d. ELP Indicator: English Learner Language Proficiency Status
  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

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

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school. (dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

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

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two or		Non									
		04-4-1	D!-4-!-4		African			America		Pacific	More		Econ	.OM/D	0W0F				<b>4</b> ! 41 1		Foster	
		State	District	Campus A	American	Hispani	cwnite	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOL	) EL	Male	remalek	ligrantH	omeles	s Care	Milita
AAR Percent Grade 6	at Appro	ache		Level or	Above																	
Reading	All	68%	62%	52%	-	53%	*	-	-	-	*	50%	65%	38%	53%	22%	43%	60%	*	*	-	-
	CWD	35%	27%	38%	-	38%	-	-	-	-	-		*	38%	-	*	400/	*	-	-	-	-
	CWOD		65%	53%	-	54%	*	-	-	-	•	52%	65% *	*		21%	43%	63%	*	•	-	-
	EL	42%	28%	22%	-	22%	*	-	-	-	*	23%		*	21%		420/	33%	*	-	-	-
	Male Female	63%	55% 69%	43% 60%	-	45% 60%		-	-	-		39% 60%	64% 67%	*	43% 63%		43%	60%		*	-	-
	i emale	12/0	0970	00 /6	-	00 /0	-	-	-	-	-	00 /0	07 70		03 /0	JJ /0	-	00 /0	-		-	
Mathematics	All Students	76%	70%	53%	-	53%	*	-	-	-	*	53%	58%	28%	56%	33%	52%	55%	*	*	-	
`	CWD	50%	31%	28%	_	28%	_	_	_	_	_	23%	*	28%	_	*	*	*	*	_	_	
	CWOD		74%	56%	_	57%	*	_	_	_	*	56%	57%	-	56%	36%	54%	58%	*	*	_	
	EL	61%	47%	33%	_	34%	*	_	_	_	_	35%	*	*	36%			25%	*	*	_	
	Male	76%	68%	52%	-	52%	*	_	_	_	*	50%	63%	*		39%		-	*	-	_	
	Female		72%	55%	-	55%	-	-	-	-	-	55%	50%	*	58%		-	55%	-	*	-	
				,-																		
Grade 7 Reading	All	73%	71%	63%	*	63%	*	-	-	-	*	63%	63%	*	66%	27%	58%	70%	*	*	-	-
,	Students	070/	000/	*		_						_	*	_		_	_			_		
	CWD	37%	36%		-	× 070/		-	-	-	-	~		*	-	*	~ ~ ~ ~	700/	-	*	-	
	CWOD		73%	66%	•	67%	•	-	-	-	•	66%	66%	-		30%		72%	•	-	-	
	EL	44%	34%	27%	-	27%	-	-	-	-	-	29%		*	30%			38%	-	-	-	
	Male	69%	66%	58%	-	57%	-	-	-	-	-	56%	65%	*	61%			700/	-	-	-	
	Female	79%	76%	70%	-	70%	-	-	-	-	-	71%	60%	•	72%	38%	-	70%	•	-	-	
Mathematics	All Students	71%	70%	61%	*	61%	*	-	-	-	*	61%	58%	*	64%	33%	61%	60%	*	*	-	
	CWD	42%	38%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	
	CWOD	75%	73%	64%	*	64%	*	-	-	-	*	65%	57%	-	64%	33%	66%	61%	*	-	-	
	EL	52%	43%	33%	-	33%	-	-	-	-	-	32%	*	*	33%			32%	-	-	-	
	Male	69%	69%	61%	*	62%	*	-	-	-	*	63%	52%	*	66%	33%	61%	-	-	*	-	
	Female	73%	72%	60%	-	60%	-	-	-	-	-	59%	70%	*	61%	32%	-	60%	*	-	-	
rade 8																						
Reading	All Students	85%	86%	85%	-	84%	100%	-	-	-	-	83%	94%	56%	86%	49%	86%	83%	*	*	-	
`		49%	55%	56%	_	56%	_	_			_	56%	_	56%		*	*	*	_	_		
	CWOD		88%	86%	_	86%	100%	_	_	_	_	85%	94%	-	86%	45%	an%	83%	*	*	_	
	EL	58%	53%	49%	_	49%	-	_	_	_	_	50%	*	*	45%			40%	_	*	_	
	Male	82%	85%	86%	_	86%	100%	_	_	_	_	85%	94%	*		60%		-	*	_	_	
	Female		88%	83%	-	83%	-	-	-	-	-	81%	94%	*	83%		-	83%	-	*	-	
Mathematics	All Students	85%	88%	86%	-	86%	*	-	-	-	-	87%	83%	*	89%	73%	88%	84%	*	-	-	
`	CWD	53%	53%	*	_	*	_	_			_	*	*	*		*	*	*	_	_		
	CWOD		90%	89%	_	88%	*				_	89%	86%	_	89%	71%	01%	86%	*	_	_	
	EL	73%	73%	73%	-	73%	_	-			_	74%	*	*	71%			60%	_	-	-	
	Male	82%	85%	88%	_	88%	*	_			_	87%	93%	*				-	*	_	_	
	Female		90%	84%	-	84%	-	_	_	_	_	87%	71%	*	86%		-	84%	-	-	_	
	· omaio	0. 70	0070	0.70		0.70						0.70			0070	0070		0.70				
Science	All Students	75%	70%	71%	-	70%	100%	-	-	-	-	70%	76%	*	73%	34%	73%	68%	*	*	-	
	CWD	39%	27%	*	-	*	-	-	-	-	-	*	*	*		*	*	*	-	-	-	
		78%	74%	73%	-	73%	100%	-	-	-	-	72%	78%	-	73%			71%	*	*	-	
	EL	46%	31%	34%	-	34%	-	-	-	-	-	34%	*	*	33%			24%	-	*	-	
	Male	74%	71%	73%	-	72%	100%	-	-	-	-	73%	72%	*		44%		-	*	-	-	
	Female	76%	70%	68%	-	68%	-	-	-	-	-	66%	79%	•	71%	24%	-	68%	-	•	-	
nd of Course Algebra I	All	82%	80%	100%	-	100%	*	_	_	_	_	100%	100%		100%		100%	100%	_	*	_	
	Students																					
	CWD		39%	40001	-	4000/	-	-	-	-	-	4000/	40001	-	40001	-	-	4000′	-	-	-	
	CWOD		85%	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	- '	100%	100%	-	^	-	
	EL	67%	60%	4000/	-	1000/	-	-	-	-	-	1000/	*	-	40001	-	-	-	-	-	-	
	Male Female	78% 87%	76% 86%	100% 100%	-	100% 100%	-	-	-	-	-	100% 100%	100%	-	100% 100%		100% -	100%	-	*	-	
AAR Percent	at Meets	Grad	le Leve	l or Abov	e																	
rade 6 Reading	All		30%	27%	-	28%	*	_	-	_	*	25%	43%	25%	27%	10%	24%	30%	*	*	_	
_ (	Students																					
	CWD	22%	23%	25%	-	25%	-	-	-	-	-	*	*	25%	-	*	*	*	-	-	-	
	CWOD		31%	27%	-	28%	*	-	-	-	*	26%	40%	-	27%			32%	*	*	-	
	EL	14%	10%	10%	-	10%	*	-	-	-	-	11%	*	*	9%	10%	*	19%	*	-	-	
	Male		26%	24%		25%						22%	36%	*	23%		24%					

											or	_	Non								_	
		Statel	District	tCampus	African sAmerican	Hispani	cWhite	America: Indian		Pacific nIslander				CWD	CWOE	) EL	Male	FemaleM	ligrant <del>l</del>	lomeles	Foste Care	
	Female		35%	30%	-	30%	-	-	-	-	-	28%	56%	*		19%		30%	-	*	-	-
Mathematics	All	43%	37%	21%	-	22%	*	-	-	-	*	22%	19%	16%	22%	10%	25%	18%	*	*	-	-
;	Students		400/	400/		400/						00/		400/								
	CWD	23% 46%	13% 39%	16% 22%	-	16% 22%	*	-		-	*	9% 23%	13%	16%	22%	10%	25%	19%	*	*	- 1	-
	EL	24%	16%	10%	-	10%	*	-	-	-	-	11%	*	*		10%		13%	*	*	-	-
	Male	44%	36%	25%	-	25%	*	-	-	-	*	24%	25%	*	25%		25%	-	*	-	-	-
	Female	42%	37%	18%	-	18%	-	-	-	-	-	19%	10%	*	19%	13%	-	18%	-	*	-	-
Grade 7	A II	470/	35%	250/	*	240/	*				*	220/	220/	*	260/	00/	220/	269/	*	*		
Reading	All Students	47%	33%	25%		24%		-	-	-		23%	33%		26%	U 70	23%	26%			-	-
	CWD	23%	33%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-
	CWOD EL	50% 16%	35% 7%	26% 0%	*	25% 0%	*	-	-	-	*	24% 0%	34%	*	26% 0%	0% 0%	24% 0%	27% 0%	*	-	-	
	Male	42%	34%	23%	*	21%	*	-	-	-	*	20%	35%	*	24%		23%	-	-	*	-	
	Female		37%	26%	-	26%	-	-	-	-	-	26%	30%	*	27%	0%	-	26%	*	-	-	
Mathamatica	ΛII	200/	220/	240/	*	240/	*				*	220/	260/	*	250/	20/	270/	210/	*	*		
Mathematics	All Students	39%	32%	24%		24%		-	-	-		23%	26%		25%	3%	27%	21%			-	-
	CWD	20%	25%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	
	CWOD		33%	25%	*	25%	*	-	-	-	*	24%	27%	-	25%		28%	21%	*	-	-	
	EL Male	17% 38%	10% 33%	3% 27%	-	3% 28%	-	-	-	-	-	3% 29%	* 14%	*	2% 28%	3% 6%	6% 27%	0%	-	- *	-	
	Female		32%	21%	_	21%	_	-		-	_	18%	50%	*	21%	0%	-	21%	*	_	-	
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	EL Male	13% 44%	6% 37%	4% 28%	-	4% 28%	40%	-	-	-	-	5% 27%	38%	*	0% 29%	4% 5%	5% 28%	4% -	*	-	-	
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	EL	30%	19%	13%	-	13%	-	-	-	-	-	11%	*	*			20%	7%	-	-	-	
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d of Course																						
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	CWOD	19%	11%	5%	-	5%	*	-	-	-	*	5%	9%	-	5%	1%	5%	5%	*	*	-	
	EL	6%	3%	1%	-	1%	*	-	-	-	-	1%	*	*	1%	1%	2%	0%	*	*	-	
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ade 7	A !!	2001	470/	4001		4007						440/	470/		100/	001	1007	400/	*			
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					African			American		Pacific	Two or More	Econ	Non Econ								Foster	
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Grade 8																						
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	Female		20%	19%	-	19%	-	-	-	-	-	14%	44%	*	20%	0%	-	19%	-	*	-	-
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		14%	4%	1%	-	1%	*	-	-	-	-	1%	0%	*	1%	0%	1%	-	*	-	-	-
	Female	16%	5%	2%	-	2%	-	-	-	-	-	3%	0%	*	1%	7%	-	2%	-	-	-	-
Science		27%	20%	17%	-	16%	40%	-	-	-	-	15%	24%	*	18%	2%	19%	15%	*	*	-	-
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	CWD		22%	18%		17%	40%	-	-		-	16%	25%	_	18%	2%	20%	16%	*	*	-	-
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nd of Course	Λ.ΙΙ	240/	220/	720/		750/	,					700/	620/		720/		750/	700/		*		
Algebra I	All Students	31%	22%	73%	-	75%	-	-	-	-	-	78%	63%	-	73%	-	75%	72%	-	-	-	-
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	CWOD		24%	73%	-	75%	*	-	-	-	-	78%	63%	-	73%	-	75%	72%	-	*	-	
	EL Male	12% 28%	4% 19%	- 75%	-	83%	*	-	-	-	-	100%	*	-	- 75%	-	- 75%	-	-	-		
	Female		26%	72%	-	72%	-	-	-	-	-	69%	80%	-	72%	-	-	72%	-	*	-	
AAR Percent	at Appro	ache	s Grade	Level o	or Above																	
Il Grades	ΔII	77%	710/	67%	*	67%	73%				*	66%	73%	200/	70%	260/	660/	69%	75%	*		
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		74%	69%	66%	*	66%	73%	-	-		*	65%	72%	26%	69%	38%		-	*	*	- 1	
	Female	79%	74%	69%	-	69%	-	-	-	-	-	68%	75%	33%	71%			69%	*	*	-	
Reading	All	73%	67%	67%	*	67%	67%	_	_	_	*	66%	76%	32%	69%	32%	63%	72%	*	*	_	
	Students						0.70								0070	0270	0070					
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	EL	52%	41%	32%	_	32%	*		-		-	34%	*	31%	69% 32%		66% 27%	37%	*	*		
	Male	69%	63%	63%	*	63%	67%	-	-	-	*	61%	74%	25%	66%	27%	63%	-	*	*	-	
	Female	77%	71%	72%	-	72%	-	-	-	-	-	71%	78%	40%	73%	37%	-	72%	*	*	-	
Mathematics	All	80%	76%	66%	*	66%	69%	-	-	-	*	66%	69%	27%	69%	40%	66%	66%	*	*	-	
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	CWD CWOD		43% 79%	27% 69%	*	28% 69%	75%		-		*	24% 69%	70%	27%	69%		27% 70%	29% 69%	*	*	- 1	
	EL	70%	61%	40%	-	40%	*	-	-	-	-	40%	38%	30%	41%			35%	*	*	-	
		78%	75%	66%	*	66%	69%	-	-	-	*	65%	69%	27%	70%			-	*	*	-	
	Female	82%	78%	66%	-	66%	-	-	-	-	-	66%	69%	29%	69%	35%	-	66%	•	•	-	•
Science		79%	72%	71%	-	70%	100%	-	-	-	-	70%	76%	*	73%	34%	73%	68%	*	*	-	
	Students CWD	180/	38%	*		*						*	*	*		*	*	*	_			
	CWD		38% 75%	73%	-	73%	100%		-	-	-	72%	78%	_	73%	33%	76%	71%	*	*	-	
	EL	58%	43%	34%	-	34%	-	-	-	-	-	34%	*	*	33%	34%	44%	24%	-	*	-	
	Male Female	78% 80%	71% 73%	73% 68%	-	72% 68%	100%	-	-	-	-	73% 66%	72% 79%	*	76% 71%			- 68%	*	- *	-	
	i ciliale	JU /0	10/0	JU /0	-	JU 70	-	-	-	-	-	JU 70	1 5 70		1 1 70	∠+ 70	•	00 /0	-		-	
AR Percent	at Moote	Grad	e I eve	l or Aho	VA.																	
l Grades					• •																	
All Subjects		47%	37%	30%	*	30%	33%	-	-	-	*	29%	39%	16%	31%	7%	29%	31%	25%	*	-	
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	CWOD	50%	39%	31%	*	31%	34%	-	-	-	*	30%	39%	-	31%	5%	30%	32%	29%	*	-	
	EL Male	26%	16%	7%	-	7%	*	-	-	-	-	7% 20%	4% 33%	23%	5% 30%	7% 7%	7%	6%	*	*	-	
	Male Female	45% 50%	36% 38%	29% 31%	-	29% 31%	33%	-	-	-	_	29% 29%	33% 47%		30% 32%	7% 6%	29%	31%	*	*	-	
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	CWOD	48%	36%	30%	*	29%	33%	-	-	-	*	27%	43%	-	30%	3%	26%	34%	*	*	-	
	EL Mala	21%	12%	5%	-	5%	*	-	-	-	-	5%	*	19%	3%	5%	3%	7%	*	*	-	
	Male Female	41% 50%	32% 38%	25% 33%	-	24% 33%	33%	-	-	-	-	23% 30%	36% 54%	20% 13%	26% 34%	3% 7%	25%	33%	*	*	-	
Mathematics	All Students	48%	40%	29%	*	29%	31%	-	-	-	*	28%	33%	16%	30%	8%	30%	27%	*	*	-	
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e 49% 40% <b>27%</b>	- 27%	-	-	-	-	-	26%	38%	14%	28%	6%	-	27%	*	*	-	•
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23% 17% *	_ *	_	_	_	_	_	*	*	*	_	*	*	*	_	_	_	
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20% 12% <b>10%</b>	* 10%	13%	-	-	-	*	9%	12%	5%	10%	1%	10%	-	*	*	-	
22% 13% <b>13%</b>	- 13%	-	-	-	-	-	11%	25%	3%	13%	1%	-	13%	*	*	-	
19% 11% <b>13%</b>	* 13%	8%	-	-	-	*	11%	22%	6%	13%	1%	11%	15%	*	*	-	
7% 4% <b>6%</b>	- 6%	-	-	-	-	-	3%	*	6%	-	0%	10%	0%	-	*	-	
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e 24% 16% <b>9%</b>	- 9%	-	-	-	-	-	8%	18%	5%	10%	1%	-	9%	*	*	-	
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			-	-	-	-								•	-	-	
e 21% 12% <b>15%</b>	- 15%	-	-	-	-	-	12%	32%	*	16%	0%	-	15%	-	*	-	
5% 2% <b>2</b> 5 23% 13% <b>19</b>	%  %	<b>%</b> - 2% <b>)%</b> - 18%	% - 2% - 1% - 18% 40%	<b>%</b> - 2% <b>18</b> %	<b>%</b> - 2%	<b>%</b> - 2% <b>!%</b> - 18% 40%	<b>%</b> - 2%	<b>%</b> - 2% 2% <b>!%</b> - 18% 40% 19%	<b>%</b> - 2% 2% * <b>!%</b> - 18% 40% 19% 17%	<b>%</b> - 2% 2% * * <b>!%</b> - 18% 40% 19% 17% *	<b>%</b> - 2% 2% * * 2% <b>!%</b> - 18% 40% 19% 17% * 20%	<b>%</b> - 2% 2% * * 2% 2% <b>!%</b> - 18% 40% 19% 17% * 20% 4%	<b>%</b> - 2% 2% * * 2% 2% 4% <b>1%</b> - 18% 40% 19% 17% * 20% 4% 19%	<b>%</b> - 2% 2% * * 2% 2% 4% 0% <b>!%</b> - 18% 40% 19% 17% * 20% 4% 19% -	<b>%</b> - 2% 2% * * 2% 2% 4% 0% 18% 40% 19% 17% * 20% 4% 19% - *	<b>%</b> - 2% 2% * * 2% 2% 4% 0% - * <b>18%</b> - 18% 40% 19% 17% * 20% 4% 19% - * -	<b>%</b> - 2% 2% * * 2% 2% 4% 0% - * 18% 40% - * 19% 17% * 20% 4% 19% - *

Part (iii): Academic Growth and Graduation Rate

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	64	*	64	59	-	-	-	*	62	58	63
CWD	58	-	58	-	-	-	-	-	54	58	43
CWOD	64	*	64	59	-	-	-	*	62	-	66
EL	63	-	63	-	-	-	-	-	61	43	63
Male	59	*	60	59	-	-	-	*	56	56	53
Female	68	-	68	-	-	-	-	-	67	62	75
<b>Viathematics</b>											
All Students	57	*	57	42	-	-	-	*	57	36	55
CWD	36	-	37	*	-	-	-	-	37	36	55
CWOD	59	*	59	46	-	-	-	*	59	-	55
EL	55	-	55	*	-	-	-	-	55	55	55
Male	56	*	57	42	-	-	-	*	56	33	55
Female	58	-	58	-	-	-	-	-	59	40	55

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 G	raduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	· - ·	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
*' Indicates results are r	masked due to smal	Il numbers t	o protect stu	udent con	fidentiality.								
'-' Indicates there are no	students in the aro	up.	•		,								

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	201	35	17%
!*! !_!	Indicates results are masked due to Indicates zero observations reporte	o small numbers to protect student co	nfidentiality.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achiev	ement Don	nain Score	STAAR C	omponen	t Only)						
STAAR Component Score	36	*	36	*	-	-	-	*	35	*	*
School Quality (College, Career, a	nd Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
"" Indicates results are masked of Indicates there are no students In/a" Indicates the student group is	in the gro	лр.		udent conf	identiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

STAAR Performance Status Reading Interim Goals (2018-2022)	Students	American	Hienanic	White							
Reading Interim Goals (2018-2022)			mapanic	winte	Indian	Asian	Islander	Races	Disadv	CWD	EL+
Interim Goals (2018-2022)											
T	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met `	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics	.,										
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	3170	N	3370	4370	02 /0	30 70	3470	N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N N	4170	N	0370	3370	0370	31 /0	0170	N	N	4970 N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	03% N	34 70	N N	1370	0370	00 70	0070	0970	N	46% N	N
		000/		000/	700/	040/	750/	770/			
Long-Term Goals Target Met	73% N	66%	70% N	80%	73%	91%	75%	77%	68% N	62% N	70% N
•									14	14	
English Learner Language Prof	iciency Statu	IS									
Interim Goals (2018-2022)											42%
Target Met `											Υ
Interim Goals (2023-2027)											44%
Target Met											Υ
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											
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	3470	5 770	3 . 70	3 170	3 170	0.70	5 170	3.70	3.70	3 . 70	3470
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	3470	J-770	3-770	J-170	5-170	J-770	J-4 70	J-170	J-170	5-70	J+70
ranger with											
ı											
Ì											

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
'+'	STAAR Performance and Graduation us	e EL(Currer	nt & Monitor	ed), EL Er	nglish Learne	r Languag	e Proficienc	y uses EL (C	urrent).		
	Blank cells above represent student group	up indicator	s that do no	t meet the	minimum siz	e criteria.					

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

All Subjects		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female	Migra
CWD	_																
CWD	All Students	100%	*	100%	100%	_	_	_	*	100%	100%	99%	100%	100%	100%	100%	1009
CWOD		99%		99%	*	-	-	_		99%	100%	99%	-	100%	100%	98%	*
Reading		100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	100
Male   10   Female   10   New Pemale   10   Ne					10070	-	-	-									100
Reading		100%	*	100%	4000/	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	400
Reading		100%	^	100%	100%	-	-	-	•	100%	100%	100%	100%	100%	100%		100
CWD	-emale	100%	-	100%	-	-	-	-	-	100%	100%	98%	100%	100%	-	100%	*
CWOD   10   EL   10   Male   10   CWOD	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	97%	100%	100%	100%	100%	*
Science   All Students   CWD   CWOD   EL   Male   Temale   10	CWD	97%	-	97%	-	-	-	-	-	97%	*	97%	-	100%	100%	93%	-
Science   All Students   CWD   CWOD   EL   Male   Semale   CWD   CWOD   CWOD   CWOD   CWOD   EL   Male   Semale   CWD   CWD	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
Male   Female   10	ĒL	100%	_	100%	*	-	-	_	_	100%	100%	100%	100%	100%	100%	100%	*
Mathematics	Male	100%	*	100%	100%	_	_	-	*	100%	100%	100%	100%	100%	100%	_	*
CWD CWOD 10		100%	-	100%	-	-	-	-	-	100%	100%	93%	100%	100%	-	100%	*
CWD CWOD 10		4000/	*	1000/	1000/				*	1000/	1000/	4000/	1000/	1000/	4000/	1000/	*
CWOD		100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
Science		100%	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	
Male   Female   10	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
Science	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
Science	Иale	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	*
CWD   10   CWOD   10   EL   10   CWOD   10   CWOD   10   CWOD   10   CWOD   CWOD   EL   Male   Female   CWD   CWOD   CWOD   EL   Male   Female   CWD   CWOD   CWOD   CWOD   CWOD   EL   Male   Female   CWD   CWOD   CWOD   CWOD   EL   Male   Female   CWD   CWOD   CWOD   CWOD   EL   Male   Female   CWD   CWOD   CW	emale	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
CWD   10   CWOD   10   EL   10   CWOD   10   CWOD   10   CWOD   10   CWOD   CWOD   EL   Male   Female   CWD   CWOD   CWOD   EL   Male   Female   CWD   CWOD   CWOD   CWOD   CWOD   EL   Male   Female   CWD   CWOD   CWOD   CWOD   EL   Male   Female   CWD   CWOD   CWOD   CWOD   EL   Male   Female   CWD   CWOD   CW	All Students	100%	_	100%	100%	_	_	_	_	100%	100%	100%	100%	100%	100%	100%	*
CWOD   10   EL   10   Male   10   Female   10   Male   Female   10   Male   Male   Male   Female   10   Male		100%		100%	10070					100%	*	100%	10070	*	100%	100%	
EL		100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*
Male Female   10   10   10   10   10   10   10   1					10070	-	-	-			100%	*					
Female		100%	-	100%	-	-	-	-	-	100%	4000/		100%	100%	100%	100%	-
All Subjects		100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
All Subjects		100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
CWD	Nate																
CWOD		0%	*	0%	0%	-	-	-	*	0%	0%	1%	0%	0%	0%	0%	0%
Reading All Students CWD CWOD EL Male Female CWD		1%	-	1%	*	-	-	-	-	1%	0%	1%	-	0%	0%	2%	*
Male   Female   0		0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	0%
Reading	ΞL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
Reading	Иale	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	09
CWD   CWOD   C	emale	0%	-	0%	-	-	-	-	-	0%	0%	2%	0%	0%	-	0%	*
CWD   CWOD   C	All Students	0%	*	0%	0%				*	0%	0%	3%	0%	0%	0%	0%	*
CWOD		3%		3%	0 70	-	-	-		3%	*	3%	-	0%	0%	7%	
EL		0%	*	0%	0%	-	-	-	*	0%	0%	370	0%	0%	0%	0%	*
Male Female         0           Mathematics         All Students CWD CWOD DEL Male Female         0           Science         All Students Students         0					U% *	-	-	-									*
Nathematics		0%	*	0%		-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
Mathematics         All Students CWD 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	*
CWD 0 CWOD 0 EL 0 Male 0 Female 0 Science All Students 0	emale	0%	-	0%	-	-	-	-	-	0%	0%	7%	0%	0%	-	0%	*
CWD 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	All Students	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
CWOD 0 EL 0 Male 0 Female 0 Science All Students 0	CWD	0%	-	0%	*	_	-	-	-	0%	0%	0%	-	0%	0%	0%	*
EL 0 Male 0 Female 0 Science All Students 0		0%	*	0%	0%	_	_	_	*	0%	0%	-	0%	0%	0%	0%	*
Male Female 0 Science All Students 0		0%	_	0%	*	_	_		_	0%	0%	0%	0%	0%	0%	0%	*
Female 0 Science All Students 0		0%	*	0%	0%			-	*	0%	0%	0%	0%	0%	0%	U /U	*
Science All Students 0					U 70	-	-	-								00/	*
	-ernaie	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	•
CMD		0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
CVVD	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	
CWOD 0	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
		0%	-	0%	-	_	-	-	-	0%	*	*	0%	0%	0%	0%	
		0%	_	0%	0%	_	_	_	_	0%	0%	0%	0%	0%	0%		*
		0%	_	0%	-	_	_			0%	0%	0%	0%	0%		0%	_
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Part (viii): Civil Rights Data

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

		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)
Students Without Disabilities												
In-School Suspensions												
•	Male	40	*	38	*	*	*	*	*	14		
	Female	25	*	23	*	*	*	*	*	5		
	Total	65	*	61	*	*	*	*	*	19		
Out-of-School Suspensions												
	Male	15	*	13	*	*	*	*	*	*		
	Female	10	*	10	*	*	*	*	*	7		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	with Disabilities (Section 504)
	Total	25	*	23	*	*	*	*	*	11		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	5	*	5	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	7	*	7	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	5	*	5	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	7	*	7	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
•	Male	10	*	8	*	*	*	*	*	5		5
	Female	5	*	5	*	*	*	*	*	*		*
	Total	15	*	13	*	*	*	*	*	7		7
Out-of-School Suspensions												
•	Male	5	*	5	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	5	*	5	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	58	*	56	*	*	*	*	*	20	11	8
	Female	64	*	62	*	*	*	*	*	14	5	*
	Total	122	*	118	*	*	*	*	*	34	16	10

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*
-	

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

		Total	African			Indian or Alaska		Pacific 1	wo or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific '	Two or More Races	EL	Students with Disabilities
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

Indicates results are masked due to small numbers to protect student confidentiality.

Part (ix): Teacher Quality Data

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

**High Poverty** 

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.5	12.8%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Feacher is Certified or Licensed	3.2	8.0%
-' 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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	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%	5	1%	_	_
Mathematics	6,020	1%	5	1%	-	-
Grade 4 Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	Ē	-
Grade 5 Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6 Reading	5,678	1%	9	1%	*	*
Mathematics	5,677	1%	9	1%	*	*
Grade 7 Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8 Reading	5,088	1%	5	1%	*	*
Mathematics	5,087	2%	5	1%	*	*
Science	5,087	1%	5	1%	*	*
End of Course English I	4,868	1%	13	1%	<del>-</del>	-

<sup>\*\*\*</sup> 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.

Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-
All Grades All Subjects	99,020	1%	156	1%	12	1%
Reading	43,730	1%	67	1%	5	1%
Mathematics	39,178	1%	63	1%	5	1%
Science	16,112	1%	26	1%	*	*
	Its are masked due to sr observations reported for		ect student confidenti	ality.		

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

Strade 4   Reading				% Belo	% Below Basic		bove Basic	% At or Abo	ve Proficient	% At or Above Advanced		
Black	Grade	Subject	Student Group	TX	US						US	
Hispanic   49   46   31   32   16   19   3   4   4   4   4   32   32   35   34   10   13   34   4   4   4   4   4   4   4   4	Grade 4	Reading	Overall	40	32	32	31	23	27	5	9	
White		•	Black	44	49	34	31	19	17	3	3	
American Indian			Hispanic	49	46	31	32	16	19	3	4	
American Indian			White	21	22	34	32	35	34	10	13	
Pacific Islander			American Indian		52	*			17	*		
Pacific Islander			Asian	16	16	23	25	42	37	19	22	
Two or More Races   33   27   29   31   29   30   8   11			Pacific Islander		42				23			
Econ Disadv   50				33	27	29	31	29	30	8	11	
Students with Disabilities   70   68   20   20   9   10   1   2												
English Language Learners												
Black												
Black		Mathematics	Overall	10	20	40	30	33	32	Ω	Ω	
Hispanic		Maniemanos										
White												
American Indian Asian Asian Asian Asian Asian Asian Asian Asian B B B B B B B B B B B B B B B B B B B												
Asian												
Pacific Islander												
Two or More Races 13 15 30 39 41 35 17 11 Econ Disadv 23 31 46 44 25 22 4 33 English Language Learners 29 47 44 39 23 13 4 2 2 4 33 English Language Learners 29 47 44 39 23 13 4 2 2 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4												
Econ Disady												
Students with Disabilities												
English Language Learners   29   47   44   39   23   13   4   2												
Grade 8   Reading   Overall   29   24   44   40   26   32   2   4												
Black			English Language Learners	29	47	44	39	23	13	4	2	
Hispanic   34   33   45   44   20   22   1   1   1   White   17   16   43   39   37   39   3   6   American Indian   * 37   * 41   * 20   * 1   1   Asian   8   13   29   30   53   45   10   12   Asian   8   13   29   30   53   45   10   12   Asian   American Indian   * 35   * 42   * 22   * 2   2   * 2   2   * 2   2	Grade 8	Reading	Overall		24	44		26	32	2	4	
White			Black	42	40	43	42	14	17	n/a	1	
American Indian			Hispanic	34	33	45	44	20		1	1	
Asian 8 13 29 30 53 45 10 12 Pacific Islander * 35 * 42 42 * 22 * 25 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 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 * 4 Asian 3 12 19 24 37 32 40 32 Pacific Islander * 36 * 39 * 18 * 6 Two or More Races 24 27 43 36 24 25 8 13 Econ Disadv 40 45 40 37 17 15 3 3 Students with Disabilities 67 69 23 22 8 7 2 2			White		16		39		39		6	
Pacific Islander			American Indian	*	37	*	41	*	20	*	1	
Facilit Islander			Asian	8	13	29	30	53	45	10	12	
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   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   7   2   2			Pacific Islander	*	35	*	42	*	22	*	2	
Students with Disabilities   65   61   29   29   6   9   n/a   1			Two or More Races	23	18	42	40	31	36	5	6	
Mathematics			Econ Disadv	38	35	45	43	16	20	1	1	
Mathematics			Students with Disabilities	65	61	29	29	6	9	n/a	1	
Black       44       53       41       34       13       11       1       2         Hispanic       38       43       39       37       19       16       4       4         White       16       20       33       37       35       31       16       13         American Indian       *       44       *       38       *       14       *       4         Asian       3       12       19       24       37       32       40       32         Pacific Islander       *       36       *       39       *       18       *       6         Two or More Races       24       27       43       36       24       25       8       13         Econ Disadv       40       45       40       37       17       15       3       3         Students with Disabilities       67       69       23       22       8       7       2       2			English Language Learners	62	68	33	27	5	5	n/a	n/a	
Black       44       53       41       34       13       11       1       2         Hispanic       38       43       39       37       19       16       4       4         White       16       20       33       37       35       31       16       13         American Indian       *       44       *       38       *       14       *       4         Asian       3       12       19       24       37       32       40       32         Pacific Islander       *       36       *       39       *       18       *       6         Two or More Races       24       27       43       36       24       25       8       13         Econ Disadv       40       45       40       37       17       15       3       3         Students with Disabilities       67       69       23       22       8       7       2       2		Mathematics	Overall	30	30	37	36	24	24	9	10	
Hispanic 38 43 39 37 19 16 4 4 4 White 16 20 33 37 35 31 16 13 American Indian * 44 * 38 * 14 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 *		manomano										
White     16     20     33     37     35     31     16     13       American Indian     *     44     *     38     *     14     *     4       Asian     3     12     19     24     37     32     40     32       Pacific Islander     *     36     *     39     *     18     *     6       Two or More Races     24     27     43     36     24     25     8     13       Econ Disadv     40     45     40     37     17     15     3     3       Students with Disabilities     67     69     23     22     8     7     2     2										•		
American Indian												
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 3 Students with Disabilities 67 69 23 22 8 7 2 2												
Pacific Islander     *     36     *     39     *     18     *     6       Two or More Races     24     27     43     36     24     25     8     13       Econ Disadv     40     45     40     37     17     15     3     3       Students with Disabilities     67     69     23     22     8     7     2     2				3		10		37		40		
Two or More Races     24     27     43     36     24     25     8     13       Econ Disadv     40     45     40     37     17     15     3     3       Students with Disabilities     67     69     23     22     8     7     2     2												
Econ Disadv         40         45         40         37         17         15         3         3           Students with Disabilities         67         69         23         22         8         7         2         2				24		13		24		8		
Students with Disabilities 67 69 23 22 8 7 2 2												
			English Language Learners	01	, ,	32	20	'	3	'	'	

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

Grad	e Subject	Student Group		%
1*1	Indicates reporting standa			
'n/a'	Indicates data reporting is	not applicable for this grou	p.	

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: HORIZON MIDDLE Campus ID: 071901044 District Name: CLINT ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the

accountability system;
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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 s American	llianania	\A/bi4=	American Indian	Asian	Pacific Islander		Econ	Special Educ	and Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	Reading/ELA	Rates	44%	32%	3170	00%	43%	74%	45%	30%	33%	19%	29%
Glade Level of Above)		2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22	7770	32 /0	31 /0	0070	4370	7 7 70	4570	30 /0	3370	1370	2370
		2022-23 through 2026-	- 52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		27											
		2027-28 through 2031-	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		32											
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		Rates											
		2017-18 through 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22	E 40/	440/	400/	050/	500/	0.50/	F70/	0.40/	450/	0.40/	400/
		2022-23 through 2026- 27	- 54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-	- 63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		32	0070	3470	3370	1370	0370	0070	0070	0370	51 /0	4070	3370
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17											41%
		Rates											
		2017-18 through 2021-											42%
		22											
		2022-23 through 2026-											44%
		27											
		2027-28 through 2031-	•										46%
 		32	000/	0.50/	070/	000/	000/	0.50/	000/	000/	000/	700/	700/
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-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2017-16 tillough 2021-	9070	90%	<b>3</b> 070	9070	3U 70	3070	<b>30</b> 70	9070	5070	3070	9U70
		2022-23 through 2026-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		27	3270	5270	02/0	3270	3270	S= 70	J= 70	J_ /0	0_70	3270	J_70
		2027-28 through 2031-	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		32											

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status c. Graduation Rate: Federal Graduation Status

- d. ELP Indicator: English Learner Language Proficiency Status
  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

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

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school. (dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

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

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two or		Non									
		State	District	Campus	African American	Hisnani		merican Indian		Pacific	More		Econ	CWD	cwoi	) FI	Male	FemaleN	/ligrant	Homeles	Foste	
AAP Porcon	t at Annr					порат	CVVIIICE	malan	Asiai	noanac	Naces	Disauv	Disauv	OWD	01101	,	Maic	remater	nigrani	inomeres	3 Oaie	<u> </u>
AAR Percen Grade 6 Reading	All	68%	62%	72%	*	71%	100%				*	69%	81%	*	720/	52%	620/	81%	*	*		869
rteading	Students		27%	*		*	100 70	-	-	-		*	-	*	1270	JZ /0 *	*	*			-	00
	CWOD		65%	72%	*	71%	100%		-	- 1	*	69%	81%	_	72%	53%	62%	81%	*	*	-	86
	EL	42%	28%	52%	-	52%	-	-	-	-	-	44%	*	*	53%			70%	-	-	-	-
	Male Female	63%	55% 69%	63% 81%	*	61% 81%	*	-	-	-	*	62% 76%	63% 93%	*	62% 81%		63%	- 81%	*	*	-	,
Mathematic			70%	75%	*	74%	71%	_	_	_	*	75%	75%	38%		51%		82%	*	*	_	78
	Students																• • • • •					
	CWD	50%	31%	38%	-	38%	-	-	-	-	*	45%	*	38%	-	*	*	*	-	-	-	
	CWOD EL	79% 61%	74% 47%	77% 51%	•	77% 51%	71%	-	-	-	•	76% 52%	78% *	*		53% 51%		84% 54%	•	*	-	78
	Male	76%	68%	67%	*	68%	*	-	-		-	69%	59%	*		48%		34 70	*	*		,
	Female		72%	82%	*	81%	*	-	-	-	*	81%	86%	*		54%		82%	*	*	-	•
Grade 7																						
Reading	All Students	73%	71%	73%	*	73%	*	-	*	-	*	71%	77%	67%	73%	35%	69%	77%	*	*	-	*
	CWD	37%	36%	67%	-	75%	*	-	-	-	-	63%	*	67%	-	-	*	*	-	-	-	*
	CWOD		73%	73%	*	73%	*	-	*	-	*	72%	77%	-		35%		78%	*	*	-	,
	EL	44%	34%	35%	-	35%	-	-	-	-	*	38%	* 700/	*	35%			*	-	*	-	
	Male Female	69%	66% 76%	69% 77%	*	68% 79%	*	-	*		*	66% 78%	78% 76%	*	69% 78%	33%	09%	- 77%	_	*	-	
Mathematic		71%	70%	73%	*	73%	*	*	*		*	71%	79%	53%		13%	7/1%	71%	*	*		
Matricinatio	Students CWD		38%	53%	_	60%	*	_		_		47%	*	53%	-		55%	*		*	_	
	CWOD		73%	74%	*	75%	*	*	*	_	*	73%	78%	-	74%			72%	*	*	-	
	EL	52%	43%	43%	-	44%	-	*	-	-	-	45%	*	*	45%			29%	-	*	-	
	Male	69%	69%	74%	-	74%	*	*	-	-	*	73%	77%	55%	76%	52%	74%	-	*	*	-	
	Female	73%	72%	71%	*	72%	*	-	*	-	*	68%	81%	*	72%	29%	-	71%	-	*	-	
rade 8	• "	050/	000/	000/		200/	1000/					000/	040/		200/	500/	0.40/	000/		000/		
Reading	All Students		86%	88% *	•	88%	100%	•	-	-	-	88%	91%		89%	52%	84%	92%	•	86%	-	10
	CWD CWOD	49% 88%	55% 88%	89%	*	88%	100%	*	-		-	88%	91%		80%	54%	85%	92%	_	86%	-	10
	EL	58%	53%	52%	_	52%	-	_	_	-	-	54%	*	*		52%		64%	_	*	_	10
	Male	82%	85%	84%	*	84%	*	-	-	-	-	84%	87%	*		44%		-	-	*	-	
	Female	88%	88%	92%	-	92%	100%	*	-	-	-	92%	95%	*	92%	64%	-	92%	*	*	-	
Mathematic		85%	88%	88%	*	87%	100%	*	-	-	-	87%	94%	78%	88%	72%	85%	91%	*	86%	-	10
	Students		500/	=00/		750/	*					*	*	700/		_	_	_	_			
	CWD CWOD	53%	53% 90%	78% 88%	*	75% 88%	100%	*	-	-	-	87%	93%	78%	- 000/	74%	060/	91%	•	86%	-	10
	EL	73%	73%	72%		72%	10076					75%	9370	*	74%			91%		*		10
	Male	82%	85%	85%	*	84%	*	_	_	_	_	81%	100%	*	86%			-	_	*	_	
	Female		90%	91%	-	91%	*	*	-	-	-	92%	88%	*		91%		91%	*	*	-	
Science	All	75%	70%	59%	*	59%	71%	*	_	_	_	57%	72%	28%	62%	22%	59%	59%	*	56%	_	
00.01.00	Students CWD		27%	28%		29%	*					*	*	28%	0270	*	*	*	*	*		
	CWOD		74%	62%	*	62%	83%	*	-	_	-	59%	74%	-	62%	26%	65%	59%	*	63%	_	
	EL	46%	31%	22%	-	22%	-	-	-	-	-	24%	*	*	26%			30%	*	*	-	
	Male	74%	71%	59%	*	60%	*	-	-	-	-	58%	64%	*		17%		-	-	*	-	
	Female	76%	70%	59%	-	58%	*	*	-	-	-	55%	81%	*	59%	30%	-	59%	*	*	-	
nd of Course Algebra I	e All	82%	80%	100%	_	100%	_	_	_	_	_	100%	100%	_	100%	, -	100%	100%	_	_	_	
	Students CWD		39%	-	_	-	_	_	_	_	_		-	-	-	_		,		_	_	
	CWOD			100%	-	100%	-	-	_	-	-	100%	100%	_	100%	, -	100%	100%	_	_	_	
	EL	67%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	78%	76%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	- '	100%	-	-	-	-	
	Female	87%	86%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	-	-	100%	-	-	-	
AAR Percen	t at Meets	Grad	le Leve	l or Abo	ve																	
Grade 6 Reading	All	38%	30%	33%	*	33%	50%	_	-	_	*	30%	43%	*	33%	19%	23%	42%	*	*	-	57
-	Students																					
	CWD			*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	
	CWOD EL	40% 14%	31% 10%	33% 19%	•	33% 19%	50%	-	-	-	•	29% 22%	43%	*		16% 19%		42% 30%	_	•	-	57
	EL Male	34%	10% 26%	19% 23%	*	24%	*	-	-	-	-	23%	21%	*	22%		23%	JU% -	*	*	-	
		5 7 70	2070	_3/0		_ + 70						2370	/0									

											or	_	Non									
		State	District	tCampu	African sAmericar	nHispani		America Indian		Pacific nIslander				/CWD	CWOE	) EL	Male	FemaleN	ligrant	Homeles	Foste Care	
	Female	42%	35%	42%	*	42%	*	-	-	-	*	37%	57%	*	42%	30%	-	42%	*	*	-	*
Mathematics	All Students	43%	37%	37%	*	36%	57%	-	-	-	*	33%	53%	15%	38%	18%	32%	42%	*	*	-	44%
`	CWD	23%	13%	15%	-	15%	-	-	-	-	-	18%	*	15%	-	*	*	*	-	-	-	-
	CWOD	46%	39%	38%	*	37%	57%	-	-	-	*	34%	55%	-			34%	42%	*	*	-	44%
	EL Male	24% 44%	16% 36%	18% 32%	*	18% 32%	*	-	-	-	-	15% 29%	* 45%	*			12% 32%	25%	- *	*	-	*
	Female		37%	42%	*	40%	*	-	-	-	*	36%	59%	*		25%		42%	*	*	-	*
Grade 7																						
Reading	All Students	47%	35%	41%	*	40%	*	-	*	-	*	36%	58%	67%	40%	9%	40%	42%	*	*	-	*
`	CWD	23%	33%	67%	-	75%	*	-	-	-	-	63%	*	67%	-	-	*	*	-	-	-	*
	CWOD		35%	40%	*	38%	*	-	*	-	*	34%	57% *	-	40%		39%	41%	*	*	-	*
	EL Male	16% 42%	7% 34%	9% 40%	-	9% 38%	*	-		-	*	10% 38%	48%	*	9% 39%	9% 6%	6% 40%	_	*	*	-	*
	Female		37%	42%	*	41%	*	-	*	-	*	32%	68%	*	41%	*	-	42%	-	*	-	*
Mathematics	ΔΙΙ	39%	32%	37%	*	37%	*	*	*	_	*	34%	48%	41%	37%	11%	11%	33%	*	*	_	*
	Students		JZ /0	31 /6		31 /0				-		J4 /0	40 /0	4170	31 /0	1170	4170	33 /0			-	
	CWD	20%	25%	41%		47%	*	-	-	-	-	40%	*	41%	-	*	36%	*	-	*	-	*
	CWOD	41% 17%	33% 10%	37% 11%	*	36% 12%	*	*	*	-	*	34% 13%	48% *	*	37% 12%		41% 11%	32% 12%	*	*	-	*
	Male	38%	33%	41%		40%	*	*		-	*	37%	58%	36%			41%	-	*	*	-	*
	Female	40%	32%	33%	*	33%	*	-	*	-	*	31%	38%	*	32%	12%	-	33%	-	*	-	*
Grade 8																						
Reading	All	48%	40%	37%	*	37%	33%	*	-	-	-	34%	51%	*	36%	11%	34%	39%	*	14%	-	17%
(	Students CWD	23%	21%	*	_	*	_	_	_	_	_	*	_	*	-	*	*	*	*	_	_	_
	CWD		41%	36%	*	36%	33%	*	-	-	-	33%	51%	-	36%	12%	33%	38%	-	14%	-	17%
	EL	13%	6%	11%		11%	-	-	-	-	-	12%	*	*			13%	9%	-	*	-	-
	Male Female	44%	37% 43%	34% 39%	*	33% 41%	20%	*	-	-	-	33% 35%	40% 60%	*	33% 38%	13% 9%	34%	39%	- *	*	-	*
	i ciliale	: 33 /0	4370	39 /6	-	4170	20 /0		-	-	-	33 /0	00 /0		30 /0	9 /0	-	3970			-	
Mathematics		50%	35%	34%	*	35%	33%	*	-	-	-	33%	41%	33%	34%	21%	34%	34%	*	29%	-	40%
`	Students CWD	25%	20%	33%	_	38%	*	_	_	_	_	*	*	33%	_	*	*	*	*	_	_	_
	CWOD		36%	34%	*	35%	40%	*	-	-	-	32%	45%	-	34%	22%	35%	33%	-	29%	-	40%
	EL	30%	19%	21%	-	21%	-	-	-	-	-	21%	*	*			22%	18%	-	*	-	-
	Male Female	48%	32% 38%	34% 34%	_	34% 35%	*	*		-	-	32% 34%	44% 38%	*		18%	34%	34%	*	*	-	*
Science	All Students	50%	42%	31%	*	30%	57%	*	-	-	-	29%	40%	17%	32%	8%	30%	32%	*	22%	-	*
`	CWD	23%	15%	17%	-	18%	*	-	-	-	-	*	*	17%	-	*	*	*	*	*	-	-
	CWOD		44%	32%	*	31%	67%	*	-	-	-	29%	44%	-	32%		32%	32%	*	25%	-	*
	EL Male	19% 51%	7% 44%	8% 30%	*	8% 30%	*	-	-	-	-	9% 28%	* 36%	*	9% 32%	8% 7%	7% 30%	10%	*	*	-	*
	Female		40%	32%	-	31%	*	*	-	-	-	29%	43%	*		10%		32%	*	*	-	*
End of Course Algebra I	All	53%	46%	100%	_	100%	-	_	-	-	_	100%	100%	-	100%	_	100%	100%	_	_	_	-
	Students																					
	CWD	19%	14% 50%	100%	-	100%	-	-	-	-	-	100%	100%	-	- 100%	-	- 100%	100%	-	-	-	-
	EL	29%	13%	100%	-	100%	-		- 1	-		100%	100%	-	100%	-	100%	-	-	-	-	
	Male	49%	41%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	-	100%		-	-	-	-
	Female	58%	52%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	-	-	100%	-	-	-	-
TAAR Percent	ot Moot	vo Cr	ada I a	vol																		
Grade 6	at wast	ers Gra	ade Le	vei																		
Reading	All	18%	11%	9%	*	10%	0%	-	-	-	*	9%	9%	*	9%	5%	7%	11%	*	*	-	29%
•	Students CWD	8%	7%	*	_	*	_	_	_	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWOD		11%	9%	*	9%	0%	-	-	-	*	9%	9%	-	9%	0%	7%	10%	*	*	-	299
	EL	4%	2%	5%	- *	5%	- *	-	-	-	-	6%	*	*	0%	5%	*	10%	-	-	-	-
	Male Female	15%	9% 13%	7% 11%	*	7% 12%	*	-	- 1	-	*	9% 10%	0% 14%	*	7% 10%	10%	7% -	11%	*	*	-	*
Mathematics	All Students		11%	9%	*	9%	0%	-	-	-	*	7%	16%	15%	9%	2%	8%	11%	*	*	-	0%
`	CWD	9%	7%	15%	-	15%	-	-	-	-	-	18%	*	15%	-	*	*	*	-	-	-	-
	CWOD		11%	9%	*	9%	0%	-	-	-	*	6%	16%	-	9%	0%	7%	10%	*	*	-	0%
	EL Male	6% 18%	3% 10%	2% 8%	*	2% 8%	*	-	-	-	-	2% 6%	* 14%	*	0% 7%	2% 0%	0% 8%	4%	*	*	-	*
	Female		11%	11%	*	11%	*	-	-	-	*	8%	17%	*	10%	4%	-	11%	*	*	-	*
Grade 7																						
Reading	All	28%	17%	17%	*	16%	*	-	*	-	*	12%	31%	22%	16%	4%	17%	17%	*	*	-	*
· (	Students		4.407	0007		050/						1001		2001								_
	CWD		14% 17%	22% 16%	*	25% 16%	*	-	*	-	*	13% 12%	30%	22%	- 16%	- 4%	* 16%	* 17%	*	*	-	*
	EL	6%	1%	4%	-	4%	-	-	-	-	-	5%	*	-	4%	4%	0%	*	-	*	-	-
	Male	24%	16%	17%	-	16%	*	-	-	-	*	12%	35%	*	16%	0%	17%	-	*	*	-	*
	Female	33%	18%	17%	*	16%	*	-	*	-	*	13%	28%	*	17%	*	-	17%	-	*	-	*
			440/	15%	*	15%	*	*	*	-	*	12%	27%	18%	15%	2%	18%	12%	*	*	-	*
Mathematics			11%	13/0																		
	Students					0001						4007		4007			1007					_
		7%	11% 12% 11%	18% 15%	- *	20% 15%	*	-	-	-	- *	13% 12%	* 26%	18%	- 15%	* 2%	18% 18%	* 12%	- *	*	-	*

											Two or		Non									
		Statol	Dietrict	Campus	African American	u∐ienani		America				Econ		CWD	CWOL	. =1	Malo	FemaleN	liaranti	Homologe	Foste	
	Male	17%	11%	18%	-	18%	*	*	ASIAI	-	*	14%	35%	18%	18%	4%	18%	-	*	*	-	*
	Female	18%	12%	12%	*	12%	*	-	*	-	*	9%	19%	*	12%	0%	-	12%	-	*	-	*
Grade 8	A.II	000/	400/	400/		450/	000/					4.40/	000/		450/	40/	450/	400/		4.40/		470
Reading	All Students	26%	18%	16%	•	15%	33%	•	-	-	-	14%	23%	•	15%	4%	15%	16%	•	14%	-	17%
	CWD	8%	9%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	*	-	-	-
	CWOD EL	28% 4%	18% 1%	15% 4%	*	14% 4%	33%	*	-	-	-	13% 4%	23%	*	15% 4%	4% 4%	14% 0%	16% 9%	-	14%	-	17%
	Male	22%	15%	15%	*	14%	*		-		-	13%	27%	*	14%	0%	15%	-	-	*	-	*
	Female	30%	20%	16%	-	16%	20%	*	-	-	-	15%	20%	*	16%	9%	-	16%	*	*	-	*
Mathematics	s All	15%	5%	6%	*	5%	17%	*	_	_	-	5%	9%	0%	6%	0%	4%	7%	*	0%	_	0%
	Students					-																
	CWD CWOD	9% 16%	3% 5%	0% 6%	*	0% 5%	20%	*	-		-	* 5%	* 10%	0%	6%	0%	* 5%	* 7%	*	0%	-	0%
	EL	6%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	14%	4%	4%	*	5%	*	-	-	-	-	3%	13%	*	5%	0%	4%	-	-	*	-	*
	Female	16%	5%	7%	-	6%	_	-	-	-	-	7%	6%	-	7%	0%	-	7%	-	-	-	-
Science	All	27%	20%	15%	*	15%	29%	*	-	-	-	14%	23%	0%	17%	2%	14%	17%	*	0%	-	*
	Students CWD	8%	2%	0%	_	0%	*	_	_	_	_	*	*	0%	_	*	*	*	*	*	_	_
	CWOD		22%	17%	*	16%	33%	*	-	-	-	15%	26%	-	17%	2%	15%	18%	*	0%	-	*
	EL	6%	1%	2%	-	2%	-	-	-	-	-	2%	*	*	2%	2%	0%	5%	*	*	-	-
	Male Female	29% 25%	21% 20%	14% 17%	_	14% 16%	*	*	-	-	-	13% 15%	18% 29%	*	15% 18%	0% 5%	14%	17%	*	*	-	*
	remaie	2070	2070	11 /0		1070						1070	2070		1070	070		1770				
End of Course Algebra I		31%	22%	71%		71%						63%	100%	_	71%	_	55%	85%	_			
	All Students	J 1 70	ZZ 70	7 1 70	-	1 1 70	-	-	-	-	-	0370	100%	-	1 1 70	-	JJ 70	0370	-	-	-	-
	CWD	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD EL	34% 12%	24% 4%	71% -		71%	-	- :	-		-	63%	100%	-	71%	1	55%	85%	-	-	-	-
	Male	28%	19%	55%	-	55%	-	-	-	-	-	50%	*	-	55%	-	55%	-	-	-	-	-
	Female	34%	26%	85%	-	85%	-	-	-	-	-	78%	*	-	85%	-	-	85%	-	-	-	-
AAR Percent	t at Appro	ache	s Grade	Level	or Above																	
All Grades All Subjects	All	77%	71%	75%	67%	75%	80%	*	*	_	83%	74%	81%	51%	76%	15%	71%	79%	90%	56%	_	759
	Students	1170	7 1 70	1070	01 70	1370	00 /0				00 70	1 4 70	0170	3170	1070	70 /0	7 1 70	1370				7.5
	CWD	45%	38%	51%	-	53%	*	-	-	-	-	48%	67%	51%	-	*	45%	62%	*	*	-	*
	CWOD EL	80% 60%	74% 49%	76% 45%	67%	76% 45%	88%	*	_		83%	75% 46%	81% 30%	*			73% 41%	80% 51%	86%	59% 37%	-	819
	Male	74%	69%	71%	*	71%	76%	*	-	-	*	71%	74%	45%			71%	-	*	55%	-	60°
	Female	79%	74%	79%	*	79%	82%	*	*	-	*	77%	86%	62%	80%	51%	-	79%	100%	57%	-	909
Reading	All	73%	67%	78%	*	78%	89%	*	*	_	*	77%	82%	69%	78%	46%	72%	84%	*	57%	_	819
3	Students																					
	CWD CWOD	39%	33% 69%	69% 78%	*	73% 78%	94%	*	*	-	*	67% 77%	* 82%	69%	- 78%		71% 72%	67% 84%	*	- 57%	-	* 87'
	EL	52%	41%	46%	-	46%	-	_	-		-	46%	*	*			38%	62%	_	*	-	-
	Male	69%	63%	72%	*	71%	100%	-	-	-	*	71%	75%	71%			72%	-	*	*	-	719
	Female	77%	71%	84%	*	84%	83%	*	*	-	*	83%	88%	67%	84%	62%	-	84%	*	63%	-	899
Mathematics		80%	76%	78%	*	79%	75%	*	*	-	*	78%	81%	54%	80%	53%	75%	82%	*	55%	-	729
	Students	F20/	420/	E 40/		E60/						E00/	740/	E 40/		*	E20/	E00/	*	*		*
	CWD CWOD	52% 83%	43% 79%	54% 80%	*	56% 80%	82%	*	*		*	50% 79%	71% 82%	54% -	80%	55%	52% 77%		*	59%	-	819
	EL	70%	61%	53%	-	53%	-	*	-	-	-	55%	*	*	55%	53%	53%		-	*	-	*
	Male Female		75% 78%	75% 82%	*	75% 82%	67% 82%	*	-	-	*	75% 81%	77% 85%	52% 58%	77% 83%			- 82%	*	60% 50%	-	609 889
	гептане	0270	1070	0270		02 70	02 70			-		0170	0370	30%	0370	34 70	-	0270		30 %	-	00
Science	All	79%	72%	59%	*	59%	71%	*	-	-	-	57%	72%	28%	62%	22%	59%	59%	*	56%	-	*
	Students CWD	48%	38%	28%	_	29%	*	_	_	_	_	*	*	28%	_	*	*	*	*	*	_	_
	CWOD	82%	75%	62%	*	62%	83%	*	-	-	-	59%	74%		62%				*	63%	-	*
	EL Mala	58%	43%	22% 59%	-	22% 60%	-	-	-	-	-	24% 58%	* 64%	*	26%			30%	*	*	-	-
	Male Female	78% 80%	71% 73%	59% 59%	-	58%	*	*	-		-	58% 55%	81%	*	65% 59%			59%	*	*	-	*
AAR Percent	t at Meets	Grad	e I eve	or Aha	ve																	
All Grades				. J. ADU																		
All Subjects		47%	37%	37%	22%	36%	51%	*	*	-	67%	34%	49%	36%	37%	14%	35%	39%	60%	14%	-	40
	Students CWD	23%	19%	36%	_	38%	*	_	_	_	_	39%	17%	36%	_	*	26%	54%	*	*	_	*
	CWOD		39%	37%	22%	36%	58%	*	*	-	67%	33%	50%	-	37%				43%	15%	-	43
	EL Mala	26%	16%	14%	-	14%	- F20/	*	-	-	-	14%	10%	*	14%				*	16%	-	* 250
	Male Female	45% 50%	36% 38%	35% 39%	*	34% 39%	53% 50%	*	*	-	*	33% 34%	43% 54%	26% 54%	35% 38%			39%	67%	0% 26%	-	25° 55°
Reading	All Students	46%	35%	37%	*	37%	50%	*	*	-	*	33%	51%	69%	36%	13%	33%	41%	*	7%	-	38
	Students CWD	22%	19%	69%	-	73%	*	-	-	_	-	67%	*	69%	-	*	71%	67%	*	-	_	*
	CWOD	48%	36%	36%	*	36%	53%	*	*	-	*	32%	50%	-	36%	12%	32%	40%	*	7%	-	40
	EL Male	21%	12%	13% 33%	-	13%	- 67%	-	-	-	-	14% 32%	* 37%	* 71%		13%		19%	- *	*	-	- 14
	Male Female	41% 50%	32% 38%	33% 41%	*	32% 41%	67% 42%	*	*	-	*	32%	37% 62%	71% 67%	32% 40%		33%	41%	*	13%	-	14° 56°
Mathematics	s All	48%	40%	39%	*	38%	50%	*	*	-	*	36%	50%	31%	39%	16%	38%	39%	*	15%	-	339
	Students																					

	CWOD		eDis	trictC	amnue	African			American		Pacific	More	Econ	Econ								Foste	r
	CWOD		eDis	trictC	amnue																		
	CMMOD					Americani		cWhite	Indian	Asia	nislander	Races			CWD					Migrantl	Homeless	Care	
				2%	39%	*	39%	59%	*	*	-	*	36%	52%	-			39%	39%	*	18%	-	38
	EL	33%			16%	-	16%	-	*	-	-	-	16%	*	*			14%	19%	-	*	-	*
	Male	47%			38%	*	38%	44%	*	-	-	*	35%	51%	22%			38%	-	*	0%	-	30
	Female	49%	40	0%	39%	*	39%	55%	*	*	-	*	36%	49%	50%	39%	19%	-	39%	*	30%	-	38
Science	All Students	49%	38	3%	31%	*	30%	57%	*	-	-	-	29%	40%	17%	32%	8%	30%	32%	*	22%	-	*
	CWD	23%	5 17	7%	17%	_	18%	*	_		_	_	*	*	17%		*	*	*	*	*	_	
	CWOD				32%	*	31%	67%	*		_	_	29%	44%		32%	9%	32%	32%	*	25%	_	
	EL	21%		1%	8%	_	8%	-	_	_	_	_	9%	*	*	9%	8%	7%	10%	*	*	_	_
	Male	50%			30%	*	30%	*	-	-	-	-	28%	36%	*	32%		30%	10 70		*	-	,
	Female				32%		31%	*	-	-	-	-	29%	43%	*		10%		32%	*	*	-	,
	Terriale	437		70	J2 /6	-	3170			-	-	-	2970	43 /0		JZ /0	10 /0	-	J2 /0			-	
All Grades																							
All Subjects	All Students	21%	5 13	3%	14%	0%	13%	16%	*	*	-	50%	11%	21%	14%	13%	2%	13%	14%	20%	2%	-	10
	CWD	8%	4	%	14%	-	15%	*	-	-	-	-	13%	17%	14%	-	*	11%	19%	*	*	-	*
	CWOD				13%	0%	13%	18%	*	*	_	50%	11%	22%	_	13%	2%	13%	14%	14%	3%	-	11
	EL	9%		.%	2%	-	2%	-	*	_	_	-	3%	0%	*	2%	2%	1%	5%	*	5%	_	
	Male	20%			13%	*	13%	12%	*		_	*	11%	22%	11%	13%		13%	-	*	0%	_	5'
										-	-							1370		470/		-	
	Female	22%	o 13	3%	14%		14%	18%			-		12%	21%	19%	14%	5%	-	14%	17%	4%	-	15
Reading	All Students	19%			14%	*	14%	22%	*	*	-	*	12%	21%	31%	13%	4%	13%	15%	*	7%	-	19
	CWD	7%			31%	-	33%	*	-	-	-	-	27%	*	31%	-	*	29%	33%	*	-	-	*
	CWOD	20%	5 11	1%	13%	*	13%	24%	*	*	-	*	11%	20%	-	13%	3%	13%	14%	*	7%	-	20
	EL	7%	3	%	4%	-	4%	-	-	-	-	-	5%	*	*	3%	4%	0%	12%	-	*	-	
	Male	16%	6 9	1%	13%	*	13%	33%	-	-	-	*	11%	21%	29%	13%	0%	13%	-	*	*	-	14
	Female				15%	*	15%	17%	*	*	-	*	13%	21%	33%		12%		15%	*	13%	-	22
	All	23%	5 16	6%	13%	*	13%	5%	*	*	-	*	10%	21%	13%	12%	2%	12%	13%	*	0%	-	0
:	Students																						,
	CWD	10%		%	13%		14%		7		-		13%	14%	13%	. <del>-</del>		11%	17%	*		-	
	CWOD				12%	*	13%	6%	*	*	-	*	10%	22%	-	12%	1%	12%	13%	*	0%	-	0'
	EL	13%		'%	2%	-	2%	-	*	-	-	-	2%	*	*	1%	2%	1%	2%	-	*	-	
	Male	23%	5 16	3%	12%	*	12%	0%	*	-	-	*	10%	23%	11%	12%	1%	12%	-	*	0%	-	0'
	Female	24%	16	6%	13%	*	13%	9%	*	*	-	*	11%	20%	17%	13%	2%	-	13%	*	0%	-	0
Science	All Students	22%	5 13	3%	15%	*	15%	29%	*	-	-	-	14%	23%	0%	17%	2%	14%	17%	*	0%	-	
	CWD	7%	2	1%	0%	_	0%	*	_	-	_	_	*	*	0%	_	*	*	*	*	*	-	
	CWOD				17%	*	16%	33%	*	_	_	_	15%	26%	-	17%	2%	15%	18%	*	0%	_	
	EL	5%		1%	2%	_	2%	-	_	_	_	_	2%	*	*	2%	2%	0%	5%	*	*	_	
	Male	23%			14%	*	14%	*	-	-	-	-	13%	18%	*	15%		14%	370	_	*	-	,
								*	-	-	-	-			*					*		-	
	Female	21%	0 12	2%	17%	-	16%	•	•	-	-	-	15%	29%	•	18%	5%	-	17%	•	•	-	•

Part (iii): Academic Growth and Graduation Rate

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	64	*	64	78	*	*	-	*	64	75	66
CWD	75	-	80	*	-	-	-	-	73	75	*
CWOD	64	*	64	82	*	*	-	*	64	-	66
EL	66	-	66	-	-	-	-	-	67	*	66
Male	62	-	62	*	-	-	-	*	62	86	63
Female	67	*	66	83	*	*	-	*	66	67	70
Mathematics											
All Students	62	*	62	63	*	*	-	*	62	67	58
CWD	67	-	68	*	-	-	-	-	63	67	50
CWOD	62	*	62	65	*	*	-	*	62	-	59
EL	58	-	58	-	*	-	-	-	59	50	58
Male	61	_	60	63	*	-	-	*	60	63	54
Female	64	*	65	64	*	*	_	*	64	75	63

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 G	raduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	· - ·	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
*' Indicates results are r	masked due to smal	Il numbers t	o protect stu	udent con	fidentiality.								
'-' Indicates there are no	students in the aro	up.	•		,								

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	147	26	18%
!*! !-!	Indicates results are masked due Indicates zero observations report	to small numbers to protect student colled for this group.	nfidentiality.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achiev	ement Don	nain Score	: STAAR C	omponen	t Only)						
STAAR Component Score	42	*	41	49	*	*	-	*	40	34	20
School Quality (College, Career, a	nd Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
** Indicates results are masked of Indicates there are no student In/a' Indicates the student group is	s in the gro	up.		udent conf	fidentiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All	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	N		Υ						Υ		Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	0070	N	0070	1270	01 70	1070	1070	N	0070	N
Mathematics	IN		IN						IN		IN
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		31%		59%	45%	02%	50%	54%			
Target Met	N	440/	N	050/	500/	0.50/	<b>570</b> /	040/	Υ	Υ	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Prof	iciency Statu	ıs									
Interim Goals (2018-2022) Target Met											42% Y
Interim Goals (2023-2027)											44%
Target Met											Υ
Interim Goals (2028-2032)											46%
Target Met											Υ
Long-Term Goals											46%
Target Met											Υ
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		-	-	-	-	-	-	-	-	-	
1											

	All	African		American		Pacific	Two or More	Econ		
	Students	American Hispan	c White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
'+'	STAAR Performance and Graduation us	e EL(Current & Mon	tored), EL E	nglish Learne	r Languag	e Proficiend	cy uses EL (C	urrent).		
	Blank cells above represent student grou	up indicators that do	not meet the	minimum siz	e criteria.					

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migra
articipation Rat	e	Cumpus	American	тпоратно	Winte	malan	Aoidii	ioiaiiaci	Ruoco	Dioday	Dioduv	01115	CHOL		maic	remaie	Migra
All Subjects	All Students	100%	100%	100%	100%	*	*		100%	100%	100%	100%	100%	100%	100%	100%	100%
All Subjects	CWD	100%	100%	100%	100%			-	100%	100%	100%	100%	100%	100%	100%	100%	1007
	CWD	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	1009
	EL			100%	100%	*		-							100%		100
		100%	4000/		100%	*	-	-	*	100%	100%	100%	100%	100%		100%	*
	Male	100%	100%	100%			-	-	*	100%	100%	100%	100%	100%	100%	_	
	Female	100%	•	100%	100%	•	•	-	•	100%	100%	100%	100%	100%	-	100%	100
Reading	All Students	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	*	100%	100%	*
	CWOD	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%	-	*
	Female	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	100%	*	100%	100%	*	*		*	100%	100%	100%	100%	100%	100%	100%	*
watticitiatics	CWD	100%		100%	*			-	_	100%	100%	100%	100%	100%	100%	100%	*
			*			*	*	-	*								*
	CWOD	100%		100%	100%		-	-		100%	100%	-	100%	100%	100%	100%	•
	EL	100%		100%	-		-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male .	100%		100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%	100%	*	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	_	100%	-	_	_	_	_	100%	*	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	*	_	_	_	_	100%	100%	100%	100%	100%	100%	-	_
	Female	100%	_	100%	100%	*	_	_	_	100%	100%	100%	100%	100%	-	100%	*
on-Participatio		100 /0	_	10070	10070		-	-	_	10070	10070	10070	10070	10070	-	10070	
All Subjects	All Students	0%	0%	0%	0%	*	*		0%	0%	0%	0%	0%	0%	0%	0%	0%
All Subjects	CWD	0%	0 70	0%	0%			-	0 70	0%	0%	0%	0 70	0%	0%	0%	*
	CWD	0% 0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	00/
			0%			_		-									0%
	EL	0%	-	0%	-		-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	0%	*		-		0%	0%	0%	0%	0%	0%		
	Female	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	0%
Reading	All Students	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
•	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	*
	CWOD	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%		*
	Female	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	*
M - 41 4:	A II O4 1 4 -	00/		00/	00/					00/	00/	00/	00/	00/	00/	00/	*
Mathematics	All Students	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%	*
	EL	0%		0%		*	-	-		0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	0%	*	0%	0%	*	_	_	_	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	_	0%	*	_	_	_	_	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	0%	*	_	_	_	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	_	0%	0 70	_		-	-	0%	*	0%	0%	0%	0%	0%	*
			*	0%	*	-	-	-	-	0%	0%	0%	0%	0%		U 70	
	Male	0% 0%	-			*	-	-	-						0%	- 00/	- *
	Female	0%	-	0%	0%	•	-	-	-	0%	0%	0%	0%	0%	-	0%	•
' Indicates re ' Indicates ze	sults are mask				tect stud	lent confide	ntiality.										

Part (viii): Civil Rights Data

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

		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)
Students Without Disabilities												
In-School Suspensions												
·	Male	68	*	68	*	*	*	*	*	26		
	Female	63	*	59	*	*	*	*	*	20		
	Total	131	*	127	*	*	*	*	*	46		
Out-of-School Suspensions												
	Male	5	*	5	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		

		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	7	*	7	*	*	*	*	*	*		,
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
recentate to East Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions	Total											
	Male	10	*	8	*	*	*	*	*	5		*
	Female	*	*	8	*	*	*	*	*	*		*
	Total	12	*	10	*	*	*	*	*	7		*
Out-of-School Suspensions	Total	12		10						,		
Out-or-oction ousperisions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Total											
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Willi Educational Services	Female	*	*	*	*	*	*	*	*	*		*
			*	*	*	*	*	*	*	*		*
Without Educational Comme	Total Male	*	*	*	*	*	*	*	*	*		*
Without Educational Services												
	Female						*					
7 7	Total	_		*	_	_	*			_		
Under Zero Tolerance Policies	Male .		_	_		-	*					
	Female			•				•				•
0.1	Total	•	•	^	•	•	•	•	•	•		•
School-Related Arrests				*	*	*	*					
	Male .		*	*	*	*	*	*	*	*		*
	Female		*	*		*		*	*			*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	64	*	59	5	*	*	*	*	17	8	5
	Female	59	*	53	*	*	*	*	*	20	11	*
	Total	123	*	112	7	*	*	*	*	37	19	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	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*
-	

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

		Total	African			Indian or Alaska		Pacific 1	wo or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific T	wo or More	EL	Students with Disabilities
Advanced Placement Courses	Male	-	-		-	-		-	-	-	-
_	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
*' Indicates results are masked due	to small number	s to protect stud	ent confider	ntiality							

Part (ix): Teacher Quality Data

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

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.0	20.2%
Teachers Teaching with Emergency or Provisional Credentials	3.0	7.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the eacher is Certified or Licensed	5.7	13.7%
' 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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual 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.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	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%	5	1%	=	=
Mathematics	6,020	1%	5	1%	-	-
Grade 4						
Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5						
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	*	*
Mathematics	5,677	1%	9	1%	*	*
Grade 7						
Reading	5,298	1%	14	2%	6	3%
Mathematics	5,294	1%	14	2%	6	3%
Grade 8						
Reading	5,088	1%	5	1%	*	*
Mathematics	5,087	2%	5	1%	*	*
Science	5,087	1%	5	1%	*	*
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	_	_

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

Number of ALT2           Algebra I         4,884           Biology         4,861           All Grades All Subjects         99,020	1%	13 13	1% 1%	Number of ALT2 - -	Rate of ALT2
All Grades	1%	13	1%	-	-
	1%	156	1%	25	2%
Reading 43,730	1%	67	1%	11	2%
Mathematics 39,178	1%	63	1%	11	2%
Science 16,112	1%	26	1%	*	*

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

			% Belo	w Basic	% At or A	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 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
i	Mathematics	Overall	18	20	40	39	33	32	8	8
ı		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
Grade 0	rteauing	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45 45	44	20	22	11/a 1	1
		White	3 <del>4</del> 17	33 16	43	39	20 37	39	3	6
			17		43 *		3 <i>1</i> *		3	
		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	27 45	40	36 37	2 <del>4</del> 17	25 15	3	3
		Students with Disabilities	40 67	45 69	40 23	22	8	7	2	2
									1	
ı		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
ļ			ı

Grad	e Subject	Student Group	%						
1*1	* Indicates reporting standards not met.								
'n/a'									

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: RICARDO ESTRADA MIDDLE Campus ID: 071901045 District Name: CLINT ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

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

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

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	F	Cmaalal	(Current
				African s American	Hisnanic	White	Indian	Asian	Islander		Econ Disady	Special Educ	and Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	. todagr.z.z. t	Rates		0270	0.70	0070	.070		1070	0070	0070	.070	2070
		2017-18 through 2021-	- 44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22											
		2022-23 through 2026-	- 52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		27											
		2027-28 through 2031-	- 62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		32											
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		Rates	400/	0.40/	400/	500/	450/	000/	500/	E 40/	000/	000/	400/
		2017-18 through 2021-	- 46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22	- 54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2022-23 through 2026- 27	- 54%	4170	49%	03%	55%	00%	5/%	0170	45%	34%	49%
		2027-28 through 2031-	- 63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		32	0070	3470	3370	1070	0370	0070	0070	0370	31 /0	4070	3370
1		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17											41%
		Rates											
		2017-18 through 2021-	-										42%
		22											
		2022-23 through 2026-	-										44%
		27											
		2027-28 through 2031-	•										46%
I=		32											
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
		2017-18 through 2021-	- 90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		22	- 92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2022-23 through 2026- 27	- 92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
I		2027-28 through 2031-	- 94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		32	9470	3 <del>4</del> 70	3 <del>4</del> 70	J+ 70	3 <del>4</del> 70	<b>3</b> ₩ 70	3 <del>4</del> 70	34 70	3 <del>4</del> 70	Ð <del>-1</del> 70	3470

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status c. Graduation Rate: Federal Graduation Status

- d. ELP Indicator: English Learner Language Proficiency Status
  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

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

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school. (dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

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

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two		M									
					African			America		Pacific											Foster	
		Statel	DistrictC	ampus	Americar	Hispanio	White	Indian	Asia	nislander	Races	Disadv	Disadv	/CWD	CWO	D EI	Male	Female	MigrantH	omeles	s Care	Milita
AAR Percent	at Appro	aches	s Grade	Level o	r Above																	
Frade 6 Reading	All Students	68%	62%	64%	-	63%	*	-	-	-	-	60%	84%	*	67%	31	% 62%	65%	*	*	-	*
	CWD	35%	27%	*	_	*	-	_	_	_	-	*	_	*	-	*	*	*	_	_	_	_
	CWOD		65%	67%	-	67%	*	-	-	-	-	64%	84%	-	67%	33	% 64%	70%	*	*	-	*
	EL	42%	28%	31%	-	31%	-	-	-	-	-	27%	*	*	33%	31	% 33%	28%	*	-	-	-
	Male	63%	55%	62%	-	62%	-	-	-	-	-	60%	73%	*	64%		% 62%		*	-	-	-
	Female	72%	69%	65%	-	64%	*	-	-	-	-	60%	94%	*	70%	28	% -	65%	-	*	-	,
Mathematics	All	76%	70%	82%	_	82%	*	-	-	_	-	80%	94%	29%	87%	66	% 85%	78%	*	*	-	,
	Students																					
	CWD	50%	31%	29%	-	29%	-	-	-	-	-	29%	-	29%	-		% 43%		-	-	-	
	CWOD		74%	87%	-	87%	*	-	-	-	-	86%	94%	-	87%		% 89%		*	*	-	*
	EL	61%	47%	66%	-	66%	-	-	-	-	-	65%	~	28%			% 76%		*	-	-	-
	Male	76%	68%	85% 78%	-	85% 78%	*	-	-	-	-	84%	93% 94%	43%			% 85% % -	78%	*	*	-	-
	Female	1170	72%	10%	-	70%		-	-	-	-	76%	94%		85%	55	70 -	70%			-	
Grade 7																						
Reading	All	73%	71%	70%	-	70%	*	_	_	_	_	68%	82%	50%	72%	29	% 63%	77%	_	*	-	
	Students		, ,									0070	0270	0070			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,					
	CWD	37%	36%	50%	-	47%	*	-	-	-	-	46%	*	50%	-	*	42%	*	-	-	-	
	CWOD	77%	73%	72%	-	72%	*	-	-	-	-	70%	84%	-	72%	31	% 65%	77%	-	*	-	
	EL	44%	34%	29%	-	29%	-	-	-	-	-	26%	*	*		29	% 30%	26%	-	*	-	
	Male	69%	66%	63%	-	63%	*	-	-	-	-	59%	84%	42%	65%	30	% 63%	-	-	*	-	
	Female	79%	76%	77%	-	77%	*	-	-	-	-	76%	80%	*	77%	26	% -	77%	-	*	-	
Mathematics	All	71%	70%	70%	-	70%	*	-	-	-	*	69%	76%	41%	73%	45	% 66%	75%	-	*	-	
	Students																					
	CWD	42%	38%	41%	-	40%	*	-	-	-	*	39%	*	41%	-	*	30 70		-	-	-	
	CWOD		73%	73%	-	73%	*	-	-	-	-	72%	79%	-			% 70%		-	*	-	
	EL	52%	43%	45%	-	45%	-	-	-	-	-	45%	*	*	52%		% 39%		-	*	-	
	Male	69%	69%	66%	-	65%	*	-	-	-	-	64%	75%	38%			% 66%		-	*	-	
	Female	73%	72%	75%	-	75%	*	-	-	-	*	75%	76%	*	76%	54	% -	75%	-	*	-	
rade 8																						
Reading	All	85%	86%	86%	-	86%	*	-	-	-	-	86%	85%	*	88%	56	% 85%	88%	*	*	-	-
	Students	400/	o/	*		*							*	_		_	_	_	_			
	CWD	49%	55%		-		*	-	-	-	-	000/			- 000/	E 41		000/		*	-	
	CWOD EL	58%	88% 53%	88% 56%	-	88% 56%		-	-	-	-	88% 56%	91%	*			% 87%		*		-	
		82%	85%	85%	-	85%	-	-	-	-	-	84%	86%	*			% 57% % 85%			-	-	
	Male Female		88%	88%	- 1	87%	*		- 3			88%	85%	*	90%			88%	*	*		
	romaio	0070	0070	0070		01 70						0070	0070		0070		,,,	0070				
Mathematics	All	85%	88%	89%	-	89%	*	-	-	-	-	91%	82%	*	93%	83	% 87%	93%	*	-	-	
	Students																					
	CWD	53%	53%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	-	
	CWOD		90%	93%	-	92%	*	-	-	-	-	94%	86%	-			% 89%		-	-	-	
	EL	73%	73%	83%	-	83%	-	-	-	-	-	86%	*	*			% 87%		*	-	-	
	Male	82%	85%	87%	-	87%	-	-	-	-	-	85%	92%	*			% 87%		-	-	-	
	Female	87%	90%	93%	-	92%	*	-	-	-	-	97%	67%	*	97%	76	% -	93%	*	-	-	
Science	All	75%	70%	76%	_	75%	*	_	_	_	_	75%	82%	*	79%	40	% 77%	74%	*	*	_	
	Students																					
	CWD	39%	27%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	-	
	CWOD		74%	79%	-	79%	*	-	-	-	-	78%	87%	-	79%	43	% 80%	78%	-	*	-	
	EL	46%	31%	40%	-	40%	-	-	-	-	-	43%	*	*			% 43%		*	-	-	
	Male	74%	71%	77%	-	77%	-	-	-	-	-	75%	86%	*	80%	43	% 77%	-	-	-	-	
	Female	76%	70%	74%	-	73%	*	-	-	-	-	74%	77%	*	78%	35	% -	74%	*	*	-	
nd of Course	ΛII	Q20/	800/	1000/		100%	*					1000/	1000/		1000/	٠ *	1000	6 100%		*		
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	EL	67%	60%	*	-	*	_	-	-	-	-	*	-	-	*	*	*	-	_	_	-	
	Male	78%		100%	_	100%	-	_	_	_	-	100%	100%	-	100%	6 *	100%	, o -	_	_	_	
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		22%	23%	*	-	*	-	-	-	-	-	*	-	*		*	*	*	-	-	-	
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	EL.	14%	10%	8%	-	8%	-	-	-	-	-	8%	*	*	4%		6 17%		*	-	-	
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	Female		35%	28%	-	28%	*	-	-	-	-	27%	38%	*	31%		-	28%	-	*	-	*
Mathematics	All	43%	37%	50%	-	50%	*	-	-	-	-	47%	68%	17%	53%	25%	52%	47%	*	*	-	*
:	Students		400/	470/		470/						470/		470/		470/	200/					
	CWD	23% 46%	13% 39%	17% 53%		17% 53%	*	-		-	- 1	17% 51%	68%	17%	53%		29% 55%	51%	*	*		*
	EL	24%	16%	25%	-	25%	-	-	-	-	-	24%	*	17%	28%		29%	21%	*	-	-	-
	Male	44%	36%	52%	-	52%	-	-	-	-	-	51%	60%	29%	55%		52%	470/	*	-	-	-
	Female	42%	37%	47%	-	47%	•	-	-	-	-	42%	75%	•	51%	21%	-	47%	•	•	-	_
Grade 7	A II	470/	250/	200/		260/	*					220/	E60/	4.40/	260/	70/	240/	200/		*		
Reading	All Students	47%	35%	36%	-	36%		-	-	-	-	33%	56%	44%	36%	1 70	34%	39%	-		-	-
	CWD	23%	33%	44%	-	47%	*	-	-	-	-	38%	*	44%	-	*	33%	*	-	-	-	-
	CWOD		35%	36%	-	36%	*	-	-	-	-	33%	55%	- *	36%	8%	34%	38%	-	*	-	
	EL Male	16% 42%	7% 34%	7% 34%	-	7% 34%	*	-		-	-	6% 28%	63%	33%	8% 34%	7% 6%	6% 34%	9%	-	*	-	
	Female		37%	39%	-	38%	*	-	-	-	-	38%	47%	*	38%	9%	-	39%	-	*	-	-
N 4 - 41 41	A.II	200/	000/	000/		000/						050/	400/	000/	070/	00/	000/	000/				
Mathematics	All Students	39%	32%	28%	-	28%	*	-	-	-	*	25%	43%	32%	27%	9%	26%	29%	-	*	-	-
`	CWD	20%	25%	32%	-	35%	*	-	_	-	*	28%	*	32%	-	*	25%	*	-	-	-	_
	CWOD	41%	33%	27%	-	27%	*	-	-	-	-	25%	42%	-	27%		26%	28%	-	*	-	-
	EL	17%	10%	9%	-	9%	-	-	-	-	-	8%	*	*	10%		10%	7%	-	*	-	-
	Male Female	38%	33% 32%	26% 29%	-	27% 29%	*	-	-	-	*	22% 28%	50% 35%	25%	26% 28%	7%	26%	- 29%	-	*	-	
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Grade 8	A II	400/	400/	400/		440/						440/	470/		440/	20/	440/	420/	*	*		
Reading	All Students	48%	40%	42%	-	41%	•	-	-	-	-	41%	47%	•	44%	2%	41%	43%	-	•	-	•
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	CWOD	51%	41%	44%	-	43%	*	-	-	-	-	43%	50%	-	44%	3%	42%	45%	-	*	-	-
	EL Male	13% 44%	6% 37%	2% 41%	-	2% 41%	-	-	-	-	-	3% 39%	* 48%	*	3% 42%	2%	4% 41%	0%	*	-	-	
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				,.																		
Mathematics		50%	35%	33%	-	32%	*	-	-	-	-	33%	32%	*	34%	23%	29%	37%	*	-	-	-
;	Students CWD	25%	20%	*	_	*		_	_	_	_	*	*	*	_	*	*	*	*	_		
	CWOD		36%	34%	-	34%	*	-	_	-	-	35%	33%	-	34%	24%	30%	40%	-	-	-	
	EL	30%	19%	23%	-	23%	-	-	-	-	-	25%	*	*			26%	18%	*	-	-	
	Male	48%	32%	29% 37%	-	29%	-	-	-	-	-	29%	31% 33%	*	30%			- 37%	-	-	-	
	Female	: 53%	38%	3/%	-	36%		-	-	-	-	38%	33%		40%	18%	-	31%		-	-	
Science	All	50%	42%	52%	-	52%	*	-	-	-	-	49%	68%	*	55%	8%	57%	47%	*	*	-	
;	Students		450/	*		*						*	*	_		_	_		_			
	CWD	23% 53%	15% 44%	55%	-	55%	*	-	-	-	-	52%	74%	_	55%	8%	60%	49%	_	*	-	
	EL	19%	7%	8%	-	8%	-	-	-	-	-	9%	*	*	8%		14%	0%	*	-	-	
	Male	51%	44%	57%	-	57%	-	-	-	-	-	53%	76%	*	60%		57%	-	-		-	
	Female	50%	40%	47%	-	47%	*	-	-	-	-	46%	54%	*	49%	0%	-	47%	*	*	-	
nd of Course																						
Algebra I	All	53%	46%	94%	-	95%	*	-	-	-	-	92%	100%	-	94%	*	91%	96%	-	*	-	
;	Students CWD	19%	14%																			
	CWOD		50%	94%		95%	*	-	_	-		92%	100%	-	94%	*	91%	96%	-	*	-	-
	EL	29%	13%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	49%	41%	91%	-	91%	-	-	-	-	-	89%	100%	-	91%	*	91%	-	-	-	-	-
	Female	50%	52%	96%	-	100%		-	-	-	-	96%		-	96%	-	-	96%	-		-	
		_																				
AAR Percent Frade 6	at Maste	ers Gra	ade Le	vel																		
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	Students																					
		8%	7%	* 440/	-	* 110/	-	-	-	-	-	* 100/	100/	*	-	* O0/	* 140/	*	- *	-	-	
	CWOD EL	20% 4%	11% 2%	11% 0%	-	11% 0%	_	-	-	-	-	10% 0%	19%	*	11% 0%	0% 0%	14% 0%	8% 0%	*	-	-	
	Male	15%	9%	13%	-	13%	-	-	-	-	-	11%	27%	*	14%	0%	13%	-	*	-	-	
	Female		13%	7%	-	7%	*	-	-	-	-	6%	13%	*	8%	0%	-	7%	-	*	-	
Mathematics	ΔΙΙ	18%	11%	17%	_	16%	*	_		_	_	16%	19%	8%	17%	5%	18%	15%	*	*		
	Students		1170	17 /0	-	10 /0		-	-	-	-	10 /0	1970	0 70	17 70	3 /0	10 /0	1370			-	
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	CWOD		11%	17%	-	17%	*	-	-	-	-	17%	19%	440/	17%		18%	16%	*	*	-	
	EL Male	6% 18%	3% 10%	5% 18%	-	5% 18%	-	-	-	-	-	5% 18%	20%	11% 14%	3% 18%		9% 18%	0% -	*	-	-	
	Female		11%	15%	-	14%	*	-	-	-	-	14%	19%	*	16%		-	15%	*	*	-	
ada 7																						
rade 7 Reading	All	28%	17%	18%	_	17%	*	_	_	_	_	15%	32%	10%	17%	0%	18%	17%		*	_	
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	CWD	10%	14%	19%	-	20%	*	-	-	-	-	23%	*	19%	<u>-</u>	*	8%	*	-	-	-	
	CWOD		17%	17%	-	17%	*	-	-	-	-	14%	35%	-	17%		19%	16%	-	*	-	
	EL Male	6% 24%	1% 16%	0% 18%	-	0% 18%	*	-	-	-	-	0% 13%	* 42%	8%	0% 19%	0% 0%	0% 18%	0%	-	*	-	
	Female		18%	17%	-	17%	*	-		-		17%	20%	*	16%		-	- 17%	-	*	-	
Mathematics	All Students	18%	11%	8%	-	8%	*	-	-	-	*	7%	11%	18%	7%	1%	6%	9%	-	*	-	
,	CWD	7%	12%	18%	_	20%	*	_	_	_	*	17%	*	18%	-	*	13%	*	_	_	-	
	CWOD		11%	7%	-	7%	*	-	-	-	-	6%	9%	-	7%	2%	5%	8%	-	*	-	
	EL	5%	2%	1%		1%						2%	*	*	2%		2%	0%				

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		Statel	District	Campus	African Americani	Hisnani	cWhite	American Indian		Pacific Slander			Econ Disady	cwD,	cwor	) FI	Male	FemaleM	igrantHo	omeles	Foster s Care	
	Male	17%	11%	6%	-	6%	*	- IIIGIAII 7	-	-	-	4%	15%	13%	5%	2%	6%	-	-	*	-	-
	Female	18%	12%	9%	-	10%	*	-	-	-	*	10%	6%	*	8%	0%	-	9%	-	*	-	-
Grade 8	ΔII	260/	18%	470/		17%	*					1.40/	250/	*	100/	00/	100/	16%	*	*		
Reading	All Students	26%	18%	17%	-	17%		-	-	-	-	14%	35%		18%	0%	18%	16%			-	
	CWD	8%	9%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	-	
	CWOD EL	28% 4%	18% 1%	18% 0%		17% 0%			-	-		14% 0%	38%	*	18% 0%	0% 0%	19% 0%	17% 0%	*		-	
	Male	22%	15%	18%		18%	-	-	-	-		13%	38%	*	19%		18%	-	_		-	
	Female		20%	16%	-	15%	*	-	-	-	-	14%	31%	*	17%	0%	-	16%	*	*	-	
Mathematics	s All	15%	5%	5%	-	5%	*	-	_	_	_	5%	5%	*	5%	0%	8%	1%	*	_	-	
	Students																					
	CWD CWOD	9% 16%	3% 5%	* 5%	-	* 5%	-	-	-	-	-	* 5%	* 5%	*	- 5%	* 0%	*	2%	*	-	-	
	EL	6%	1%	0%		0%	-	-	-	-		0%	*	*	0%	0%	0%	0%	*		-	
	Male	14%	4%	8%	-	8%	-	-	-	-	-	8%	8%	*	8%	0%	8%	-	-	-	-	
	Female	16%	5%	1%	-	2%	*	-	-	-	-	2%	0%	*	2%	0%	-	1%	*	-	-	
Science	All	27%	20%	26%	_	26%	*	-	-	-	-	24%	38%	*	28%	0%	29%	23%	*	*	-	
	Students																					
	CWD	8% 29%	2% 22%	28%	-	* 28%	*	-	-	-	-	* 26%	* 42%	*	- 28%	* 0%	* 31%	* 25%	*	*	-	
	EL	29% 6%	22% 1%	26% 0%		26% 0%	_		-	-	-	0%	42% *	*	0%	0%	0%	25% 0%	*	_	-	
	Male	29%	21%	29%	-	29%	-	-	-	-	-	25%	48%	*	31%	0%	29%	-	-	-	-	
	Female	25%	20%	23%	-	23%	*	-	-	-	-	24%	23%	*	25%	0%	-	23%	*	*	-	
nd of Course																						
Algebra I	All	31%	22%	75%	-	76%	*	-	-	-	-	73%	82%	-	75%	*	74%	75%	-	*	-	
	Students	70/	E0/:																			
	CWD CWOD	7% 34%	5% 24%	- 75%	-	- 76%	*	-	-	-	-	73%	- 82%	-	- 75%	*	- 74%	- 75%	-	*	-	
	EL	12%	4%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	
	Male	28%	19%	74%	-	74%	- 1	-	-	-	-	71%	86%	-	74%	*	74%	-	-	-	-	
	Female	34%	26%	75%	-	78%	•	-	-	-	-	75%	•	-	75%	-	-	75%	-	•	-	
AAR Percent II Grades	t at Appro	ache	s Grade	e Level	or Above																	
All Subjects	All	77%	71%	77%	_	77%	95%	_	-	_	*	76%	84%	35%	80%	49%	75%	78%	*	64%	_	
,	Students																					
	CWD	45%	38%	35%	-	34%	* 0E0/	-	-	-	*	34%	38%	35%	-		41%	24%	*	- 640/	-	
	CWOD EL	60%	74% 49%	80% 49%		80% 49%	95%		-		- 1	79% 49%	87% 54%	26%	80% 54%			82% 46%	*	64% *		
	Male	74%	69%	75%	-	75%	*	-	-	-	-	74%	85%	41%	79%			-	*	*	-	
	Female	79%	74%	78%	-	78%	100%	<b>-</b>	-	-	*	78%	83%	24%	82%	46%	-	78%	*	73%	-	
Reading	All	73%	67%	73%	_	73%	89%	_	_	_	_	71%	84%	36%	75%	37%	70%	76%	*	*	_	
	Students																					
	CWD	39%	33%	36%	-	35%	*	-	-	-	-	36%	*	36%	-		41%	29%	*	-	-	
	CWOD EL	77% 52%	69% 41%	75% 37%	-	75% 37%	88%	-	-	-	-	74% 34%	86% 70%	28%	75% 38%		72% 38%	79% 35%	*	*	-	
	Male	69%	63%	70%		70%	*		-	-		67%	82%	41%	72%		70%	-	*	*		
	Female		71%	76%	-	76%	100%	, -	-	-	-	75%	86%	29%	79%			76%	*	*	-	
N 4 - 41 41 41-	- 411	000/	700/	040/		040/	4000/	,				000/	050/	200/	050/	000/	000/	000/				
Mathematics	s All Students	80%	76%	81%	-	81%	100%	-	-	-	*	80%	85%	36%	85%	62%	80%	82%	*	*	-	
	CWD	52%	43%	36%	-	35%	*	-	-	-	*	35%	*	36%	-	24%	42%	25%	*	-	-	
	CWOD		79%	85%	-	84%	100%	, -	-	-	-	84%	88%	-	85%		84%	85%	*	*	-	
	EL	70%	61%	62%	-	62%	-	-	-	-	-	63%	58%	24%	70%			59%	*	*	-	
	Male Female	78% 82%	75% 78%	80% 82%	-	80% 81%	100%	- -	-	-	*	79% 81%	87% 83%	42% 25%	84% 85%			82%	*	*	-	
							. 55 /															
Science	All	79%	72%	76%	-	75%	*	-	-	-	-	75%	82%	*	79%	40%	77%	74%	*	*	-	
	Students CWD	48%	38%	*	_	*	_	_	_	_	_	*	*	*	_	*	*	*	*	_	_	
	CWD		75%	79%	-	79%	*	-	-	-	-	78%	87%	-	79%	43%	80%	78%	-	*	-	
	EL	58%	43%	40%	-	40%	-	-	-	-	-	43%	*	*	43%	40%	43%	35%	*	-	-	
	Male Female	78%	71% 73%	77% 74%	-	77% 73%	-	-	-	-	-	75% 74%	86% 77%	*	80% 78%			- 74%	-	-	-	
	геппан	00 %	1370	1470	-	1370		-	-	-	-	7470	1170		1070	3370	-	1470			-	
		_																				
AAR Percent II Grades	t at Meets	Grad	e Level	or Abo	ve																	
All Subjects	All	47%	37%	41%	-	41%	50%	-	-	-	*	39%	54%	22%	43%	13%	42%	40%	*	29%	-	
	Students																					
	CWD CWOD		19% 39%	22% 43%	-	22% 42%	* 55%	-	-	-	*	21% 40%	31% 56%	22%	- 43%		26% 43%	14% 42%	*	- 29%	-	
	EL	26%	39% 16%	43% 13%		13%	55%		-	-	-	13%	15%	12%	13%			42% 8%	*	2570 *	-	
	Male	45%	36%	42%	-	42%	*	-	-	-	-	39%	58%	26%	43%	16%	42%	-	*	*	-	
	Female	50%	38%	40%	-	40%	61%	-	-	-	*	39%	50%	14%	42%	8%	-	40%	*	36%	-	
Reading	All	46%	35%	36%	_	36%	56%	_	_	_	_	34%	49%	25%	37%	6%	36%	37%	*	*	_	
ouumiy	Students	TJ /0	JJ /0	JU /0	-	JU /0	JU /0	-		-	-	J-7/0	-70 /U	20/0	J1 /0	J /0	JJ /0	0.70			-	
	CWD		19%	25%	-	26%	*	-	-	-	-	23%	*	25%	-		30%	18%	*	-	-	
	CWOD EL		36%	37% 6%	-	37% 6%	63%	-	-	-	-	35% 6%	50% 10%	- 12%	37% 5%		36% 9%	38% 3%	*	*	-	
	⊏∟ Male	21% 41%	12% 32%	36%	-	36%	*	-	-	-	-	32%	55%	30%	5% 36%	6% 9%	9% 36%	3% -	*	*	-	
	Female		38%	37%	-	36%	71%	-	-	-	-	36%	43%	18%	38%	3%	-	37%	*	*	-	
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Part (iii): Academic Growth and Graduation Rate

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	-	68	*	-	-	-	-	67	55	62
CWD	55	-	56	*	-	-	-	-	57	55	54
CWOD	69	-	69	*	-	-	-	-	68	-	63
EL	62	-	62	-	-	-	-	-	60	54	62
Male	68	_	68	*	-	-	-	-	66	60	67
Female	69	-	68	*	-	-	-	-	68	47	55
/lathematics											
All Students	69	-	69	*	-	-	-	*	68	45	64
CWD	45	_	47	*	-	-	-	*	46	45	47
CWOD	71	_	71	*	-	-	-	-	70	-	68
EL	64	_	64	-	-	-	-	-	63	47	64
Male	68	-	68	*	-	-	-	-	67	44	64
Female	70	_	70	*	_	_	_	*	70	47	65

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

	All	African			American		Pacific '	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
Federal Graduation Rates												-	
4-year Longitudinal Cohort	<b>Graduation Rate</b>	(Gr 9-12):	Class of 20	17									
All Students	-	· - ·	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
	_	_	-	-	-	-	-	-	-	-	-	-	-
CWOD													

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
*' Indicates results are r	masked due to smal	Il numbers t	o protect stu	udent con	fidentiality.								
'-' Indicates there are no	students in the aro	up.	•		,								

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	194	29	15%
!*! !-!	Indicates results are masked due Indicates zero observations report	to small numbers to protect student colled for this group.	nfidentiality.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achieve	ement Don	nain Score	: STAAR C	omponen	t Only)						
STAAR Component Score	45	-	45	57	-	-	-	*	43	22	21
School Quality (College, Career, a	nd Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
" Indicates results are masked d Indicates there are no students In/a' Indicates the student group is i	in the gro	лр.		udent conf	identiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

					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	N		Υ						Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met `	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	0070	N	0070	1270	01 70	1070	1070	N	N	N
Mathematics	IN		IN						IN	IN	IN
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		31%		59%	45%	02%	50%	54%			
Target Met	N		Y						Υ	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Prof	iciency Statu	ıs									
Interim Goals (2018-2022) Target Met											42% Y
Interim Goals (2023-2027)											44%
Target Met											Υ
Interim Goals (2028-2032)											46%
Target Met											Υ
Long-Term Goals											46%
Target Met											Υ
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%
	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	0.40/	0.40/	0.40/	0.407	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/
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											
1											

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
'+'	STAAR Performance and Graduation us	e EL(Currer	nt & Monitor	ed), EL Er	nglish Learne	r Languag	e Proficienc	y uses EL (C	urrent).		
	Blank cells above represent student group	up indicator	s that do no	t meet the	minimum siz	e criteria.					

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

All Subjects All Student CWD CWOD EL Male Female  Mathematics All Student CWD CWOD EL Male Female  Mathematics All Student CWD CWOD EL Male Female  Science All Student CWD CWOD EL Male Female  All Subjects All Student CWD CWOD EL Male Female  All Subjects All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student CWD CWOD EL Male Female	udents  D  udents  D  udents  D  udents  D  udents	100% 97% 100% 100% 100% 100% 100% 100% 100% 10		100% 97% 100% 100% 100% 100% 100% 100% 100% 10	100%    * 100%    - 100% 100%    * 100%    * 100%	Indian	- - - - - - - -		* * *	100% 97% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100%	97% 97% - 99% 97% 98%	100% 100% 100% 100% 100%	100% 99% 100% 100% 100% 99%	100% 97% 100% 100% 100%	100% 98% 100% 99% - 100%	100%
Reading All Student CWD CWOD EL Male Female  Mathematics All Student CWD CWOD EL Male Female  Science All Student CWD CWOD EL Male Female  Science All Student CWD CWOD EL Male Female  All Subjects All Student CWD CWOD EL Male Female  All Subjects All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female	D definition of the control of the c	97% 100% 100% 100% 100% 100% 100% 100% 10		97% 100% 100% 100% 100% 100% 98% 100% 100% 100%	100% - 100% 100% 100% - 100%	-	-	-	- - - *	97% 100% 100% 100% 100%	100% 100% 100% 100% 100%	97% - 99% 97% 98%	100% 100% 100% 100%	99% 100% 100% 100% 99%	97% 100% 100% 100%	98% 100% 99% - 100%	* 1009
Reading All Student CWD CWOD EL Male Female  Mathematics All Student CWD CWOD EL Male Female  Science All Student CWD CWOD EL Male Female  Science All Student CWD CWOD EL Male Female  All Subjects All Student CWD CWOD EL Male Female  All Subjects All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female	D definition of the control of the c	97% 100% 100% 100% 100% 100% 100% 100% 10		97% 100% 100% 100% 100% 100% 98% 100% 100% 100%	100% - 100% 100% 100% - 100%	-	-	-	- - - *	97% 100% 100% 100% 100%	100% 100% 100% 100% 100%	97% - 99% 97% 98%	100% 100% 100% 100%	99% 100% 100% 100% 99%	97% 100% 100% 100%	98% 100% 99% - 100%	* 1009
Reading All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student CWD CWOD EL Male Female  Science All Student CWD CWOD EL Male Female  All Subjects All Student CWD CWOD EL Male Female  All Subjects All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female	D Lile	100% 100% 100% 100% 100% 100% 100% 100%		100% 100% 100% 100% 100% 98% 100% 100% 100%	- 100% 100% * 100% - 100%	-	-	-	*	100% 100% 100% 100%	100% 100% 100% 100%	99% 97% 98%	100% 100% 100% 100%	100% 100% 100% 99%	100% 100% 100% -	100% 99% - 100%	1009
Reading All Student CWD CWOD EL Male Female  Mathematics All Student CWD CWOD EL Male Female  Science All Student CWD CWOD EL Male Female  Science All Student CWD CWOD EL Male Female  All Subjects All Student CWD CWOD EL Male Female  All Subjects All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  All Student CWD CWOD EL Male Female  All Student CWD CWOD EL Male Female	D	100% 100% 100% 100% 98% 100% 100% 100% 100% 96% 100% 100% 100%		100% 100% 100% 100% 100% 98% 100% 100% 100%	- 100% 100% * 100% - 100%	-	-	-	*	100% 100% 100% 100%	100% 100% 100%	99% 97% 98%	100% 100% 100%	100% 100% 99%	100% 100% -	99% - 100%	
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CWD CWOD EL Male Female  Mathematics  All Student CWD CWOD EL Male Female  Science  All Student CWD CWOD EL Male Female  On-Participation  All Student CWD CWOD EL Male Female  All Student CWD CWOD EL Male Female  Reading  All Student CWD CWOD EL Male Female  Reading  All Student CWD CWOD EL Male Female  Reading  All Student CWD CWOD EL Male Female	D delle dell	98% 100% 100% 100% 100% 100% 96% 100% 99% 100%		98% 100% 100% 100% 100%	* 100% - * 100%	- - - -	- - -	-	-		100%		4000/	1000/			
Mathematics All Student CWD CWOD EL Male Female  Science All Student CWD CWOD EL Male Female  Science All Student CWD CWOD EL Male Female  On-Participation Rate  All Subjects All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student CWD CWOD EL Male Female	D definition of the control of the c	100% 100% 100% 100% 100% 96% 100% 99% 100% 100%		100% 100% 100% 100%	- * 100%	- - -	-	-	-	000/	10070	98%	100%	100%	100%	100%	*
Mathematics All Student CWD CWOD EL Male Female  Science All Student CWD CWOD EL Male Female  Science All Student CWD CWOD EL Male Female  On-Participation Rate  All Subjects All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student CWD CWOD EL Male Female	udents ·	100% 100% 100% 100% 96% 100% 99% 100% 100%		100% 100% 100% 100%	- * 100%	- - -	-	_		9070	100%	98%	-	100%	96%	100%	*
Male Female  Mathematics All Student CWD CWOD EL Male Female  Science All Student CWD CWOD EL Male Female  on-Participation Rate  All Subjects All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student All Student CWD CWOD EL Male Female	udents de la le	100% 100% 100% 96% 100% 99% 100% 100%	-	100% 100% 100%	100%	-	-		-	100%	100%	-	100%	100%	100%	100%	*
Mathematics  Mathematics  All Student CWD CWOD EL Male Female  Science  All Student CWD CWOD EL Male Female  On-Participation  All Subjects  All Student CWD CWOD EL Male Female  Reading  Reading  All Student CWD CWOD EL Male Female  Mathematics  All Student CWD CWOD EL Male Female  All Student CWD CWOD EL Male Female  All Student CWD CWOD EL Male Female	udents de la companya	100% 100% 96% 100% 99% 100% 100%	-	100% 100%	100%	-		-	-	100%	100%	100%	100%	100%	100%	100%	*
Mathematics  Mathematics  All Student CWD CWOD EL Male Female  Science  All Student CWD CWOD EL Male Female  On-Participation  All Subjects  All Student CWD CWOD EL Male Female  Reading  Reading  All Student CWD CWOD EL Male Female  Mathematics  All Student CWD CWOD EL Male Female  All Student CWD CWOD EL Male Female  All Student CWD CWOD EL Male Female	udents de la companya	100% 100% 96% 100% 99% 100% 100%	-	100% 100%		-	_	-	_	100%	100%	96%	100%	100%	100%	-	*
CWD CWOD EL Male Female  Science  All Student CWD CWOD EL Male Female  On-Participation Rate  All Subjects All Student CWD CWOD EL Male Female  Reading  All Student CWD CWOD EL Male Female  Reading  All Student CWD CWD CWOD EL Male Female  All Student CWD CWD CWD CWD CWD CWD All Student CWD CWD CWD All Student CWD CWD CWD CWD All Student CWD	D	96% 100% 99% 100% 100%	-		1000/		-	-	-	100%	100%	100%	100%	100%	-	100%	*
CWD CWOD EL Male Female  Science  All Student CWD CWOD EL Male Female  On-Participation Rate  All Subjects All Student CWD CWOD EL Male Female  Reading  All Student CWD CWOD EL Male Female  Reading  All Student CWD CWD CWOD EL Male Female  All Student CWD CWD CWD CWD CWD CWD All Student CWD CWD CWD All Student CWD CWD CWD CWD All Student CWD	D	96% 100% 99% 100% 100%	-						*	4000/	4000/	000/	4000/	000/	4000/	4000/	*
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CWD CWOD EL Male Female Dn-Participation Rate  All Subjects All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student	D .		-	100%	100%	-	-	-	*	100%	100%	95%	100%	99%	-	100%	*
CWD CWOD EL Male Female Dn-Participation Rate  All Subjects All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student	D .		_	100%	*	_	_	_	_	99%	100%	100%	100%	100%	99%	100%	*
CWOD EL Male Female on-Participation Rate  All Subjects All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student All Student All Student Female	D '			100%	_	_	_	-		100%	*	100%	10070	100%	100%	100%	*
EL Male Female on-Participation Rate  All Subjects All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student All S		100%			*	-	-	-			1000/		-				
Male Female Female All Subjects All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student All Student All Student Female		100%	-	99%		-	-	-		99%	100%	-	100%	100%	99%	100%	-
All Subjects All Subjects All Student CWD CWOD EL Male Reading All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student Female		100%	-	100%	-	-	-	-	-	100%		100%	100%	100%	100%	100%	
All Subjects All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student All Studen		99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	100%	99%	-	-
All Subjects  All Student CWD CWOD EL Male Female  Reading  All Student CWD CWOD EL Male Female  Mathematics  All Student All	le '	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
CWD CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student																	
CWOD EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student	udents	0%	-	0%	0%	-	-	-	*	0%	0%	3%	0%	0%	0%	0%	0%
EL Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student		3%	-	3%	*	-	-	-	*	3%	0%	3%	-	1%	3%	2%	*
Male Female  Reading All Student CWD CWOD EL Male Female  Mathematics All Student	D	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
Reading All Student CWD CWOD EL Male Female  Mathematics All Student All Student All Student All Student All Student		0%	-	0%	-	-	-	-	-	0%	0%	1%	0%	0%	0%	1%	0%
Reading All Student CWD CWOD EL Male Female  Mathematics All Student		0%	_	0%	*	_	_	_	_	0%	0%	3%	0%	0%	0%	_	*
CWD CWOD EL Male Female  Mathematics All Student	le	0%	-	0%	0%	-	-	-	*	0%	0%	2%	0%	1%	-	0%	*
CWD CWOD EL Male Female  Mathematics All Student	udanta	0%	_	0%	0%					0%	0%	2%	0%	0%	0%	0%	*
CWOD EL Male Female			-		U% *	-	-	-	-								*
EL Male Female		2%	-	2%		-	-	-	-	3%	0%	2%	. <del>.</del> .	0%	4%	0%	*
Male Female  Mathematics All Student	D	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	
Female  Mathematics All Student		0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
Mathematics All Student		0%	-	0%	*	-	-	-	-	0%	0%	4%	0%	0%	0%	-	*
	le	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
	udente	0%	_	0%	0%	_	_	_	*	0%	0%	4%	0%	1%	0%	0%	*
CVVD	adonto	4%	_	4%	*	-	-	-	*	4%	0%	4%	-	3%	3%	5%	*
CWOD	D	4% 0%	-	4% 0%	0%	-	-	-		4% 0%	0%	4%	0%	3% 0%	3% 0%	0%	*
	U		-			-	-	-	-								*
EL		1%	-	1%	- *	-	-	-	-	1%	0%	3%	0%	1%	0%	1%	*
Male		0%	-	0%		-	-	-	-	0%	0%	3%	0%	0%	0%	-	
Female	le	0%	-	0%	0%	-	-	-	*	0%	0%	5%	0%	1%	-	0%	*
Science All Student	udents	0%	_	0%	*	_	_	_	_	1%	0%	0%	1%	0%	1%	0%	*
CWD		0%	_	0%	-	-	_	_	_	0%	*	0%	-	0%	0%	0%	*
CWOD		1%		1%	*	_	_	_	_	1%	0%	-	1%	0%	1%	0%	
EL		0%	-	0%			-	-		0%	*	0%	0%	0%	0%	0%	*
			-		-	-	-	-	-		00/					U 70	
Male		1% 0%	-	1%	-	-	-	-	-	1%	0%	0%	1%	0%	1%	- 00/	-
Female	D		-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	•

Part (viii): Civil Rights Data

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

		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)
Students Without Disabilities												
In-School Suspensions												
•	Male	152	5	143	*	*	*	*	*	41		
	Female	95	*	89	*	*	*	*	*	14		
	Total	247	7	232	*	*	*	*	*	55		
Out-of-School Suspensions												
	Male	18	*	16	*	*	*	*	*	7		
	Female	19	*	19	*	*	*	*	*	*		

		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	37	*	35	*	*	*	*	*	9		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	5	*	5	*	*	*	*	*	*		
	Total	7	*	7	*	*	*	*	*	*		
Referrals to Law Enforcement	. 0.0.	•		•								
tololidio to Edw Elliologilioni	Male	*	*	*	*	*	*	*	*	*		
	Female	5	*	5	*	*	*	*	*	*		
	Total	7	*	7	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions	rotar	,		,								
	Male	17	*	17	*	*	*	*	*	5		5
	Female	7	*	5	*	*	*	*	*	*		*
	Total	24	*	22	*	*	*	*	*	7		5
Out-of-School Suspensions	rotai	2-1										Ü
out of control cuspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Total											
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
With Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies		*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male Female	*	*	*	*	*	*	*	*	*		*
		*	*	*	*	*	*	*	*	*		*
Cabaal Dalatad Assasta	Total											
School-Related Arrests	Mala	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female											
D-f	Total	-	-	-	-	-	-	-	-	-		-
Referrals to Law Enforcement				*	*		_			_		
	Male	*	_	*	*	*	*	_		*		
	Female	•							•			*
All Otrodonto	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism			*	46.					_			_
	Male	139		131		*	*	*	*	41	23	5
	Female	138	*	134	*	*	*	*	*	23	8	*
	Total	277	*	265	*	*	*	*	*	64	31	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*
-	

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

		Total	African			Indian or Alaska		Pacific 1	wo or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific 1	wo or More Races	EL	Students with Disabilities
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

Indicates results are masked due to small numbers to protect student confidentiality.

Part (ix): Teacher Quality Data

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

**High Poverty** 

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.0	16.1%
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	4.8	11.9%
'-' 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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	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%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4 Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5 Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6 Reading	5,678	1%	9	1%	*	*
Mathematics	5,677	1%	9	1%	*	*
Grade 7 Reading	5,298	1%	14	2%	7	3%
Mathematics	5,294	1%	14	2%	7	3%
Grade 8 Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course English I	4,868	1%	13	1%	-	-

<sup>\*\*\*</sup> 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 students in the group.

Blank cell indicates the student group is not applicable to this report.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-
All Grades All Subjects	99,020	1%	156	1%	22	1%
Reading	43,730	1%	67	1%	11	2%
Mathematics	39,178	1%	63	1%	11	2%
Science	16,112	1%	26	1%	-	-

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

			% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	-	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

Grade	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

Grad	e Subject	Student Group		%
1*1	Indicates reporting standa			
'n/a'	Indicates data reporting is	not applicable for this grou	p.	

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: WM DAVID SURRATT EL Campus ID: 071901101 District Name: CLINT ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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		Econ	Special	
	_			American			Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)		Rates							.=0/	===:			
		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22	500/	400/	400/	000/	E40/	700/	500/	000/	400/	0.40/	000/
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics		72% 46%	31%	40%	59%	72% 45%	87% 82%	73% 50%	78% 54%	36%	23%	65% 40%
	iviatnematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	30%	23%	40%
		2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-16 tillough 2021-22	40%	3170	4070	39 70	43%	02 70	30 70	34 70	30 %	2370	4070
		2021-22 2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2022-23 tillough 2026-27	34 /0	4170	4970	0370	3370	0370	31 /0	0170	4370	34 /0	4570
		2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32	0070	0470	0070	1070	0070	0070	0070	0070	01 70	4070	0070
1		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17	. 0 / 0	0070		0070	. 0 / 0	0.70			0070	0270	41%
		Rates											
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											
		2027-28 through											46%
		2031-32											
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates											
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22											
		2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2026-27											
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32											

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level) b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

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

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for

targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing

targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two or		Non								
		C4-4-1	\ia4#ia46		African	Ulanani	-\A/b:4-	America		Pacific				CMD	CIMOL	S EL Mala	Famala.	Minung		Foster	
		otatel	<u> istrict(</u>	ampus	American	nispani	cvvnite	ndian	Asian	isiander	Kaces	⊔isaαv	DISAGN	CMD	CVVOL	L Male	remaie	wiigran	nomeles	s care	ivillit
TAAR Percen Grade 3	t at Appro	aches	Grade	Level	r Above																
Reading	All Students	77%	69%	76%	-	75%	*	-	-	-	-	73%	94%	*	78%	65%74%	77%	*	*	-	
		51%	29%	*	-	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	
	CWOD		72%	78%	-	78%	*	-	-	-	-	76%	94%	-		68%79%		*	*	-	
	EL Molo	70%	60%	65% 74%	-	65%	*	-	-	-	-	63%	86%	*	68%	65% 72%	58%	*	*	-	
	Male Female	74% 79%	68% 71%	77%		74% 76%	*	- 1				73% 74%	100%	*		72%74% 58% -	77%	_	_	-	
	Tomalo	1070	7 1 70	,0		1070						1 4 70	10070		1070	0070	1170				
Mathematics	Students	77%	70%	66%	-	66%	*	-	-	-	-	65%	82%	*	69%	56% 70%	63%	*	*	-	
		52%	43%	*	-	*	*	-	-	-	-	*	-	*	-	* *	*	-	-	-	
	CWOD EL	74%	72% 63%	69% 56%	-	68% 56%	^	-	-	-	-	67% 56%	82%	*	69% 59%		64% 50%	*	*	-	
		77%	71%	70%		71%	*					68%	88%	*		56% 62% 62% 70%	30%	*	*		
	Female		69%	63%	-	62%	*	-	-	-	-	62%	78%	*		50% -	63%	-	-	-	
Grade 4 Reading	All Students	72%	61%	65%	-	67%	*	-	-	-	*	65%	67%	38%	69%	57%64%	66%	*	*	-	,
		46%	39%	38%	_	40%	_	_	_	_	*	40%	*	38%	_	* *	*	_	_	_	
	CWOD		63%	69%	-	71%	*	-	-	-	*	69%	71%	-	69%	61%68%	69%	*	*	-	
	EL	60%	46%	57%	-	57%	*	-	-	-	*	56%	*	*	61%	57%64%	52%	-	*	-	
		70%	61%	64%	-	66%	-	-	-	-	*	61%	80%	*		64%64%	-	-	*	-	
	Female		62%	66%	-	69%	*	-	-	-	*	68%	*	*		52% -	66%	*	*	-	
Mathematics	Students	77%	70%	63%	-	62%	*	-	-	-		61%	79%	39%	66%	57% 70%	56%	*	*	-	
	CWD	49% 81%	43% 72%	39% 66%	-	41% 65%	*	-	-	-	*	41% 64%	83%	39%	66%	* 45% 58% 73%	59%	*	*	-	
	EL	72%	60%	57%		55%	*	- 1			*	57%	*	*		57%67%	48%	*	*	-	
		77%	68%	70%	_	70%	-	_	-	-	*	69%	73%	45%		67%70%	-	_	*	-	
	Female		71%	56%	-	54%	*	-	-	-	*	53%	88%	*		48% -	56%	*	*	-	
Grade 5	ΔII	83%	73%	75%		75%	*					72%	90%	*	770/	400/. 710/.	78%	*	*		
Reading	All Students			/5% *	-	/5%		-	-	-	-	12% *	90%		1170	49%71%	70%			-	
	CWD	54% 87%	45% 76%	77%	-	77%	*		-	-		75%	90%	_	77%	52%74%	79%	*	*	-	
	EL	73%	52%	49%	_	49%	-	_	-	-	-	48%	*	*		49%42%		*	*	-	
	Male	81%	71%	71%	-	71%	*	-	-	-	-	69%	88%	*		42%71%	-	-	*	-	
	Female	86%	76%	78%	-	78%	*	-	-	-	-	75%	92%	*	79%	55% -	78%	*	*	-	
Mathematics	Students	90%	87%	88%	-	89%	*	-	-	-	-	87%	95%	*	92%	81%85%	91%	*	*	-	
		70%	62%	*	_	*	*	_	-	-	-	*	-	*	_	* *	*	_	*	-	
	CWOD		89%	92%	-	92%	*	-	-	-	-	91%	95%	-	92%	86%90%	93%	*	*	-	
	EL	86%	80%	81%	-	81%	-	-	-	-	-	79%	100%	*		81%72%	90%	*	*	-	
		89%	87%	85%	-	85%	*	-	-	-	-	85%	88%	*		72%85%	-	-	*	-	
	Female	91%	86%	91%	-	92%	•	-	-	-	-	89%	100%	•	93%	90% -	91%	•	^	-	
Science	All Students	75%	64%	57%	-	57%	*	-	-	-	-	56%	68%	*	61%	37% 55%	60%	*	*	-	
	CWD	48%	28%	*	-	*	*	-	-	-	-	*	-	*	-	* *	*	-	*	-	
	CWOD		68%	61%	-	60%	*	-	-	-	-	60%	68%	-	61%	38% 59%	63%	*	*	-	
	EL Molo	62%	44%	37%	-	37%	*	-	-	-	-	35%		*		37% 33%		*	*	-	
	Male Female			55% 60%	-	54% 60%	*	-	-	-	-	55% 57%	56% 77%	*		33% 55% 40% -	60%	*	*	-	
AAR Percen Grade 3	t at Meets	Grad	e Level	or Abo	ve																
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	EL	38%	26%	26%	-	24%	*	-	-	-	*	25%	*	*		26%28%	25%	*	*	-	
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	CWOD		52%	58%	-	58%	*	-	-	-	-	54%	81%	-	58%	36%62%	55%	*	*	-	
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	Male	57%	51%	57%	-	58%	*	-	-	-	-	54%	88%	*		28%57%	-	-	*	-	
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	CWOD		74%	73%	-	73%	88%	_	-	-	*	71%	83%	-	73%		72%	82%	39%	-	
	EL	60%	49%	57%	-	57%	*	-	-	-	*	56%	72%	27%		57% 59%	55%	*	*	-	
	Male	74%	69%	70%	-	70%	83%		-	-	*	69%	79%	35%		59%70%	-	*	*	-	
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Mathematic	s All Students	80%	10%	72%	-	72%	78%	-	-	-	-	70%	86%	38%	15%	63%75%	70%	-	36%	-	
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	CWOD		79%	75%	-	75%	100%	, -	-	-	*	73%	88%	-		66%79%	72%	*	*	-	
	EL	70%	61%	63%	-	63%	*	-	-	-	*	63%	75%	32%		63%67%	60%	*	*	-	
	Male Female	78%	75% 78%	75% 70%	-	75% 69%	83%	-	-	-	*	74% 67%	81% 90%	40% 36%		67% 75% 60% -	- 70%	*	*	-	
	i emale	02 /0	1070	10/0	-	0970	03 /0	_	-	-		01 /0	90 /0	30 /0	12/0	0070 -	1070			-	
Science	All	79%	72%	57%	-	57%	*	-	-	-	-	56%	68%	*	61%	37% 55%	60%	*	*	-	
	Students		000/	*								*									
	CWD	48% 82%	38% 75%	61%	-	60%	*	-	-	-	-	60%	68%	_	61%	38% 59%	63%	*	*	-	
	EL	58%	43%	37%	-	37%	_	_	-	-	_	35%	*	*	38%		40%	*	*	_	
	Male	78%	71%	55%	-	54%	*	-	-	-	-	55%	56%	*	59%		-	-	*	-	
	Female	80%	73%	60%	-	60%	*	-	-	-	-	57%	77%	*	63%	40% -	60%	*	*	-	
	<b></b> .	_																			
AR Percen Grades	it at weets	s Grad	ie Leve	or Abo	ove																
All Subjects		47%	37%	37%	-	37%	40%	-	-	-	*	35%	51%	10%	39%	22%39%	35%	27%	10%	-	
	Students CWD	23%	19%	10%	-	11%	*	-	_	_	*	10%	*	10%	_	7% 10%	10%	_	*	_	
	CWOD		39%	39%	-	39%	50%	-	-	-	*	37%	52%	-	39%		36%	27%	13%	-	
	EL	26%	16%	22%	-	22%	*	-	-	-	*	21%	45%	7%	24%	22%26%	19%	*	*	-	
	Male	45%	36%	39%	-	39%	33%		-	-	*	38%	49%	10%			250/		*	-	
	Female	50%	38%	35%	-	34%	43%	-	-	-	^	32%	53%	10%	36%	19% -	35%	33%	8%	-	
Reading	All	46%	35%	38%	-	38%	38%	-	-	-	*	36%	53%	6%	40%	21%41%	35%	*	*	-	
-	Students		400:								_										
	CWD	22%	19%	6% 40%	-	7%	420/	-	-	-	*	7%	* E40/.	6%	400/	* 5%	* 260/	-	*	-	
	CWOD EL	48% 21%	36% 12%	40% 21%	-	40% 21%	43%	-	-	-	*	38% 19%	54% 42%	*		23% 45% 21% 27%	36% 16%	*	*	-	
	Male	41%	32%	41%	-	41%	*	-	-	-	*	40%	52%	5%		27%41%	-	*	*	-	
	Female		38%	35%	-	35%	*	-	-	-	*	32%	53%	*		16% -	35%	*	*	-	
Mathematic:	ς ΔII	48%	40%	40%	_	40%	44%			_	*	38%	60%	15%	43%	29%43%	38%	*	14%	_	
vianiomano:	Students		70 /0	<del>-10</del> /0	-	70 /0	<del></del>	-	-	-		JU /0	00 /0	10/0	<del>-</del> -J /0	20/040/0	JU /0		1 70	-	
	CWD	26%		15%	-	17%	*	-	-	-	*	16%	*	15%	-	16% 16%	14%	-	*	-	
	CWOD		42%	43%	-	42%	57% *	-	-	-	*	40%	61%	-		30%47%	39%	*	*	-	
	EL Male	33% 47%	24% 40%	29% 43%	-	28% 44%	*	-	-	-	*	27% 41%	58% 59%	16% 16%		29% 30% 30% 43%	27%	*	*	-	
	Female		40%	38%	-	37%	50%	-	-	-	*	34%		14%		27% -	38%	*	*	-	
Science	All Students	49%	38%	24%	-	24%	*	-	-	-	-	24%	27%	*	26%	6% 23%	25%	*	*	-	
	CWD		17%	*	-	*	*	-	_	_	_	*	_	*	_	* *	*	_	*	_	
	CWOD		40%	26%	-	26%	*	-	-	-	-	26%	27%	-	26%	6% 25%	27%	*	*	-	
	EL	21%	9%	6%	-	6%	-	-	-	-	-	5%	*	*	6%	6% 11%	0%	*	*	-	
	Male Female	50% 49%	40% 37%	23% 25%	-	23% 25%	*	-	-	-	-	25% 23%	11% 38%	*	25% 27%	11% 23% 0% -	- 25%	*	*	-	
AD D-:																					
AR Percen Grades						150/	450					4.40/	200/	E0/	100/	00/ 470/	4.40/	00/	00/		
All Subjects	All Students	21%	13%	15%	-	15%	15%	-	-	-	-	14%	22%	5%	16%	8% 17%	14%	0%	0%	-	
	CWD	8%	4%	5%	-	5%	*	-	-	-	*	5%	*	5%	-	2% 4%	7%	-	*	-	
	CWOD	23%	14%	16%	-	16%	19%	-	-	-	*	15%	23%	-	16%	8% 18%	14%	0%	0%	-	
		9%	4%	8%	-	7%	*	-	-	-	*	8%	10%	2%	8%	8% 8%	7%	*	*	-	
	EL Molo		100/	470/		470/	470/				*	100/	200/	/1 O /				*	*		
	Male Female	20%	12% 13%	17% 14%	-	17% 14%	17% 14%		-	-	*	16% 12%	20% 25%	4% 7%	18% 14%		- 14%	0%	*	-	

					African			Americar	1	Pacific	or More	Econ	Non Econ								Foster	
		State	District	Campus	Americani	Hispanic	White	Indian	Asiar	nislander	Races	Disadv	Disadv	CWD	CWOE	EL.	Male	Femalel	Migrantl	Homeles	Care	Milita
Reading	All	19%	11%	15%	_	15%	13%	_	_	_	*	14%	24%	3%	16%	7%	16%	14%	*	*		*
	Students	.070	, ,	,.		1070	.0,0							0 / 0	.070		.0,0					
	CWD	7%	4%	3%	-	3%	*	-	-	-	*	3%	*	3%	-	*	0%	*	-	*	-	_
	CWOD	20%	11%	16%	-	16%	14%	-	-	-	*	15%	24%	-	16%	8%	18%	15%	*	*	-	*
	EL	7%	3%	7%	-	7%	*	-	-	-	*	7%	8%	*	8%	7%	10%	4%	*	*	-	*
	Male	16%	9%	16%	-	15%	*	-	-	-	*	15%	24%	0%	18%	10%	16%	-	*	*	-	*
	Female	22%	12%	14%	-	15%	*	-	-	-	*	13%	23%	*	15%	4%	-	14%	*	*	-	*
Mathematics	All	23%	16%	18%	-	17%	22%	-	_	_	*	16%	26%	8%	18%	10%	20%	16%	*	0%	_	*
	Students																					
	CWD	10%	6%	8%	-	8%	*	-	-	-	*	8%	*	8%	-	5%	8%	7%	-	*	-	-
	CWOD	25%	17%	18%	-	18%	29%	-	-	-	*	17%	27%	-	18%	11%	21%	16%	*	*	-	*
	EL	13%	7%	10%	-	10%	*	-	-	-	*	10%	17%	5%	11%	10%	9%	12%	*	*	-	*
	Male	23%	16%	20%	-	20%	*	-	-	-	*	19%	22%	8%	21%	9%	20%	-	*	*	-	*
	Female	24%	16%	16%	-	15%	33%	-	-	-	*	14%	30%	7%	16%	12%	-	16%	*	*	-	*
cience	All	22%	13%	9%	-	9%	*	-	-	-	-	9%	9%	*	9%	1%	11%	7%	*	*	-	*
	Students																					
	CWD	7%	2%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-
	CWOD		14%	9%	-	10%	*	-	-	-	-	10%	9%	-	9%		12%	7%	*	*	-	*
					-		-	-	-	-	-							0%	*		-	*
					-		*	-	-	-	-						11%	-	-		-	-
	Female	21%	12%	7%	-	7%	*	-	-	-	-	5%	15%	*	7%	0%	-	7%	*	*	-	*
Indicates r	EL Male Female		2% 13% 12%	1% 11% 7%	- - - numbers to	1% 11% 7%	- * *	- - - nt confider	- - -	-		2% 12% 5%	* 0% 15%	* *	2% 12% 7%		3% 11% -	0% - 7%	* - *	* *	-	

Part (iii): Academic Growth and Graduation Rate

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	69	-	70	*	-	-	-	*	68	41	79
CWD	41	-	45	*	-	-	-	*	43	41	58
CWOD	72	-	73	*	-	-	-	*	70	-	82
EL	79	-	80	*	-	-	-	-	80	58	79
Male	63	-	63	*	-	-	-	*	62	38	83
Female	74	-	77	*	-	-	-	*	73	*	76
Mathematics											
All Students	62	-	62	*	-	-	-	*	60	44	62
CWD	44	-	48	*	-	-	-	*	46	44	43
CWOD	64	-	63	*	-	-	-	*	62	-	64
EL	62	-	61	*	-	-	-	*	60	43	62
Male	60	-	60	*	-	-	_	*	60	37	62
Female	64	-	65	*	-	-	_	*	61	55	62

## 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 Grad	uation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
'*' Indicates results are masked			o protect stu	dent con	fidentiality.								
'-' Indicates there are no studen	its in the gro	up.											

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	463	45	10%
k!	Indicates results are masked due	to small numbers to protect student cor	ofidontiality

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Student Success (Student Achie	vement Doi	nain Score	: STAAR C	omponen	t Only)						
STAAR Component Score	41	-	41	*	-	-	-	*	39	*	29
School Quality (College, Career,	and Military	/ Readines	s 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.	•	udent con	fidentiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All	African			American			Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
STAAR Performance Status											
Reading	4.407	000/	070/	000/	100/	740/	450/	F00/	000/	400/	000/
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	400/	Υ	000/	E40/	700/	500/	000/	Υ	N	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N 62%	E 40/	N 58%	720/	62%	82%	63%	70%	N EE0/	N 450/	N 52%
Interim Goals (2028-2032)		54%		73%	62%	82%	63%	70%	55%	45%	
Target Met	N ZOO/	000/	N	000/	700/	070/	700/	700/	N czn/	N con/	N CEN/
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65% N
Target Met Mathematics	N		N						N	N	IN
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		31%	40% Y	59%	45%	0270	50%	34%	30% Y	23% N	
Target Met	N 540/	440/	49%	CEN/	E20/	0.50/	57%	640/	45%		N 400/
Interim Goals (2023-2027)	54%	41%		65%	53%	85%	5/%	61%	45% N	34%	49% N
Target Met Interim Goals (2028-2032)	N 63%	54%	N 59%	73%	63%	88%	66%	69%	57%	N 48%	59%
		54%		1370	03%	0070	00%	09%	57% N		
Target Met Long-Term Goals	N 73%	66%	N 70%	80%	73%	91%	75%	77%	68%	N 62%	N 70%
		66%	70% N	80%	73%	91%	75%	11%	08% N		70% N
Target Met	N		IN						IN	N	IN
English Learner Language Pro	ficiency Statu	ıs									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met											42% Y 44% Y
Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	0001
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
+' STAAR Performance and							ge Proficienc	cy uses EL (Cu	urrent).		
Blank cells above represer							,	-, (00			

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

									Two or		Non						-
			African			American		Pacific	More	Econ	Econ						
		Campus	American	n Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ate																
All Subjects	All Students	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	*	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	-	100%	100%	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	*

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female	Migra
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	100
Reading	All	100%	_	100%	100%	_	_	_	*	100%	100%	100%	100%	100%	100%	100%	*
rtodding	Students	10070		10070	10070					10070	10070	10070	10070	10070	10070	10070	
	CWD	100%	_	100%	*	_	_	_	*	100%	*	100%	_	100%	100%	100%	_
	CWOD	100%	_	100%	100%	_	_	_	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%		100%	*	-	_	_	*	100%	100%	100%	100%	100%	100%	100%	*
					*	-	-	-	*							100%	*
	Male .	100%	-	100%		-	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	100
	CWD	100%	-	100%	*	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	_	100%	100%	_	_	_	*	100%	100%	_	100%	100%	100%	100%	100
	EL	100%	_	100%	*	_	_	_	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	_	100%	*				*	100%	100%	100%	100%	100%	100%	10070	*
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
Science	All	99%		99%	*					99%	100%	100%	99%	100%	99%	1000/	*
Science	All Students CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	99%	100%	100%	100%	_
			-		*	-	-	-		99%			99%		99%	4000/	,
	CWOD	99%	-	99%		-	-	-	-		100%	-		100%		100%	,
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
	Male	99%	-	99%		-	-	-	-	99%	100%	100%	99%	100%	99%	-	-
n-Participatio	Female	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	100%	-	100%	1
ii-r ai ticipatic	n Nate																
All Subjects	All Students	0%	-	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0'
	CWD	0%	-	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	0%	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	0
	EL	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	0
	Male	0%	_	0%	0%	_	_	_	0%	0%	0%	0%	0%	0%	0%	_	1
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	0
Reading	All	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	,
	Students																
	CWD	0%	-	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	
	CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	,
	EL	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	1
	Male	0%	_	0%	*	_	_	_	*	0%	0%	0%	0%	0%	0%	-	1
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	
Mathematics		0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	0
	Students	00/		00/	*					00/	*	00/		00/	00/	00/	
	CWD	0%	-	0%		-	-	-		0%		0%	-	0%	0%	0%	
	CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	0'
	EL	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	,
	Male	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	1
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	
Science	All	1%	_	1%	*	_	_	_	_	1%	0%	0%	1%	0%	1%	0%	
Colorido	Students																
	CWD	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	
	CWOD	1%	-	1%	*	-	-	-	-	1%	0%	-	1%	0%	1%	0%	
	EL	0%	_	0%	_	-	_	_	_	0%	0%	0%	0%	0%	0%	0%	1
	Male	1%	_	1%	*	_	_	_	-	1%	0%	0%	1%	0%	1%	-	
	IVIGIC		•	0%		-	-	-	-	0%	0%	U /U	0%	0%		0%	
	Female	0%													-		

Part (viii): Civil Rights Data

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

		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)
Students Without Disabilities												
In-School Suspensions												
1	Male	18	*	14	*	*	*	*	*	8		
	Female	*	*	*	*	*	*	*	*	*		
	Total	18	*	14	*	*	*	*	*	8		
Out-of-School Suspensions												
	Male	13	*	13	*	*	*	*	*	10		
	Female	*	*	*	*	*	*	*	*	*		
	Total	13	*	13	*	*	*	*	*	10		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												

		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)
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
III-ocitool odsperisions	Male	*	*	*	*	*	*	*	*	*		*
I	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	เบเสเ											
Out-oi-ocitooi ouspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total		*	*	*			*	*	*		*
Evaulaiana	ıotai											
Expulsions With Educational Services	Male		*	*	*		*	*	*			*
with Educational Services			*	*	*		*	*	*			
	Female		*	*	*	*	*	*	*	_		
	Total	_	*		*				*			
Without Educational Services	Male		*	*	*		*	*	*	_		
	Female		*	_	*				*	_		
l	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	49	*	47	*	*	*	*	*	20	8	*
	Female	46	*	41	5 7	*	*	*	*	17	5	*
	Total	95	*	88	7	*	*	*	*	37	13	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
•	Male	50	*	50	*	*	*	*	*	23	8
	Female	50	*	50	*	*	*	*	*	29	*
	Total	100	*	100	*	*	*	*	*	52	10
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					is maske	ed (regardles	s of size).				

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
1-1	Indicates there are no students in the group.									
	Blank cell indicates the student group is not applicable to this repor	t.								

Part (ix): Teacher Quality Data

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

**High Poverty** 

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.0	15.0%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the eacher is Certified or Licensed	0.6	1.1%

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	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%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4 Reading	6,061	1%	9	1%		
•	,				-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5			_			
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-

State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
99,020	1%	156	1%	-	-
43,730	1%	67	1%	-	-
39,178	1%	63	1%	-	-
16,112	1%	26	1%	-	-
		ect student confidenti	ality.		
	99,020 43,730 39,178 16,112 ts are masked due to sr	Number of ALT2         Rate of ALT2           99,020         1%           43,730         1%           39,178         1%           16,112         1%   Its are masked due to small numbers to protections.	Number of ALT2         Rate of ALT2         Number of ALT2           99,020         1%         156           43,730         1%         67           39,178         1%         63           16,112         1%         26   Its are masked due to small numbers to protect student confidential confidenti	Number of ALT2         Rate of ALT2         Number of ALT2         District Rate of ALT2           99,020         1%         156         1%           43,730         1%         67         1%           39,178         1%         63         1%           16,112         1%         26         1%   Its are masked due to small numbers to protect student confidentiality.	Number of ALT2         Rate of ALT2         Number of ALT2         District Rate of ALT2         Number of ALT2           99,020         1%         156         1%         -           43,730         1%         67         1%         -           39,178         1%         63         1%         -           16,112         1%         26         1%         -

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

			% Below Basic % At or Above Basic				% At or Above Proficient % At or Above Advan				
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 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	
	Mathornation	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	le 8 Reading	Overall	29	24	44	40	26	32	2	4	
		Black	42	40	43	42	14	17	n/a	1	
		Hispanic	34	33	45	44	20	22	1	1	
		White	17	16	43	39	37	39	3	6	
		American Indian	*	37	*	41	*	20	*	1	
		Asian	8	13	29	30	53	45	10	12	
		Pacific Islander	*	35	*	42	*	22	*	2	
		Two or More Races	23	18	42	40	31	36	5	6	
		Econ 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
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
'*' Indicat	es reporting standard	ds not met.	
'n/a' Indicat	es data reporting is n	ot applicable for this group.	

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: RED SANDS EL Campus ID: 071901102 District Name: CLINT ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the

accountability system;
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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 s American	llianania	\A/bi4=	American Indian	Asian	Pacific Islander		Econ	Special Educ	and Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	Reading/ELA	Rates	44%	32%	3170	00%	43%	74%	45%	30%	33%	19%	29%
Glade Level of Above)		2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22	7770	32 /0	31 /0	0070	4370	7 7 70	4570	30 /0	3370	1370	2370
		2022-23 through 2026-	- 52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		27											
		2027-28 through 2031-	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		32											
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		Rates											
		2017-18 through 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22	E 40/	440/	400/	050/	500/	0.50/	F70/	0.40/	450/	0.40/	400/
		2022-23 through 2026- 27	- 54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-	- 63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		32	0070	3470	3370	1370	0370	0070	0070	0370	51 /0	4070	3370
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17											41%
		Rates											
		2017-18 through 2021-											42%
		22											
		2022-23 through 2026-											44%
		27											
		2027-28 through 2031-	•										46%
 		32	000/	0.50/	070/	000/	000/	0.50/	000/	000/	000/	700/	700/
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-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2017-16 tillough 2021-	9070	90%	<b>3</b> 070	9070	3U 70	3070	<b>30</b> 70	9070	5070	3070	9U70
		2022-23 through 2026-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		27	3270	5270	02/0	3270	3270	S= 70	O2 70	J_ /0	0_70	3270	J_70
		2027-28 through 2031-	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		32											

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

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

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

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

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

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

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

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school. (dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

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

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Mathematics /  Mathematics /  St  Grade 4  Reading /  I  Mathematics /  Grade 5  Reading /  Grade 5  Reading /	All Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL Male Female CWD	77% 51% 79% 70% 74% 79% 77% 52% 80% 74% 77%				84% * 85% 82% 88% 79% 89%	* - * - *	America Indian - - - - - -		Pacific nIslander - - -				CWD				Female	Migrant *	Homeles	Foster s Care	
Grade 3 Reading / St  St  Mathematics / St  Grade 4 Reading / St  Grade 4 Reading / St  Grade 5 Reading / Grade 5	All Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL Male Female CWD	77% 51% 79% 70% 74% 79% 77% 52% 80% 74% 77% 78%	5 Grade 69% 29% 72% 60% 68% 71% 70% 43% 72% 63% 71%	x 85% 82% 88% 79% 90% 71% 91% 84%		84% * 85% 82% 88% 79% 89%	* - * - * - *	- Indian - - - - - -		nislander - - -	Races			CWD					Migrant *	<u>Homeles</u>	s Care	_Milita
Grade 3 Reading / St St  Mathematics / St  Grade 4 Reading / St  Mathematics / St  Grade 5 Reading / Grade 5	All Students CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD CWOD EL Male CWD CWOD EL Male Students CWD CWOD EL Male Male	77% 51% 79% 70% 74% 79% 77% 52% 80% 74% 77% 78%	69% 29% 72% 60% 68% 71% 70% 43% 72% 63% 71%	84%  * 85% 82% 88% 79%  90%  71% 91% 84%	-	* 85% 82% 88% 79%	* - * - *		-	-	-	84%	83%				000/	70%	*		*	*
Reading / St / S	Etudents CWD CWOD EL Male Female All Etudents CWD CWOD EL Male Female All Etudents CWD CWOD EL Male Female All Etudents CWD CWOD EL Male Male Male Male Male Male Male Male	51% 79% 70% 74% 79% 77% 52% 80% 74% 77% 78%	29% 72% 60% 68% 71% 70% 43% 72% 63% 71%	* 85% 82% 88% 79% 90% 71% 91% 84%	-	* 85% 82% 88% 79%	* - * -	- - - -	-	-	-	84%	83%				000/	700/	*		*	*
Mathematics A St Grade 4 Reading A St  Mathematics A St  Grade 5 Reading A	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	79% 70% 74% 79% 77% 52% 80% 74% 77% 78%	72% 60% 68% 71% 70% 43% 72% 63% 71%	85% 82% 88% 79% 90% 71% 91% 84%	-	85% 82% 88% 79%	* - *	- - - -	-	-					85%	82%	88%	1970		*		
Mathematics / Strong / Grade 4 Reading / Mathematics / Mathematics / Grade 5 Reading / Grade 5 Reading /	EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Male Male Male Male Male Male Male M	70% 74% 79% 77% 52% 80% 74% 77% 78%	60% 68% 71% 70% 43% 72% 63% 71%	82% 88% 79% 90% 71% 91% 84%	-	82% 88% 79% 89%	* - *	- - -	-	-	-	*	*	*	-	*	*	*	-	-	-	-
Mathematics / Strong / Grade 4 Reading / Strong / Mathematics / Strong / Grade 5 Reading / Reading / Grade 5 Reading /	Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Students CWD CWOD EL Male	74% 79% 77% 52% 80% 74% 77% 78%	68% 71% 70% 43% 72% 63% 71%	88% 79% 90% 71% 91% 84%	-	88% 79% 89%	*	-	-		-	84%	*	-	85%		89%	80%	*	*	*	*
Mathematics / Strong / Strade 4 Reading / Strong	Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male All Male All Male	79% 77% 52% 80% 74% 77% 78%	71% 70% 43% 72% 63% 71%	79% 90% 71% 91% 84%	- - -	79% 89%	-	-		-	-	81%	*	*	83%		85%	79%	*	*	*	-
Mathematics / St  Grade 4 Reading / St  Mathematics /  Mathematics / St  Grade 5 Reading /	All tudents CWD CWOD EL Male Female Students CWD CWOD EL Male	77% 52% 80% 74% 77% 78%	70% 43% 72% 63% 71%	90% 71% 91% 84%	-	89%	-	-	-	-	-	89%	*	*	89%	85%		-	*	-		-
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I Brade 5 Reading	CWOD		72%	77%	-	76%	*	-	-	-	-	75%	100%	-	77%	71%	79%	75%	-	*	-	,
Grade 5 Reading	EL	72%	60%	67%	-	67%	*	-	-	-	-	65%	*	*	71%	67%	72%	62%	-	*	-	
Grade 5 Reading	Male	77%	68%	75%	-	74%	*	-	-	-	-	73%	*	*	79%	72%	75%	-	-	*	-	1
Reading /	Female	78%	71%	73%	-	72%	*	-	-	-	-	70%	100%	*	75%	62%	-	73%	-	-	-	,
	ΔII	83%	73%	78%		77%	*					76%	91%	43%	82%	E70/	010/	720/	*	*		*
	All Students	0370	1370	10/0	-	1170		-	-	-	-	1070	9170	43%	0270	31 70	0170	73%			-	
	CWD	54%	45%	43%	_	43%	_	_	_	_		42%	*	43%	_	*	*	*	*	_		*
	CWOD		76%	82%	_	82%	*	_	_	_	_	81%	100%	-	82%	65%	87%	76%	_	*	_	*
	EL	73%	52%	57%	-	57%	-	-	-	-	-	57%	-	*	65%		64%	52%	*	*	-	
	Male	81%	71%	81%	-	81%	*	-	-	-	-	80%	86%	*	87%	64%		-	-	*	-	
	Female		76%	73%	-	73%	-	-	-	-	-	70%	*	*	76%	52%		73%	*	-	-	*
	tudents	90%	87%	93%	-	93%	*	-	-	-	-	93%	91%	86%	94%	91%	93%	94%	*	*	-	*
(	CWD	70%	62%	86%	-	86%	-	-	-	-	-	92%	*	86%	-	100%	71%	100%	*	-	-	*
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	EL	86%	80%	91%	-	91%	-	-	-	-	-	91%		100%		91%		88%	*	*	-	-
	Male	89%	87%	93%	-	93%	*	-	-	-	-	93%	86%	71%	95%	95%		-	-	*	-	-
1	Female	91%	86%	94%	-	94%	-	-	-	-	-	93%	*	100%	93%	88%	-	94%	*	-	-	,
	All	75%	64%	78%	-	78%	*	-	-	-	-	77%	91%	*	85%	65%	82%	73%	*	*	-	*
	Students CWD	48%	28%	*	_	*	_	_	_	_	_	*	*	*	_	*	*	*	*	_	_	,
	CWOD		68%	85%	-	85%	*	-	_	-	-	84%	100%	-	85%	74%	90%	78%	-	*	-	1
	EL	62%	44%	65%	_	65%	_	_	_	_	_	65%	-	*	74%	65%		56%	*	*	_	
	Male	76%	65%	82%	-	82%	*	-	-	-	-	82%	86%	*	90%	76%		-	-	*	-	
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AAR Percent at	-4 M4-			au Abai																		
Grade 3					ve																	
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	tudents	200/	4.40/	*		*						*	*	*		*	*	*				
	CWD		14% 32%	41%	-	41%	*	-	-	-	-	38%	*		- 41%	38%		38%	*	*	*	
	EL	32%	19%	36%	-	36%	_			-	-	33%	*	*	38%	36%		32%	*	*	*	
	Male		32%	42%	_	42%	*		_		_	40%	*	*	43%	39%		-	*	_	_	
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Mathematics /	All Students	46%	40%	57%	-	57%	*	-	-	-	-	56%	83%	29%	59%	51%	62%	52%	*	*	*	,
	CWD	30%	18%	29%	_	29%	_	_	_	_	_	*	*	29%	_	*	*	*	_	_	_	
	CWOD		42%	59%	-	59%	*	-	-	_	_	58%	*	-	59%	53%	63%	55%	*	*	*	,
	EL	39%	33%	51%	-	51%	-	-	-	-	-	48%	*	*	53%		58%		*	*	*	
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		State	District	Campus	African American	HispanicW		nerican ndian		cific More			CWD	CWOD	EL	Male	FemaleM	ligrantH	omeless	Foster	
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Frade 4 Reading	All	45%	33%	42%	-	42%	*	_	-		40%	75%	*	44%	30%	40%	44%	-	*	-	*
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	CWD	28%	23%	*	-	*	*	-	-		*	*	*	-	*	*	*	-	-	-	*
	CWOD EL	29%	34% 19%	44% 30%	-	43% 29%	*	-	-		42% 28%	71% *	*	44% 30%	30% 30%		45% 25%	- 1	*	-	_
	Male	43%	35%	40%	-	40%	*	-	-		39%	*	*	43%	35%		-	-	*	-	*
	Female		31%	44%	-	43%	*	-	-		40%	80%	*	45%	25%	-	44%	-	-	-	*
Mathematics	All Students	48%	37%	41%	-	41%	*	-	-		41%	50%	*	44%	31%	49%	34%	-	*	-	*
•	CWD	29%	28%	*	_	*	*	_	_	_	*	*	*	_	*	*	*	_	_	_	*
	CWOD		37%	44%	-	43%	*	-	-		43%	57%	-	44%	31%	55%	35%	-	*	_	*
	EL	38%	26%	31%	-	30%	*	-	-		31%	*	*	31%	31%		15%	-	*	-	-
	Male	48%	39%	49%	-	49%	*	-	-		50%	*	*	55%	45%			-	*	-	*
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Grade 5																					
Reading	All	53%	38%	45%	-	45%	*	-	-		41%	82%	21%	48%	15%	46%	44%	*	*	-	*
	Students																				
	CWD	30%	19%	21%	-	21%	-	-	-		17%	*	21%	-	*	*	*	*	-	-	*
	CWOD		40%	48%	-	49%	*	-	-		44%	89%	-	48%	18%		46%	-	*	-	*
	EL	35%	15%	15%	-	15%	*	-	-		15%	-	*	18%	15%		16%	*	*	-	-
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	CWOD		52%	62%	-	61%	*	-	-		58%	100%	420/	62%	58%		61%	- *	*	-	
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	Male Female	57% - 58%	49%	56% 65%	-	55% 65%	_	-	-		52% 61%	86%	0% 86%	62% 61%	55% 56%	56%	65%	*	_	-	
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	CWOD		31%	46%	-	45%	*	-	-		41%	89%	-	46%	18%		39%	*	*	-	
	EL Male	24% 42%	10% 32%	15% 46%	-	15% 45%	*	-	-		15% 43%	71%	*	18% 50%	15% 24%		8%		*	-	
	Female		27%	35%		35%	_				30%	*	*	39%	8%	-	35%	*	_		
AR Percent	at Maste	ers Gr	ade Lev	vel																	
rade 3 Reading	All	24%	13%	21%		21%	*				21%	17%	*	22%	15%	130/	29%	*	*	*	
	Students		1370	21/0	-	2170		-	-		2170	17 70		22 /0	1370	13 /0	2970				
	CWD	9%	4%	*	-	*	-	-	-		*	*	*	-	*	*	*	-	-	-	
	CWOD	26%	14%	22%	-	22%	*	-	-		22%	*	-	22%	16%	14%	30%	*	*	*	
	EL	15%	6%	15%	-	15%	-	-	-		16%	*	*	16%	15%		18%	*	*	*	
	Male	22%	13%	13%	-	14%	*	-	-		15%	*	*	14%	12%		-	*	-	-	
	Female	: 26%	14%	29%	-	29%	-	-	-		27%	*	*	30%	18%	-	29%	*	*	*	
Mathematics	All	22%	18%	26%	_	25%	*	_	_		27%	17%	14%	27%	20%	26%	26%	*	*	*	
	Students		.070			2070					2. 70		, , ,			_0,0	2070				
	CWD	12%	6%	14%	-	14%	-	-	-		*	*	14%	-	*	*	*	-	-	-	
	CWOD	24%	19%	27%	-	26%	*	-	-		27%	*	-	27%	21%	26%	27%	*	*	*	
	EL	17%	13%	20%	-	20%	-	-	-		19%	*	*	21%	20%		18%	*	*	*	
	Male			26%	-	25%	*	-	-		27%	20%	*		21%		-	*	-	-	
	Female	;∠1%	10%	26%	-	26%	-	-	-		26%	^	•	21%	18%	-	26%	-	•	•	
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	All	23%																			
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Reading	Students CWD CWOD EL	9% 25% 12% 22%	5% 14% 4%	21% 8%	- - - -	22% 8%	* * * *	-	-		4%	57% * * 60%	* *		8%			-	-	-	
Reading	Students CWD CWOD EL Male Female	9% 25% 12% 22% 25%	5% 14% 4% 15%	21% 8% 21%	-	22% 8% 22%	* * * * * *	-	-		4% 20%	*	* * *	25%	8%	21% -	-	-	* - *	-	
Reading :	Students CWD CWOD EL Male Female All Students	9% 925% 12% 22% 25% 26%	5% 14% 4% 15% 12%	21% 8% 21% 18% 21%	-	22% 8% 22% 18%	* * * * * * *		-		4% 20% 13% 21%	* * 60%	* * *	25% 18%	8% 8% 13%	21% -	18%	-	* - *	-	
Reading :	Students CWD CWOD EL Male Female All Students CWD	9% 925% 12% 22% 25% 26%	5% 14% 4% 15% 12% 17%	21% 8% 21% 18% 21%	-	22% 8% 22% 18% 22%	* * * * * *		-	 	4% 20% 13% 21%	* 60% 25% *	* * *	25% 18% 23%	8% 8% 13% *	21% - 25% *	18% 17% *	-	* - *	- - -	
Reading :	Students CWD CWOD EL Male Female All Students CWD CWOD	9% 125% 12% 22% ≥25% 26% 11% 28%	5% 14% 4% 15% 12% 17% 4% 18%	21% 8% 21% 18% 21% * 23%	- - -	22% 8% 22% 18% 22% * 24%	* * * * * * *			 	4% 20% 13% 21% * 23%	* 60% 25% * 29%	* * * * * * * *	25% 18% 23% - 23%	8% 8% 13% * 14%	21% - 25% * 30%	- 18% 17% * 18%		* - *	-	
Reading :	Students CWD CWOD EL Male Female All Students CWD CWOD EL	9% 125% 12% 22% 22% 26% 11% 128% 18%	5% 14% 4% 15% 12% 17% 4% 18% 9%	21% 8% 21% 18% 21% * 23% 13%	-	22% 8% 22% 18% 22% * 24% 13%	* * * * * * * * * * * * * * * * * * * *			  	4% 20% 13% 21% * 23% 12%	* 60% 25% *	* * * * * * * * * * * * * * * * * * * *	25% 18% 23% - 23% 14%	8% 8% 13% * 14% 13%	21% - 25% * 30% 17%	18% 17% * 18% 8%	-	* - * * * *	-	
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Science	Students	10 /0	970	14/0	-	14 70		-	-	-	-	12/0	30 /0		10 /0	0 70	10 /0	10 /0			-	
	CWD	9%	2%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	-	*
	CWOD EL	1/% 7%	10% 2%	16% 0%	-	16% 0%		-	-	-	-	13% 0%	44%	*	16% 0%	0% 0%	18% 0%	12% 0%	*	*	-	
	Male	18%	11%	16%	-	17%	*	-	-	-	_	12%	57%	*	18%		16%	-	-	*	-	_
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All Grades					OI ABOVE							/										
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	CWD CWOD	45%	38% 74%	52% 84%	-	51% 84%	* 100%	-	-	-	-	49% 83%	67% 100%	52%	- 84%		51% 87%	53% 81%	*	- *	-	100%
	EL	60%	49%	73%	-	73%	100%		-	-	-	72%	100%	43%	76%		77%	69%	86%	*	*	100%
	Male	74%	69%	83%	-	83%	100%	-	-	-	-	82%	89%	51%	87%	77%	83%	-	*	*	-	*
	Female	79%	74%	79%	-	79%	*	-	-	-	-	77%	100%	53%	81%	69%	-	79%	*	*	*	100%
Reading	All Students	73%	67%	77%	-	77%	100%	-	-	-	-	76%	92%	47%	80%	68%	79%	75%	*	*	*	100%
	CWD	39%	33%	47%	-	45%	*	-	-	-	-	44%	*	47%	-	*	47%	45%	*	-	-	*
	CWOD	77%	69%	80%	-	80%	*	-	-	-	-	79%	100%	-			83%	77%	*	*	*	*
	EL Male	52% 69%	41% 63%	68% 79%	-	68% 79%	*	-	-	-	-	66% 79%	100% 87%	* 47%	72% 83%		72% 79%	64%	*	*	*	- *
	Female		71%	75%	-	75% 75%	*	-	-	-	-	73%	100%	45%	77%	64%		75%	*	*	*	*
Mathematic			76%	86%	_	85%	100%	_	_	_	_	85%	96%	68%			87%	84%	*	*	*	100%
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	CWD	52% 83%	43% 79%	68% 87%	-	67% 87%	*	-	-	-	-	65% 86%	100%	68%	- 87%		68% 89%	67% 85%	*	*	*	*
	EL	70%	61%	80%	-	80%	*	-	-	-	-	80%		71%	81%		83%	77%	*	*	*	-
	Male	78%	75%	87%	-	87%	*	-	-	-	-	86%	93%	68%	89%		87%	-	*	*	-	*
	Female	82%	78%	84%	-	84%	-	-	-	-	-	83%		67%	85%	77%	-	84%	-	-	_	-
Science	All Students	79%	72%	78%	-	78%	*	-	-	-	-	77%	91%	*	85%	65%	82%	73%	*	*	-	*
	CWD	48%	38%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	-	*
	CWOD		75%	85%	-	85%	*	-	-	-	-	84%	100%	-			90%	78%	-	*	-	*
	EL Male	58% 78%	43% 71%	65% 82%	-	65% 82%	*		-	-	-	65% 82%	86%	*	74% 90%		76% 82%	56%	_	*	-	-
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All Subjects	All Students	47%	37%	47%	-	46%	64%	-	-	-	-	44%	77%	23%	49%	34%	49%	44%	71%	*	*	79%
	CWD	23%	19%	23%	-	23%	*	-	-	-	-	19%	42%	23%	-	14%	18%	30%	*	-	-	40%
	CWOD		39%	49%	-	49%	78%	-	-	-	-	47%	86%	-	49%		53%	45%	*	*	*	100%
	EL Male	26% 45%	16% 36%	34% 49%	-	34% 49%	* 56%			-	-	33% 47%	75% 70%	14% 18%	36% 53%		40% 49%	28%	71%	*		*
	Female		38%	44%	-	44%	*	-	-	-	-	41%	88%	30%	45%	28%		44%	*	*	*	90%
Reading	All	46%	35%	42%	_	42%	40%	_	_	-	-	39%	76%	20%	44%	28%	43%	41%	*	*	*	83%
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	EL		12%	28%	-	27%	*	-	-	-	-	26%	83%	*	30%				*	*	*	-
		41%	32%	43%	-	43%	*	-	-	-	-	41%	67%	21%			43%	-	*	*	-	*
	Female		38%	41%	-	41%		-	-	-	-	38%	90%	18%		25%		41%				
Mathematic	s All Students	48%	40%	53%	-	52%	80%	-	-	-	-	51%	76%	29%	55%	45%	56%	49%	*	*	*	83%
	CWD	26%	20%	29%	-	30%	*	-	-	-	-	27%	*	29%			16%	50%	*	-	-	*
	CWOD EL	51% 33%	42% 24%	55% 45%	-	55% 45%	*	-	-	-	-	53% 45%	85% 67%	20%			61% 52%		*	*	*	*
	EL Male		40%	45% 56%	-	56%	*	-	-	-	-	54%	73%				56%	30%	*	*	-	*
	Female		40%	49%	-	49%	*	-	-	-	-	47%	80%		49%	38%		49%	*	*	*	*
Science	All	49%	38%	42%	-	41%	*	-	-	-	-	38%	82%	*	46%	15%	46%	35%	*	*	-	*
	Students CWD	23%	17%	*	_	*	_	_	_	_	_	*	*	*	_	*	*	*	*	_	_	*
	CWOD	52%	40%	46%	-	45%	*	-	-	-	-	41%	89%	-			50%	39%	-	*	-	*
	EL	21%	9%	15%	-	15%	-	-	-	-	-	15%	-	*	18%		24%	8%	*	*	-	-
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All Subjects	All Students	21%	13%	21%	-	21%	18%	-	-	-	-	19%	41%	3%	23%	11%	21%	21%	29%	*	*	50%
	CWD	8%	4%	3%	-	3%	*	-	-	-	-	3%	0%	3%			2%	3%	*	-	-	0%
	CWOD		14%	23%	-	23%	22%	-	-	-	-	21%	51%	- 20/				22%	*	*	*	78%
	EL Male	9% 20%	4% 12%	11% 21%	-	11% 21%	22%	-	-	-	-	10% 19%	33% 43%	3% 2%			12% 21%	10%	29%	*	-	*
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		04-4-	D!-4-!-		African			America	-	Pacific				.04/0	014/00						Foste	
					Americani		cvvnite	indian	Asiai	iisiandei				CWD					viigrani	Homeless	Care	_wiiita
	CWOD		11%	21%	-	21%	*	-	-	-	-	18%	60%	-	21%			23%			-	•
	EL	7%	3%	9%	-	10%	*	-	-	-	-	9%	33%	*	10%	9%	7%	12%	*	*	*	-
	Male	16%	9%	17%	-	17%	*	-	-	-	-	15%	40%	0%	19%		17%		*	*		*
	Female	22%	12%	22%	-	22%	*	-	-	-	-	19%	60%	0%	23%	12%	-	22%	*	*	*	*
Mathematics	All	23%	16%	26%	-	25%	40%	-	-	-	-	25%	36%	6%	27%	16%	28%	23%	*	*	*	50%
	Students																					
	CWD	10%	6%	6%	-	7%	*	-	-	-	-	8%	*	6%	-	7%	5%	8%	*	-	-	*
	CWOD	25%	17%	27%	-	27%	*	-	-	-	-	26%	45%	-	27%	17%	30%	24%	*	*	*	*
	EL	13%	7%	16%	-	16%	*	-	-	-	-	15%	33%	7%	17%	16%	19%	13%	*	*	*	-
	Male	23%	16%	28%	-	27%	*	-	-	-	-	27%	40%	5%	30%	19%	28%	-	*	*	-	*
	Female	24%	16%	23%	-	23%	*	-	-	-	-	23%	30%	8%	24%	13%	-	23%	*	*	*	*
Science	All	22%	13%	14%	-	14%	*	-	-	-	-	12%	36%	*	16%	0%	16%	10%	*	*	-	*
	Students																					
	CWD	7%	2%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	-	*
	CWOD	24%	14%	16%	-	16%	*	-	-	-	-	13%	44%	-	16%	0%	18%	12%	-	*	-	*
	EL	5%	2%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	*	-	-
	Male	23%	13%	16%	-	17%	*	-	-	-	-	12%	57%	*	18%	0%	16%	-	-	*	-	-
	Female	21%	12%	10%	-	10%	-	-	-	-	-	11%	*	*	12%	0%	-	10%	*	-	-	*

Part (iii): Academic Growth and Graduation Rate

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	79	-	79	*	-	-	-	-	78	88	80
CWD	88	-	87	*	-	-	-	-	85	88	86
CWOD	78	-	78	*	-	-	-	-	77	-	80
EL	80	-	80	-	-	-	-	-	80	86	80
Male	80	-	81	*	-	-	-	-	79	88	81
Female	78	-	77	*	-	-	-	-	77	88	79
Mathematics											
All Students	70	-	69	*	-	-	-	-	69	71	72
CWD	71	-	72	*	-	-	-	-	71	71	91
CWOD	69	-	69	*	-	-	-	-	69	-	69
EL	72	-	72	-	-	-	-	-	72	91	72
Male	72	-	72	*	-	-	-	-	71	60	76
Female	67	-	67	*	-	-	-	-	67	89	67

### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
Federal Graduation Rates													
4-year Longitudinal Cohort G	raduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
1													
* Indicatos regulta are mas													
mulcales results are mas			o protect stu	ident conf	identiality.								
<ul> <li>Indicates there are no stu</li> </ul>	dents in the gro	up.											

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	320	56	18%
*!	Indicates results are masked due	to small numbers to protect student co	nfidentiality.
	Indicates results are masked due Indicates zero observations repor		inidentiality.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achiev	ement Don	nain Score	: STAAR C	omponen	t Only)						
STAAR Component Score	50	-	49	*	-	-	-	-	48	*	39
School Quality (College, Career, a	nd Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
<ul> <li>Indicates results are masked of Indicates there are no students</li> <li>Indicates the student group is</li> </ul>	s in the gro	up.		ident conf	identiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All	African		18/1-14-	American	A!		Two or More	Econ	OWD	·
STAAR Performance Status	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
Reading	4.40/	32%	37%	000/	400/	740/	450/	F00/	220/	400/	29%
Interim Goals (2018-2022)	44% N	32%	37% Y	60%	43%	74%	45%	56%	33% Y	19% Y	29% Y
Target Met		400/		000/	E40/	700/	500/	000/			
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	E 40/	N	700/	000/	000/	000/	700/	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	000/	N	000/	700/	070/	700/	700/	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics						/					
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Υ						Υ	Υ	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		Υ						Υ	N	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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
English Learner Language Pro	ficiency 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					/	/					
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								cy uses EL (Cເ	ırrent).		
Blank cells above represe	nt student grou	ıp indicator	s that do no	t meet the	minimum siz	e criteria.					

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

	-	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	е																
All Subjects	All Students	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%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
Reading	All Students	100%	-	100%	100%	_	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
ŭ	CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*

African		American		Pacific	Two or More	Econ	Non Econ						-
Campus American Hispa	nic White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Students 100% - 100°	6 100%	_	-	-	_	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%	*
EL <b>100</b> % - 100°	% *	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
Male 100% - 100°	% *	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
Female <b>100</b> % - 100°	<b>*</b>	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
All Students <b>100</b> % - 100°	/o *	-	-	-	_	100%	100%	100%	100%	100%	100%	100%	*
CWD 100% - 100°		-	-	-	-	100%	*	100%	-	100%	100%	100%	*
CWOD 100% - 100°	% *	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
EL <b>100</b> % - 100°	6 -	-	-	-	-	100%	-	100%	100%	100%	100%	100%	*
Male 100% - 100°	/o *	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
Female 100% - 100°	6 -	-	-	-	-	100%	*	100%	100%	100%	-	100%	*
on Rate													
All Students 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%	*
EL <b>0%</b> - 0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
Male 0% - 0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
Female <b>0%</b> - 0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%
All Students 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%	*
EL <b>0%</b> - 0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
Male 0% - 0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
Female <b>0%</b> - 0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
All Students 0% - 0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
CWD <b>0%</b> - 0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
CWOD <b>0%</b> - 0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
EL <b>0%</b> - 0%		-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
Male 0% - 0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
Female <b>0%</b> - 0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
All Students 0% - 0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
CWD 0% - 0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
CWOD 0% - 0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
EL <b>0%</b> - 0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	0%	*
Male <b>0%</b> - 0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	-	-	-	-	-	0%	*	0%	0%	0%	-	0%	*
Male 0% -	0% 0% rs to	0% * 0% -	0% *	0%	0% *	0% * 0%	0% * 0% 0% 0% 0% 0%	0% * 0% 0% 0% 0% 0% *  rs to protect student confidentiality.	0% * 0% 0% 0% 0% 0% 0% 0% 0% * 0%	0% * 0% 0% 0% 0% 0% 0% 0% 0%	0% * 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	0% * 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	0% * 0% 0% 0% 0% 0% 0% 0 - 0

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	(Section
Students Without Disabilities												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
'	Male	13	*	13	*	*	*	*	*	7		
	Female	*	*	*	*	*	*	*	*	*		
	Total	15	*	15	*	*	*	*	*	7		
Expulsions		10		.0						•		
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
With Educational Octvices	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		
			*	*	*	*	*	*	*			
Under Zero Tolerance Policies	Total		*	*	*	*	*	*	*			
Under Zero Tolerance Policies	Male	_	*	*	*	*	*	*	*			
	Female		*	*	*	*	*	*	*			
	Total	•	•	•	•	•	•	^	•	•		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	iotai											

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	with Disabilities (Section 504)
xpulsions			*		*	*		*				
With Educational Services	Male	*		-			*		-	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	rotai											
toronalo to zam zimoroomom	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students	i otai											
Chronic Absenteeism												
Chilothic Absenteeism	Male	33	*	29	*	*	*	*	*	14	5	*
	Female	40	*	38	*	*	*	*	*	17		*
		73	*	36 67	*	*	*	*			5 10	*
	Total	73	-	0/	-	-	-	-	**	31	10	-

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	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	African			Indian or Alaska		Pacific 1	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs											
	Male	49	*	47	*	*	*	*	*	26	*
	Female	46	*	44	*	*	*	*	*	20	*
	Total	95	*	91	*	*	*	*	*	46	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
ĺ											
1											ŀ
*' Indicates results are masked due	to small numbers to	protect stud	ent confider	ntiality.							ŀ
**' When only one racial/ethnic group	is masked, then the	second sma	allest racial/	ethnic group	is maske	ed (regardles	s of size).				
Indicates there are no students in						` •	,				

Part (ix): Teacher Quality Data

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.

**High Poverty** 

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.0	16.7%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-

	All So	chool
	Number	Percent
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-
'-' 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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	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%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4 Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5 Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6 Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7 Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8 Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-
All Grades All Subjects	99,020	1%	156	1%	-	-
Reading	43,730	1%	67	1%	-	-
Mathematics	39,178	1%	63	1%	-	-
Science	16,112	1%	26	1%	-	-

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

			% Belo	w Basic	% At or A	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 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
		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
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
* Indicat	es reporting standard	do not mot	
Illuicat			
'n/a' Indicat	es data reporting is n	ot applicable for this group.	

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: DESERT HILLS EL Campus ID: 071901103 District Name: CLINT ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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		Econ	Special	
	_			American			Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)		Rates							.=0/	===:			
		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22	500/	400/	400/	000/	E40/	700/	500/	000/	400/	0.40/	000/
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics		72% 46%	31%	40%	59%	72% 45%	87% 82%	73% 50%	78% 54%	36%	23%	65% 40%
	iviatnematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	30%	23%	40%
		2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-16 tillough 2021-22	40%	3170	4070	39 70	43%	02 70	30 70	34 70	30 %	2370	4070
		2021-22 2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2022-23 tillough 2026-27	34 /0	4170	4970	0370	3370	0370	31 /0	0170	4370	34 /0	4570
		2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32	0070	0470	0070	1070	0070	0070	0070	0070	01 70	4070	0070
1		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17	. 0 / 0	0070		0070	. 0 / 0	0.70			0070	0270	41%
		Rates											
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											
		2027-28 through											46%
		2031-32											
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates											
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22											
		2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2026-27											
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32											

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level) b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools. (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for

targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing

targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

ctCampus. de Level o 71%  * 74% 58% 66% 78% 67%  * 70% 58% 65% 65% 66% 77%  * * * * * * * * * * * * * * * * *		70%  * 73% 57% 64% 78% 65%  * 68% 69%  66% 45% 66%		America Indian		Pacific Islander				* * * * * * * * * *	74% - 74% 61% 70% 79% 70% - 70% 61% 69%	58% 66%  * * * 61% 70% 55% 66% 65% - 58% 65% 4 1% 69% 58% 52% 52% 66%	78%  * 79% 65% - 78% 70% * 70% - 70%			Foster Care	1009 - 1009 - * 1009
71%  74% 58% 66% 78% 67%  4 70% 66%  4 69% 45% 64% 67% 77%	* - * - * - * - * *	70%  * 73% 57% 64% 78% 65%  * 68% 69%  66% 45% 66%	86% - - 86% - * * 86% - * * * * * * * * * * * * * * * * * *	* - * - * - *	* - * * - * * * * * * * * * * * * * * *	- - - - - - - - -	* - * - * - * - * - * - * - * - * - * -	65%  * 69% 56% 61% 71% 63%  * 66% 54% 62%	88% - 88% 70% 83% 95% 79% - 79% 80% 74%	* - *	74% - 74% 61% 70% 79% 70% - 70% 61% 69%	58% 66%  * * * 61% 70% 58% 55% 65% - 58% 65%  * * 61% 69% 58% 52% 52% 65%	78%  * 79% 65% - 78% 70% * 70% - 70%				1009
71%  * 74% 58% 66% 78% 67%  * * * * * * * * * * * * * * * * * *	*	* 73% 57% 64% 78% 65%  * 68% 57% 63% 69%  * 66% 45% 66%	86% - * * 86% - * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *		* - * - * - * - * - * - * - * - * - * -	* 69% 56% 61% 71% 63%  * 66% 54% 62%	- 88% 70% 83% 95% 79% - 79% 80% 74%	* * * * * * * * * * * * * * * * * * * *	74% 61% 70% 79% 70% 70% 61% 69%	* * * 61% 70% 58% 55% 55% 66% 65% - 58% 65%	* 79% 65% - 78% 70% * 70% - 70			-	100° - * * 100° -
* 74% 58% 66% 78% 67%  * 70% 66%  * 69% 45% 64% 64% 67%	-	* 73% 57% 64% 78% 65%  * 68% 57% 63% 69%  * 66% 45% 66%	86% - * * 86% - * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * *	-	* - * - * - * - * - * - * - * - * - * -	* 69% 56% 61% 71% 63%  * 66% 54% 62%	- 88% 70% 83% 95% 79% - 79% 80% 74%	* * * * * * * * * * * * * * * * * * * *	74% 61% 70% 79% 70% 70% 61% 69%	* * * 61% 70% 58% 55% 55% 66% 65% - 58% 65%	* 79% 65% - 78% 70% * 70% - 70			-	100 - * * 100 - 100
74% 58% 66% 78% 67% * 70% 58% 65% 70% 66% * 69% 45% 64% 67%	-	73% 57% 64% 78% 65% * 68% 57% 63% 69%	86% - 86% - * *	* * * * * * * * * * * * * * * * * * * *	- * - * *	-	- * - * - *	69% 56% 61% 71% 63% * 66% 54% 62%	70% 83% 95% 79% - 79% 80% 74%	* - * * * * * * * * * * * * * * * * * *	61% 70% 79% 70% - 70% 61% 69%	58% 55% 55% 66% 65% - 58% 65% * * 61% 69% 58% 52% 52% 65%	65% - 78% 70% * 70% -	-	-	-	100
58% 66% 78% 67% * 70% 58% 65% 70% 66% * 69% 45% 64% 64%	-	57% 64% 78% 65% * 68% 63% 69% 66% *	86% - 86% - * *	* * * * * * * * * * * * * * * * * * * *	* * * *	-	* - * - * - *	56% 61% 71% 63% * 66% 54% 62%	70% 83% 95% 79% - 79% 80% 74%	- * * * * *	61% 70% 79% 70% - 70% 61% 69%	58% 55% 55% 66% 65% - 58% 65% * * 61% 69% 58% 52% 52% 65%	65% - 78% 70% * 70% -	-	-	-	100
66% 78% 67% * 70% 55% 65% 70% 66% * 69% 45% 64% 647%	-	64% 78% 65% * 68% 57% 63% 69% 66% *	- 86% - * *	* * * - * - *	* * * * * * *	-	* - * - * - *	61% 71% 63% * 66% 54% 62%	83% 95% 79% - 79% 80% 74%	* * * * * * * * * * * * * * * * * * * *	70% 79% 70% - 70% 61% 69%	55% 66% 65% - 58% 65% * * 61% 69% 58% 52% 52% 65%	78% 70% * 70% 70%	-	-	-	* 100 - 100
78% 67%  * 70% 58% 65% 70%  66%  * 459% 64% 67%	-	78% 65%  * 68% 57% 63% 69%  66%  * 68% 66%	- 86% - * *	* * * - * - *	* * * * * *	-	- * - * -	71% 63% * 66% 54% 62%	95% 79% - 79% 80% 74%	* * * * * * * *	79% 70% - 70% 61% 69%	65% - 58% 65%  * * 61% 69% 58% 52% 52% 65%	70% * 70% 70%	-	-	-	100
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70% 58% 65% 70% 66%  * 69% 45% 64% 67%	-	68% 57% 63% 69% 66% * 68% 45% 66%	- * * 67%	- * * - *	- * - *		- * - *	66% 54% 62%	79% 80% 74%	* - * *	61% 69%	58% 52% 52% 65%	70% -	- - -	- - - -	-	-
70% 58% 65% 70% 66%  * 69% 45% 64% 67%	-	57% 63% 69% 66% * 68% 45% 66%	- * * 67%	* * - *	* - *	-	* - *	54% 62%	79% 80% 74%	- * *	61% 69%	58% 52% 52% 65%	70% -	-	-	-	-
58% 65% 70% 66% * 69% 45% 64% 67%	-	57% 63% 69% 66% * 68% 45% 66%	- * * 67%	* - *	*	-	- * -	54% 62%	80% 74%	* *	61% 69%	58% 52% 52% 65%	70% -	-	-	-	-
65% 70% 66% * 69% 45% 64% 67%	-	63% 69% 66% * 68% 45% 66%	* 67% *	*	*	-	-			*	69%	52%65%	-	-	-	-	
66% * 69% 45% 64% 67%	-	66% * 68% 45% 66%	*	-	*	-	-	64%	84%	*	70%	700/					*
* 69% 45% 64% 67%	-	* 68% 45% 66%	*	-	*						1070	70% -	70%	-	-	-	*
* 69% 45% 64% 67%	-	* 68% 45% 66%	*	-			_	64%	71%	*	69%	45%64%	67%	_	*	_	739
45% 64% 67% 77%	-	45% 66%	75%		_	_	_	*	*	*	-	* *	*	_	*	_	*
45% 64% 67% 77%	- - -	45% 66%		-	*	_	-	66%	76%	-	69%	47%69%	68%	-	*	-	809
67% 77%	-		-	-	-	-	-	47%	*	*		45%53%	38%	-	*	-	-
77%	-		*	-	*	-	-	64%	64%	*	69%	53%64%	-	-	*	-	*
		65%	100%	-	-	-	-	63%	78%	*	68%	38% -	67%	-	*	-	83
*	-	77%	80%	-	*	-	-	77%	79%	*	80%	67%74%	80%	-	*	*	829
	-	*	*	-	-	-	-	*	*	*	-	* *	*	-	*	-	*
80%	-	80%	89%	-	*	-	-	80%	81%	-	80%	70%79%	81%	-	*	*	90
67%	-	67%	*	-	-	-	-	71%	*	*		67%70%	65%	-	*	-	-
74%	-	75%	*	-	*	-	-	74%	74%	*		70%74%	<u>-</u>	-	*	-	*
80%	-	79%	100%	-	-	-	-	79%	83%	*	81%	65% -	80%	-	*	*	839
80%	*	81%	69%	*	-	-	*	80%	82%	44%	84%	65%78%	84%	-	*	-	759
44%	_	50%	*	_	_	_	_	50%	*	44%	_	* 42%	*	_	_	_	_
	*		89%	*	_	_	*		86%	-	84%		87%	_	*	_	75
65%	-	65%	-	-	-	-	-	66%	60%	*			60%	-	*	-	-
78%	-	80%	63%	*	-	-	*	77%	79%	42%	83%	67%78%	-	-	*	-	*
84%	*	84%	*	-	-	-	*	84%	84%	*	87%	60% -	84%	-	-	-	*
89%	*	89%	91%	*	-	-	*	88%	90%	60%	93%	85%88%	91%	-	-	-	88
60%	-	56%	*	-	-	-	-	57%	*	60%	-	45% 57%	*	-	-	-	-
93%	*	93%	89%	*	-	-	*	93%	92%	-			93%	-	-	-	88
	-		-	-	-	-	-						87%	-	-	-	-
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	EL	7%	3%	3%	-	3%	-	*	-	-	-	2%	4%	*	2%	3%	3%	2%	-	*	-	-
	Male	16%	9%	14%	-	14%	0%	*	*	-	*	10%	23%	10%	14%	3%	14%	-	-	*	-	369
	Female	22%	12%	15%	*	14%	21%	*	*	-	*	12%	20%	*	15%	2%	-	15%	-	*	-	319
Mathematics	All	23%	16%	17%	*	17%	18%	*	*	_	*	15%	21%	7%	18%	10%	18%	17%	_	*	*	429
:	Students			-																		
	CWD	10%	6%	7%	-	5%	*	-	-	-	-	6%	10%	7%	-	5%	6%	11%	-	*	-	*
	CWOD	25%	17%	18%	*	18%	16%	*	*	-	*	16%	22%	-	18%	10%	19%	17%	-	*	*	439
	EL	13%	7%	10%	-	9%	*	*	-	-	-	11%	4%	5%	10%	10%	12%	5%	-	*	-	-
	Male	23%	16%	18%	-	17%	14%	*	*	-	*	16%	23%	6%	19%	12%	18%	-	-	*	-	559
	Female	24%	16%	17%	*	17%	21%	*	*	-	*	15%	20%	11%	17%	5%	-	17%	-	*	*	319
Science	All	22%	13%	11%	*	10%	15%	*	-	-	*	10%	12%	4%	12%	5%	14%	6%	-	*	-	139
;	Students																					
	CWD	7%	2%	4%	-	5%	*	-	-	-	-	6%	*	4%	-	*	6%	*	-	-	-	-
	CWOD		14%	12%	*	11%	22%	*	-	-	*	10%	13%	-	12%		15%	7%	-	*	-	139
	EL	5%	2%	5%	-	5%	-	-	-	-	-	7%	0%	*	4%		7%	0%	-	*	-	-
	Male	23%	13%	14%	-	14%	0%	*	-	-	*	12%	17%	6%	15%		14%	-	-	*	-	*
	Female	21%	12%	6%	*	4%	*	-	-	-	*	5%	8%	*	7%	0%	-	6%	-	-	-	*
Indicates re																						

Part (iii): Academic Growth and Graduation Rate

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	63	-	63	63	*	*	-	*	67	60	75
CWD	60	-	62	*	-	-	-	-	79	60	60
CWOD	63	-	63	66	*	*	-	*	66	-	77
EL	75	-	75	-	-	-	-	-	75	60	75
Male	69	-	69	61	*	*	-	-	72	71	81
Female	57	-	57	65	-	-	-	*	62	*	67
Mathematics											
All Students	71	-	70	74	*	*	-	*	72	76	79
CWD	76	-	74	*	-	-	-	-	81	76	83
CWOD	70	-	70	71	*	*	-	*	71	-	78
EL	79	-	78	*	-	-	-	-	78	83	79
Male	69	-	71	*	*	*	-	-	72	73	82
Female	72	-	70	100	-	-	-	*	71	86	74

## 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 Gradu	ation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	· - ´	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
'*' Indicates results are masked	due to sma	I numbers t	o protect stu	dent con	fidentiality.								
'-' Indicates there are no student	s in the gro	up.			•								

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
330	54	16%
Indicates results are masked due	to small numbers to protect student co	nfidentiality.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL		
Student Success (Student Achiev	ement Dor	nain Score	: STAAR C	omponen	t Only)								
STAAR Component Score	44	*	43	42	*	*	-	73	41	22	31		
chool Quality (College, Career, and Military Readiness Performance)													
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-		
*' Indicates results are masked of Indicates there are no student Indicates the student group is	s in the gro	up.		udent con	fidentiality.								

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All	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	N		Υ	N					Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	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		Υ	N					Υ	Υ	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N	N	N
English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals	iciency Statu	ıs									42% Y 44% Y 46% Y
Target Met Federal Graduation Status											Y
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	9270	9270	9270	9270	9270	9270	9270	9270	9270	9270	92%
Interim Goals (2028-2032) 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	3470	3470	3470	3470	3470	3470	3470	3470	3470	3470	3470
+' STAAR Performance and ( Blank cells above represer							ge Proficiend	cy uses EL (Cu	ırrent).		

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		-							Two or		Non						_
			African			American		Pacific	More	Econ	Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ite																
All Subjects	All Students	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	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%	100%	100%	-
	Male	100%	-	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	-

		Campue	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Miar:
	Female	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-	100%	_ iviigit
Reading	All	100%	*	100%	100%	*	*	_	*	100%	100%	100%	100%	100%	100%	100%	_
rtodding	Students	10070		10070	10070					10070	10070	10070	10070	10070	10070	10070	
	CWD	100%	_	100%	100%	_	_	_	_	100%	100%	100%	_	100%	100%	100%	_
	CWOD	100%	*	100%	100%	*	*	_	*	100%	100%	-	100%	100%	100%	100%	_
	EL	100%	_	100%	-	*		_	_	100%	100%	100%	100%	100%	100%	100%	_
			-				-	-	*							100%	
	Male .	100%	*	100%	100%	*		-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	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%	
	EL	100%	_	100%	*	*	_	-	_	100%	100%	100%	100%	100%	100%	100%	
	Male	100%	_	100%	100%	*	*	_	*	100%	100%	100%	100%	100%	100%	.0070	
	Female	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-	100%	
Science	All	99%	*	99%	100%	*	_	_	*	98%	100%	100%	99%	100%	98%	100%	
	Students CWD			100%	*					100%			_		100%		_
		100%	*			*	-	-	*		100%	100%		100%		100%	
	CWOD	99%	*	99%	100%	*	-	-	*	98%	100%	-	99%	100%	98%	100%	
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
	Male	98%	-	98%	100%	*	-	-	*	97%	100%	100%	98%	100%	98%	-	
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	
n-Participation	on Rate																
All Subjects	All Students	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	-	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%	0%	0%	
	Male	0%		0%	0%	*	*		0%	0%	0%	0%	0%	0%	0%	-	
	Female	0%	0%	0%	0%	*	*		*	0%	0%	0%	0%	0%	-	0%	
Reading	All Students	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%		0%	0%					0%	0%	0%	_	0%	0%	0%	
			-			-	-	-	*								
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%		0%	0%	0%	0%	
	EL	0%	-	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	-	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	
	Female	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	
Mathematics	All Students	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%	
					U% *			-									
	EL.	0%	-	0%			-	-	*	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	-	0%	0%	*	*	-		0%	0%	0%	0%	0%	0%	-	
	Female	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	
Science	All	1%	*	1%	0%	*	-	-	*	2%	0%	0%	1%	0%	2%	0%	
	Students																
	CWD	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	
	CWOD	1%	*	1%	0%	*	-	-	*	2%	0%	-	1%	0%	2%	0%	
	EL	0%	_	0%	-	_	_	_	_	0%	0%	0%	0%	0%	0%	0%	
	Male	2%		2%	0%	*			*	3%	0%	0%	2%	0%	2%	-	
		4 /0	-	∠ 70			-	-							∠ 70		
	Female	0%	*	0%	0%				*	0%	0%	0%	0%	0%	-	0%	

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	(Section
Students Without Disabilities												
In-School Suspensions												
	Male	8	*	8	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	12	*	10	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	9	*	7	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	11	*	9	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												

		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)
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
toronale to Eatt Emercement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities	Total											
In-School Suspensions												
III-Scrioor Suspensions	Male		*	*	*	*	*	*	*			
			*	*	*	*	*	*	*			
	Female	_	*	*	*	*		*	*			
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Thin out Education at Co. Troop	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Officer Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	TOTAL											
School-Related Arrests	Mala		*	*	*	*	*	*	*			
	Male	*	*	*	*	*	*	*	*	*		
	Female		*	*	*	*	*	*	*	_		*
	Total	^	•	^	•	•	•	•	^	•		•
Referrals to Law Enforcement		*		*	*	*	*	*				
	Male		*						*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	54	*	50	*	*	*	*	*	14	14	*
	Female	52	*	50	*	*	*	*	*	17	8	*
	Total	106	*	100	*	*	*	*	*	31	22	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	60	*	56	*	*	*	*	*	17	*
	Female	58	*	53	5	*	*	*	*	26	*
	Total	118	*	109	7	*	*	*	*	43	*
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					is maske	ed (regardles	s of size).				

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
1-1	Indicates there are no students in the group.									
	Blank cell indicates the student group is not applicable to this repor	t.								

Part (ix): Teacher Quality Data

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

	All School		
	Number	Percent	
Inexperienced Teachers, Principals, and Other School Leaders	11.0	17.9%	
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	0.6	1.0%	
'-' 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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	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%	5	1%	*	*
Mathematics	6,020	1%	5	1%	*	*
Grade 4 Reading	6,061	1%	9	1%	*	*
Mathematics	6,056	1%	9	1%	*	*
Grade 5 Reading	6,162	2%	8	1%	*	*
Mathematics	6,160	1%	8	1%	*	*
Science	6,164	1%	8	1%	*	*
Grade 6 Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7 Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8 Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-
All Grades All Subjects	99,020	1%	156	1%	15	1%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	43,730	1%	67	1%	6	1%
Mathematics	39,178	1%	63	1%	6	1%
Science	16,112	1%	26	1%	*	*
	ults are masked due to srootservations reported for		ect student confidenti	ality.		

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

Subject Reading	Student Group Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disady	40 44 49 21 * 16	32 49 46 22 52 16	32 34 31 34 *	31 31 32 32	23 19 16	27 17 19	<b>TX</b> 5 3	9 3
Reading	Black Hispanic White American Indian Asian Pacific Islander Two or More Races	44 49 21 * 16 *	49 46 22 52	34 31 34	31 32	19 16	17	3	3
Ü	Hispanic White American Indian Asian Pacific Islander Two or More Races	49 21 * 16 *	46 22 52	31 34	32	16			
	White American Indian Asian Pacific Islander Two or More Races	21 * 16 *	22 52	34			10	_	4
	White American Indian Asian Pacific Islander Two or More Races	* 16 *	52					3	4
	Asian Pacific Islander Two or More Races	* 16 *	52			35	34	10	13
	Asian Pacific Islander Two or More Races	*		•	28	*	17	*	3
	Pacific Islander Two or More Races	*		23	25	42	37	19	22
	Two or More Races		42	*	31	*	23	*	4
		33	27	29	31	29	30	8	11
		50	46	32	32	16	18	2	3
	Students with Disabilities	70	68	20	20	9	10	1	2
		63	68	25	23	11	8	1	1
	English Language Learners	03	00	25	23	- ''	0	'	'
Mathematics	Overall	18	20	40	39	33	32	8	8
	Black								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
			31		44				3
			51		32				3
	English Language Learners	29	47	44	39	23	13	4	2
Reading	Overall	29	24	44	40	26	32	2	4
rtodding									1
									i
									6
		*		*		*		*	1
		0		20		F2		10	12
		o *						*	2
		00						_	
									6
								•	1
									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
		3		19		37		40	32
		*		*		*		*	6
		24		43		24		8	13
									3
									2
									1
	Reading	Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners  Reading Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners  Mathematics Overall Black Hispanic	Black	Black	Black	Black	Black   30   37   46   44   22   Hispanic   21   29   45   44   29   White   9   12   32   37   46   American Indian   * 31   * 44   * 48   Asian   8   8   8   18   25   40   American Disadv   23   31   46   44   25   40   44   25   40   44   25   40   44   25   40   44   25   40   44   25   40   44   25   40   44   40   26   40   43   42   44   40   26   40   43   42   44   40   26   40   43   42   44   40   40   40   40   40   40	Black	Black

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
'*' Indicat	es reporting standard	ds not met.	
'n/a' Indicat	es data reporting is n	ot applicable for this group.	

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: MONTANA VISTA EL Campus ID: 071901104 District Name: CLINT ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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		Econ	Special	
				American			Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)		Rates	4.40/	000/	070/	000/	400/	7.40/	450/	500/	000/	400/	000/
		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22	500/	400/	400/	000/	E40/	700/	E00/	000/	400/	040/	200/
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27 2027-28 through	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2027-26 through 2031-32	02%	34%	30%	1370	62%	0270	03%	70%	55%	45%	52%
		2031-32	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17	72% 46%	31%	40%	59%	45%	82%	73% 50%	70% 54%	36%	23%	40%
	Maniemancs	Rates	40%	3170	40 %	3970	45%	02 70	3070	34 70	30%	2370	4070
		2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-10 tillough 2021-22	4070	3170	40 /0	J9 /0	4370	02 /0	30 /0	J4 /0	30 /0	2370	40 /0
		2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2026-27	3470	4170	7370	00 /0	3370	00 /0	31 /0	0170	4570	J <del> 7</del> 70	7370
		2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32											
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17											41%
3		Rates											
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											
		2027-28 through											46%
		2031-32											-
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates											
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22											
		2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
İ		2026-27											
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32											

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level) b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools. (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for

targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing

targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

FAAR Percent Grade 3 Reading		State			African						or		Non								
Grade 3 Reading		State						America		Pacific										Foster	
Grade 3 Reading	at Annr	Julie	DistrictC	ampus	Americani	lispanio	Whit	e Indian	Asia	nislanderi	Races	Disadv	Disad	CWD	CWO	D EL Male	Female	Migrant	Homeles	s Care	Milit
Reading	ar whhi	oache	s Grade	Level c	r Above																
	All	77%	69%	55%	_	55%	*	*	_	_	_	55%	*	*	61%	49%53%	57%	_	*	_	*
	Students																				
		51%	29%	*	-	*	-	*	-	-	-	*	*	*	-	* *	*	-	*	-	-
	CWOD		72%	61%	-	60%	*	*	-	-	-	60%	*	-		52%64%		-	-	-	
	EL Molo	70%	60%	49%	-	48%	*	*	-	-	-	50%	*	*		49%51%	46%	-	*	-	
	Male Female	74%	68% 71%	53% 57%	-	53% 58%	*	*	-	-	-	53% 57%	_	*		51% 53% 46% -	- 57%		_	-	
	Tomaic	1 3 70	7 1 70	31 /0		3070						51 70			5070	4070 -	31 70				
Mathematics	All Students	77%	70%	56%	-	57%	*	*	-	-	-	57%	*	36%	60%	55% 57%	56%	-	*	-	
	CWD		43%	36%	-	38%	-	*	-	-	-	*	*	36%	-	* *	*	-	*	-	
	CWOD		72%	60%	-	60%	*	*	-	-	-	61%	*	-		54%63%		-	-	-	
	EL	74%	63%	55%	-	56%	*	*	-	-	-	55%	*	*		55% 54%	55%	-	-	-	
			71%	57%	-	56%	*		-	-	-	57%	*	*		54% 57%	-	-	*	-	
	Female	18%	69%	56%	-	59%			-	-	-	57%			50%	55% -	56%	-	-	-	
Grade 4																					
Reading	All Students	72%	61%	71%	-	72%	*	-	-	-	*	71%	83%	58%	73%	52%77%	66%	*	*	-	
	CWD	46%	39%	58%	-	64%	*	-	-	-	-	64%	*	58%	-	* 63%	*	-	-	-	
	CWOD		63%	73%	-	74%	*	-	-	-	*	72%	100%	-		51%79%		*	*	-	
	EL	60%	46%	52%	-	53%	*	-	-	-	-	52%	*	*		52%61%	43%	*	*	-	
	Male Female	70%	61% 62%	77% 66%	-	77% 67%	*	-	-	-		78% 63%	*	63%		61%77% 43% -	66%		*	-	
	i emale			00 /6	-	01 /0		-	-	-	-	0370			00 /0	4370 -	0070	-			
Mathematics	All Students	77%	70%	83%	-	83%	*	-	-	-	*	82%	86%	64%	86%	73%82%	84%	*	*	-	
	CWD	49%	43%	64%	-	62%	*	-	-	-	-	69%	*	64%	-	* 70%	*	-	-	-	
	CWOD		72%	86%	-	86%	*	-	-	-	*	85%	100%	-		76%84%		*	*	-	
	EL	72%	60%	73%	-	73%	*	-	-	-	-	73%	-	*		73%74%	72%	*	*	-	
		77%	68%	82%	-	83%	*	-	-	-	*	83%	*	70%		74%82%	- 0.40/	*	-	-	
	Female	1070	/ 170	84%	-	83%		-	-	-	-	82%			0/70	72% -	84%	-		-	
Grade 5																					
Reading	All	83%	73%	68%	-	67%	*	-	*	-	-	68%	*	59%	69%	56% 58%	80%	-	*	-	
``	Students	E 40/	450/	E00/		E60/	*					EC0/	*	E00/		670/ E00/	*				
	CWD	54% 87%	45% 76%	59% 69%	-	56% 69%	*	-	*	-	-	56% 70%	*	59%	60%	67% 58% 52% 58%	82%	-	*	-	
	EL	73%	52%	56%		55%	_		*			58%	*	67%		56% 53%			*		
	Male		71%	58%	-	56%	*	-	*	-	-	59%	*	58%		53% 58%	-	-	*	-	
	Female	86%	76%	80%	-	79%	*	-	-	-	-	80%	*	*	82%	60% -	80%	-	*	-	
Mathamatica	ΔII	00%	070/	0.00/		70%	*		*			920/	*	E20/	0.40/.	740/ 000/	900/		*		
Mathematics	Students	90%	87%	80%	-	79%		-		-	-	82%		53%	84%	74%80%	80%	-		-	
`	CWD	70%	62%	53%	_	50%	*	_	_	_	_	56%	*	53%	_	50% 58%	*	_	_	_	
	CWOD		89%	84%	-	84%	*	-	*	-	-	86%	*	-	84%	81%85%	84%	-	*	-	
	EL	86%	80%	74%	-	74%	-	-	*	-	-	77%	*	50%	81%	74%74%	75%	-	*	-	
	Male	89%	87%	80%	-	79%	*	-	*	-	-	81%	*	58%		74%80%	-	-	*	-	
	Female	91%	86%	80%	-	79%	*	-	-	-	-	82%	*	*	84%	75% -	80%	-	*	-	
Science	All	75%	64%	57%		57%	*		*			57%	*	41%	50%	39%53%	61%		*		
	Students	1370	04 /0	31 /6	-	31 /0		-		-	-	31 /0		4170	J9 /0	39 /0 33 /0	0170	-		-	
	CWD	48%	28%	41%	-	44%	*	-	-	-	-	38%	*	41%	-	* 42%	*	-	-	-	
	CWOD	78%	68%	59%	-	59%	*	-	*	-	-	60%	*	-	59%	40% 56%	63%	-	*	-	
	EL	62%	44%	39%	-	38%	-	-	*	-	-	40%	*	*		39%41%		-	*	-	
	Male			53%	-	53%	*	-	*	-	-	54%	*	42%		41%53%		-	*	-	
	Female	75%	03%	61%	-	60%	•	-	-	-	-	61%	•	•	<b>ს</b> პ%	35% -	61%	-	•	-	
AAR Percent	at Meets	Grad	e Level	or Abo	ve																
Grade 3 Reading	All	43%		18%	_	19%	*	*	_	_	_	18%	*	*	20%	10% 19%	17%	_	*	_	
	Students				-				-	-	-				2070		1770	-		-	
	CWD			*	-	*	-	*	-	-	-	*	*	*	-	* *	* 450/	-	*	-	
	CWOD EL	44% 32%	32%	20% 10%	-	20%	*	*	-	-	-	19% 10%	*	*		9% 23% 10% 11%		-	-	-	
		32% 40%		10% 19%	-	11% 20%	*	*	-	-	-	10%	*	*		11% 11%	8%	-	*	-	
	Female			17%	-	18%	*	*	-	-	-	17%	_	*		8% -	- 17%	-	_	-	
Mathematics		46%	40%	30%	-	29%	*	*	-	-	-	29%	*	14%	32%	33%37%	21%	-	*	-	
,	Students		100/	4.40/		150/		*				*	*	1.40/		* *	*		*		
	CWD			14% 32%	-	15% 31%	*	*	-	-	-	31%	*	14%	320/	34%43%		-	•	-	
	EL	48% 39%		32% 33%	-	31%	*	*	-	-	-	31%	*	*		34%43%		-	-	-	

					African			American		Pacific	Two or More	Econ	Non Econ							Foster	r
		State 47%	District 44%	tCampu 37%	sAmerican		cWhite					Disady		/CWD		110/ 270/	Femalel	/ligrant	Homeless		
	Male Female		36%	21%	-	35% 22%	*	*	-	-	-	35% 21%	*	*		41%37% 24% -	21%	-	-	-	
Grade 4																	46				
Reading	All Students	45%	33%	43%	-	45%	*	-	-	-	*	40%	83%	42%	43%	27%43%	43%	*	*	-	,
	CWD	28%	23%	42%	-	45%	*	-	-	-	-	45%	*	42%	-	* 38%	*	-	-	-	
	CWOD		34%	43%	-	45%	*	-	-	-	*	39%	100%	*		24% 44%		*	*	-	,
	EL Male	29% 43%	19% 35%	27% 43%	-	28% 45%	*	-	-	-	*	27% 42%	*	38%		27% 26% 26% 43%	29%	*	•	-	
	Female		31%	43%	-	44%	*	-	-	-	-	38%	*	*		29% -	43%	-	*	-	
Mathamatica	A II	400/	270/	EC0/		E70/	*				*	E 40/	060/	E70/			EE0/	*	*		
Mathematics	All Students	48%	37%	56%	-	57%	^	-	-	-	•	54%	86%	57%	56%	35% 56%	55%	•	î	-	
	CWD	29%	28%	57%	-	54%	*	-	-	-	-	62%	*	57%	-	* 60%	*	-	-	-	
	CWOD		37%	56%	-	57%	*	-	-	-	*	52%	100%	-		33% 56%		*	*	-	
	EL Male	38% 48%	26% 39%	35% 56%	-	35% 58%	*	-	-	-	*	35% 56%	*	60%		35% 33% 33% 56%	36%	*	•	-	
	Female		34%	55%	-	56%	*		-	-	_	51%	*	*		36% -	55%	_	*	-	
	· omaic		0.70	5575		0070						0.70			0070	0070	0070				
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	EL	19%	10%	4%	-	4%	-	-	*	-	-	4%	*	8%	2%	4%	0%	10%	-	*	-	
	Male	29%	21%	8%	-	8%	*	-	*	-	-	8%	*	0%	10%	0%		-	-	*	-	
	Female	30%	23%	22%	-	23%	*	-	-	-	-	22%	*	*	22%	10%	-	22%	-	•	-	
Science	All	16%	9%	5%	-	5%	*	-	*	-	-	5%	*	6%	5%	2%	6%	4%	-	*	-	
	Students		00/	00/		00/						00/		00/			00/					
	CWD	9%	2% 10%	6% 5%	-	6% 5%	*	-	*	-	-	6% 5%	*	6%	- 5%		0% 8%	2%	-	*	-	
	EL	7%	2%	2%	-	2%	-	-	*	-	-	2%	*	*	0%		0%	5%	-	*	-	
	Male	18%	11%	6%	-	6%	*	-	*	-	-	6%	*	0%	8%		6%	-	-	*	-	
	Female	15%	7%	4%	-	4%	*	-	-	-	-	4%	*	*	2%	5%	-	4%	-	*	-	
AAR Percen II Grades	it at Appro	oache	s Grad	e Level	or Above																	
All Subjects		77%	71%	67%	-	67%	69%	*	*	-	*	68%	59%	47%	70%	57%	35%	70%	*	*	-	10
	Students		200/	470/		470/						400/		470/		F00/	400/	E00/				
	CWD CWOD	45%	38% 74%	47% 70%	-	47% 70%	73%	*	*	-	*	48% 71%	66%	47%	70%	50% 4 58% (		50% 71%	*	*	-	10
	EL	60%	49%	57%	-	56%	*	*	*	-	-	58%	*	50%		57%		55%	*	*	-	10
	Male	74%	69%	65%	-	65%	67%		*	-	*	66%	47%	46%		58%	65%	-	*	*	-	10
	Female	79%	74%	70%	-	70%	71%	*	-	-	-	69%	72%	50%	71%	55%	-	70%	-	*	-	
Reading	All	73%	67%	65%	-	65%	71%	*	*	-	*	65%	67%	45%	68%	52%	62%	69%	*	*	-	
-	Students		0001	4=01		4001						4001	_			F 40.	100'	F F 0.				
	CWD	39%	33% 69%	45% 68%	-	46% 67%	*	*	*	-	*	46% 67%	* 75%	45%	- 68%	54% 52% 6		55% 70%	*	*	-	
	EL	52%	69% 41%	52%	-	52%	*	*	*	-	_	53%	/5% *	54%		52%		70% 49%	*	*	-	
	Male	69%	63%	62%	-	61%	*	*	*	-	*	62%	*	42%	66%	54%	62%	-	*	*	-	
	Female	77%	71%	69%	-	69%	*	*	-	-	-	68%	86%	55%	70%	49%	-	69%	-	*	-	
Mathematics	s All	80%	76%	73%	_	73%	71%	*	*	_	*	74%	56%	51%	76%	66%	73%	74%	*	*	_	
	Students						0															
	CWD	52%	43%	51%	-	50%	*	*	-	-	-	54%	*	51%	-	54%		50%	-	*	-	
	CWOD EL	83% 70%	79% 61%	76% 66%	-	77% 67%	*	*	*	-	_	77% 67%	64% *	- 54%		68%		76% 66%	*	*	-	
	Male	78%	75%	73%	-	73%	*	*	*	-	*	74%	50%	52%		66%		-	*	*	-	
	Female		78%	74%	-	74%	*	*	-	-	-	74%	63%	50%	76%		-	74%	-	*	-	
Science	All	79%	72%	57%	_	57%	*	-	*	_	_	57%	*	41%	59%	39%	53%	61%	_	*	-	
20101106	Students		1 2 /0	J1 /0	-	J1 70		-		-	-	J1 /0		<del>7</del> 1 70	JJ 70	J 9 70 ;	JU /0	01/0	-		-	
	CWD	48%	38%	41%	-	44%	*	-	-	-	-	38%	*	41%			42%	*	-	-	-	
	CWOD		75%	59% 20%	-	59%	*	-	*	-	-	60%	*	-		40%		63%	-	*	-	
	EL Male	58% 78%	43% 71%	39% 53%	-	38% 53%	*	-	*	-	-	40% 54%	*	42%		39% 4 41% !		35%	-	*	-	
	Female		73%	61%	-	60%	*	-	-	-	-	61%	*	*	63%		-	61%	-	*	-	
AR Percen	t at Meets	s Grad	le Leve	l or Abo	ove																	
Grades All Subjects	All	47%	37%	35%	_	35%	25%	. *	*	_	*	34%	46%	28%	36%	23%	34%	35%	*	*	_	7
	Students														5570							,
	CWD	23%	19%	28%	-	28%	*	*	-	-	-	29%	*	28%	-	31%		32%	-	*	-	_
	CWOD EL	50% 26%	39% 16%	36% 23%	-	36% 24%	18%	*	*	-	-	35% 24%	55% *	- 31%		22%3		35% 20%	*	*	-	7
	EL Male	45%	36%	23% 34%	-	35%	33%	*	*	-	*	34%	37%	26%		25%		20%	*	*	-	6
	Female		38%	35%	-	35%	14%		-	-	-	34%	56%	32%	35%		-	35%	-	*	-	
Doodine.	A II	460/	250/	200/		200/	4.407		*		*	2007	400/	240/	240/	170/	200/	240/	*	*		
Reading	All Students	46%	35%	29%	-	30%	14%		*	-	•	29%	40%	21%	ა1%	1/%	∠ర%	31%	•	•	-	
	CWD	22%	19%	21%	-	23%	*	*	-	-	-	23%	*	21%	-	27%	16%	36%	-	*	-	
	CWOD	48%	36%	31%	-	31%	*	*	*	-	*	30%	50%	-		15%3	30%	31%	*	*	-	
	EL Male	21%	12%	17%	-	18%	*	*	*	-	- *	18%	*	27%		17%		18%	*	*	-	
	Female	41%	32% 38%	28% 31%	-	29% 32%	*	*	_	-	_	28% 30%	57%	16% 36%		16%2 18%		31%	-	*	-	
		48%	40%	43%	-	43%	43%	*	*	-	*	42%	56%	33%	45%	33%	45%	41%	*	*	-	
Mathematics				33%	_	31%	*	*	_	_	_	34%	*	33%	_	35%	33%	33%	_	*	_	
Mathematics	Students		20%			45%	*	*	*	-	*	44%	64%	-		32%		42%	*	*	-	
Mathematics		26%		45%	-	4070		*	*	-	-	33%	*	35%	32%	33%	37%	27%	*	*	-	
Mathematics	Students CWD CWOD EL	26% 51% 33%	42% 24%	45% 33%	-	33%	*				*	44%	50% 63%	33%	47% 42%	37%		- 41%	*	*	-	
Mathematics	Students CWD CWOD EL Male	26% 51% 33% 47%	42% 24% 40%	45% 33% 45%	-	33% 44%	*	*		-	_			JJ 70	<b>¬∠</b> 70	∠1 70	-	- I /O		*		
Mathematics	Students CWD CWOD EL	26% 51% 33% 47%	42% 24%	45% 33%	- - -	33%	* *	*	-	-	-	40%	0070						-	*	-	
	Students CWD CWOD EL Male Female	26% 51% 33% 47% 49%	42% 24% 40% 40%	45% 33% 45%	- - - -	33% 44%	* * *	*	*	-	-	25%	*	29%	24%	13%	23%	26%	-	*	-	
	Students CWD CWOD EL Male Female All Students	26% 51% 33% 47% 49%	42% 24% 40% 40% 38%	45% 33% 45% 41% 25%	- - - -	33% 44% 42% 25%	* * *	*	*	-	-	25%	*						-	*	-	
	Students CWD CWOD EL Male Female All Students CWD	26% 51% 33% 47% 249% 49%	42% 24% 40% 40% 38%	45% 33% 45% 41% 25%	- - - -	33% 44% 42% 25% 31%	* * * *	* * - -	* - *	-	-	25% 31%	*	29% 29%	_	* ;	33%	26%	- -	* - *	-	
	Students CWD CWOD EL Male Female All Students	26% 51% 33% 47% 249% 49% 23% 52% 21%	42% 24% 40% 40% 38% 17% 40% 9%	45% 33% 45% 41% 25% 29% 24% 13%	- - - -	33% 44% 42% 25% 31% 24% 13%	* * * * *	* * - -	*	-	-	25% 31% 23% 13%	* * *	29%	- 24% 7%	* ; 7% ; 13% ;	33% 21% 18%		-	* - *	-	
	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male	26% 51% 33% 47% 49% 49% 23% 52% 21% 50%	42% 24% 40% 40% 38% 17% 40% 9% 40%	45% 33% 45% 41% 25% 29% 24% 13% 23%	- - -	33% 44% 42% 25% 31% 24% 13% 24%	* * * * * - *	* * - - - -	* * *	-	-	25% 31% 23% 13% 24%	* * * *	29%	- 24% 7% 21%	* ; 7% ; 13% ; 18% ;	33% 21% 18% 23%	26% * 27% 5%	- - - - -	* * * *	-	
	Students CWD CWOD EL Male Female All Students CWD CWOD EL	26% 51% 33% 47% 49% 49% 23% 52% 21% 50%	42% 24% 40% 40% 38% 17% 40% 9% 40%	45% 33% 45% 41% 25% 29% 24% 13%	- - -	33% 44% 42% 25% 31% 24% 13%	* * * * * * * * * * * *	* * - - - -	* * * *	-	-	25% 31% 23% 13%	* * *	29%	- 24% 7%	* ; 7% ; 13% ; 18% ;	33% 21% 18%	26% * 27% 5%	-	* * * * *		
Science	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	26% 51% 33% 47% 49% 49% 23% 52% 21% 50% 49%	42% 24% 40% 40% 38% 17% 40% 9% 40% 37%	45% 33% 45% 41% 25% 29% 24% 13% 23% 26%	- - -	33% 44% 42% 25% 31% 24% 13% 24%	* * * * * * * * * * * *	* * - - - -	* * * * -	-	-	25% 31% 23% 13% 24%	* * * *	29%	- 24% 7% 21%	* ; 7% ; 13% ; 18% ;	33% 21% 18% 23%	26% * 27% 5%	-	* - * * *	-	
Mathematics Science  AR Percen I Grades All Subjects	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female tat Maste	26% 51% 33% 47% 49% 49% 23% 52% 21% 50% 49%	42% 24% 40% 40% 38% 17% 40% 9% 40% 37%	45% 33% 45% 41% 25% 29% 24% 13% 23% 26%	- - -	33% 44% 42% 25% 31% 24% 13% 24%	* * * * * * * * * * * * * * * * * * *		* * * * * * * *	-		25% 31% 23% 13% 24%	* * * *	29%	24% 7% 21% 27%	* ; 7% ; 13% ; 18% ;	33% 21% 18% 23%	26% * 27% 5% - 26%		* * * * *		Ę
AR Percen Grades	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students All Students	26% 51% 33% 47% 49% 49% 23% 52% 21% 50% 49% ers Gr	42% 24% 40% 40% 38% 17% 40% 9% 40% 37% ade Lev 13%	45% 33% 45% 41% 25% 29% 24% 13% 26% vel	- - -	33% 44% 42% 25% 31% 24% 13% 26%	* * * * * * * * * * * * * * * * * * *		* * * *	-	-	25% 31% 23% 13% 24% 25%	* * * * * * * *	29% - * 33% *	24% 7% 21% 27%	* ; 7% ; 13% ; 18%; 5%	33% 21% 18% 23% -	26% * 27% 5% - 26%	-	*  *  *  *  *		
AR Percen Grades	Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL WOD EL Male Female Students CWD	26% 51% 33% 47% 49% 49% 23% 52% 21% 50% 49% ers Gr 21% 8%	42% 24% 40% 40% 38% 17% 40% 9% 40% 37% ade Lev 13% 4%	45% 33% 45% 41% 25% 29% 24% 13% 26% vel 13%	- - -	33% 44% 42% 25% 31% 24% 24% 26%	*		* * * *	-	*	25% 31% 23% 13% 24% 25% 12%	*  *  *  *  *  *  *  *  *  *  *  *  27%	29% - * 33% * 4% 4%	24% 7% 21% 27%	* : 7% : 13% : 18% : 5% : 7% : 5%	33% 21% 18% 23% -	26%     * 27% 5% - 26%  13% 11%	*	* * * * * *		
AR Percen Grades	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students CWD CWOD EL CWOD EL CWOD EL CWOD EL CWOD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	26% 51% 33% 47% 49% 49% 23% 52% 21% 50% 49% 21% 21% 849%	42% 24% 40% 40% 38% 17% 40% 9% 40% 37% ade Lev 13% 4% 14%	45% 33% 45% 41% 25% 29% 24% 13% 26% vel 13% 4% 15%	- - -	33% 44% 42% 25% 31% 24% 13% 24% 26% 13%	*  *  *  *  *  *  *  *  *  *  *  *  *		* * * * * * * * * *		-	25% 31% 23% 13% 24% 25% 12% 4% 14%	* * * * * * * *	29% - * 33% * 4% 4%	- 24% 7% 21% 27% 15%	* ; 7% ; 13%; 18%; 5% ; 7% ; 5% ; 7% ; 7% ; 7% ; 7% ; 7%	33% 21% 18% 23% - 13% 1% 16%	26%  * 27% 5% - 26%  13%  11% 13%	*	* * * * * *		
AR Percen Grades	Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL WOD EL Male Female Students CWD	26% 51% 33% 47% 49% 49% 23% 52% 21% 50% 49% 21% 8% 23% 9%	42% 24% 40% 40% 38% 17% 40% 9% 40% 37% ade Lev 13% 4%	45% 33% 45% 41% 25% 29% 24% 13% 26% vel 13%	- - -	33% 44% 42% 25% 31% 24% 24% 26%	*		* * * * * * * *		*	25% 31% 23% 13% 24% 25% 12%	*  *  *  *  *  *  *  *  *  *  *  *  27%	29% - * 33% * 4% 4%	24% 7% 21% 27%	* : 7% : 13% : 18% : 5% : 7% : 5%	33% 21% 18% 23% - 13% 1% 16% 7%	26%     * 27% 5% - 26%  13% 11%	*	* * * * * * * * * * * * * * * * * * * *		

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		State	District	Campus	American	Hispanic	wnite	Indian	Asia	nisiandei	Races	Disadv	Disag	CWD	CWOL	) EL	Male	remaie	Migrant	Homeles	s Care	Militai
Reading	All	19%	11%	10%	-	10%	0%	*	*	-	*	10%	20%	0%	12%	4%	11%	9%	*	*	-	*
	Students																					
	CWD	7%	4%	0%	-	0%	*	*	-	-	-	0%	*	0%	-		0%	0%	-	*	-	-
	CWOD		11%	12%	-	12%	*	*	*	-	*	11%	25%	-	12%		14%		*	*	-	*
	EL	7%	3%	4%	-	4%	*	*	*	-	-	4%	*	0%	5%		5%	1%	*	*	-	-
	Male	16%	9%	11%	-	12%	*	*	*	-	*	11%	*	0%	14%		11%		*	*	-	*
	Female	22%	12%	9%	-	9%	*	*	-	-	-	8%	14%	0%	9%	1%	-	9%	-	*	-	*
Mathematics	All	23%	16%	19%	-	19%	0%	*	*	-	*	18%	39%	7%	21%	11%	617%	21%	*	*	-	*
	Students																					
	CWD	10%	6%	7%	-	7%	*	*	-	-	-	7%	*	7%	-	8%	3%	17%	-	*	-	-
	CWOD	25%	17%	21%	-	21%	*	*	*	-	*	19%	50%	-	21%	12%	21%	21%	*	*	-	*
	EL	13%	7%	11%	-	11%	*	*	*	-	-	11%	*	8%	12%	11%	611%	11%	*	*	-	-
	Male	23%	16%	17%	-	18%	*	*	*	-	*	17%	20%	3%	21%	11%	617%	-	*	*	-	*
	Female	24%	16%	21%	-	21%	*	*	-	-	-	18%	63%	17%	21%	11%	ó -	21%	-	*	-	*
Science	All	22%	13%	5%	-	5%	*	-	*	_	-	5%	*	6%	5%	2%	6%	4%	_	*	-	*
	Students																					
	CWD	7%	2%	6%	-	6%	*	-	-	-	-	6%	*	6%	-	*	0%	*	-	-	-	-
	CWOD	24%	14%	5%	-	5%	*	-	*	-	-	5%	*	-	5%	0%	8%	2%	-	*	-	*
	EL	5%	2%	2%	-	2%	-	-	*	-	-	2%	*	*	0%	2%	0%	5%	-	*	-	-
	Male	23%	13%	6%	-	6%	*	-	*	-	-	6%	*	0%	8%	0%	6%	-	-	*	-	*
	Female	21%	12%	4%	-	4%	*	-	-	-	-	4%	*	*	2%	5%	-	4%	-	*	-	-
Indicates r	esults are	e mask	ed due	to small		o protect	studer	nt confider	tiality													

Part (iii): Academic Growth and Graduation Rate

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	73	-	73	*	-	-	-	*	73	79	81
CWD	79	-	77	*	-	-	-	-	78	79	78
CWOD	72	-	72	*	-	-	-	*	72	-	82
EL	81	-	81	-	-	-	-	-	81	78	81
Male	77	-	77	*	-	-	-	*	77	80	83
Female	69	-	70	*	-	-	-	-	69	78	78
Mathematics											
All Students	71	-	72	*	-	-	-	*	71	66	66
CWD	66	-	67	*	-	-	-	-	68	66	66
CWOD	72	-	72	*	-	-	-	*	72	-	66
EL	66	-	66	*	-	-	-	-	67	66	66
Male	67	_	68	*	_	-	_	*	67	68	63
Female	75	_	75	*	_	_	_	-	76	61	70

## 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 Gradu	ation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
"* Indicates results are masked of	due to sma	I numbers t	o protect stu	dent con	fidentiality.								
'-' Indicates there are no student	s in the gro	up.											

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

440/
11%
,

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achie	vement Doi	nain Score	: STAAR C	omponen	t Only)						
STAAR Component Score	38	-	38	*	*	*	-	*	38	*	29
School Quality (College, Career,	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
*' Indicates results are masked -' Indicates there are no studer n/a' Indicates the student group i	nts in the gro	up.		udent con	fidentiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All	African American	<b>Lienanic</b>	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status	Students	American	пізрапіс	vviiite	mulan	ASIAII	isianuei	Races	Disauv	CVVD	EL T
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	32 /0	N	0070	4370	1 7 70	4370	30 / 0	N	Υ Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	<b>42</b> /0	N	0070	3170	1070	3370	02 /0	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	3470	N	1070	02 /0	02 /0	0370	7070	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	0070	N	0070	7270	01 70	1070	1070	N	N	N
Mathematics	.,		.,								
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	0.70	Y	0070	.070	0270	0070	0.70	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	,0	N	0070	0070	0070	0.70	0.70	Y	Y	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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
English Learner Language Pro	ficiency Statu	s									
Interim Goals (2018-2022)											42%
Target Met											Υ
Interim Goals (2023-2027)											44%
Target Met											Υ
Interim Goals (2028-2032)											46%
Target Met											Υ
Long-Term Goals											46%
Target Met											Υ
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	0001
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	0.40/	0.407	0.40/	0.407	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
+' STAAR Performance and	Graduation us	e EL(Curre	nt & Monitor	ed), EL E	nglish Learne	r Languag	ge Proficien	cy uses EL (Cu	ırrent).		
Blank cells above represe	nt student grou	up indicator	s that do no	t meet the	minimum siz	e criteria.					

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

			African			American		Pacific	Two or More	Econ	Non Econ						_
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ate																
All Subjects	All Students	100%	-	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	100%	*	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	-	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	*

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female	Migra
	Female	100%	-	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	_	100%	100%	*	*	_	*	100%	100%	100%	100%	100%	100%	100%	*
rtcading	Students	100 /0		10070	10070					10070	10070	10070	10070	10070	10070	10070	
	CWD	100%	_	100%	*	*				100%	*	100%	_	100%	100%	100%	
	CWOD	100%		100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	*
					*			-									*
	EL	100%	-	100%	*	-		-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%		*	*	-		100%	100%	100%	100%	100%	100%	-	
	Female	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-	100%	
Mathematics	All Students	100%	-	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	*	*	-	-	-	100%	*	100%	-	100%	100%	100%	
	CWOD	100%	_	100%	100%	*	*	_	*	100%	100%	-	100%	100%	100%	100%	,
	EL	100%	-	100%	*	*	*	_	_	100%	100%	100%	100%	100%	100%	100%	,
					*			-	*							10070	,
	Male	100%	-	100%	*			-		100%	100%	100%	100%	100%	100%	4000/	
	Female	100%	-	100%	•	•	-	-	-	100%	100%	100%	100%	100%	-	100%	
Science	All Students	100%	-	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%	100%	
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	
	CWOD	100%	_	100%	*	_	*	_	_	100%	*	-	100%	100%	100%	100%	
	EL	100%	-	100%	_		*		_	100%	*	100%	100%	100%	100%	100%	
			-		*	-		-			*					100%	
	Male .	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	-	
-Participatio	Female	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	-	100%	
•																	
All Subjects	All Students	0%	-	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	-	0%	0%	*	-	-	-	0%	0%	0%	-	0%	0%	0%	
	CWOD	0%	-	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	_	0%	0%	*	*	_	*	0%	0%	0%	0%	0%	0%		
	Female	0%	-	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-	0%	
Reading	All	0%	-	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	
	Students																
	CWD	0%	-	0%	*	*	-	-	-	0%	*	0%	-	0%	0%	0%	
	CWOD	0%	_	0%	0%	*	*	_	*	0%	0%	-	0%	0%	0%	0%	
	EL	0%		0%	*	*	*			0%	0%	0%	0%	0%	0%	0%	
			-		*			-	*							0 76	
	Male	0%	-	0%	*		-	-	-	0%	0%	0%	0%	0%	0%	. <del>.</del>	
	Female	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	
Mathematics	All Students	0%	-	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	-	0%	*	*	-	-	-	0%	*	0%	-	0%	0%	0%	
	CWOD	0%	-	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	
	EL	0%	_	0%	*	*	*			0%	0%	0%	0%	0%	0%	0%	
			-		*	*	*	-	*								
	Male	0%	-	0%	*		-	-	-	0%	0%	0%	0%	0%	0%	-	
	Female	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	
Science	All Students	0%	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%	0%	
	CWD	0%	_	0%	*					0%	*	0%	_	0%	0%	0%	
			-		*	-	-	-	-			U 70					
	CWOD	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%	0%		0%	
	Female	U 70	-	0.70		-		-	_						-	0 /0	

Part (viii): Civil Rights Data

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

		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)
Students Without Disabilities												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Silasi Esis i sistanos i onoico	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												

		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)
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions	Total											
III-School Suspensions	Male		*	*	*	*	*	*	*	*		*
			*	*	*	*	*	*	*			
	Female	•	_	*	*	*	*	*	*	_		
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions				*	*		*	*	*			
	Male	*	*			*	*	*		*		*
	Female	*		*	*				*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	. otta											
Control Molated 7 th Colo	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Total											
Referrals to Law Efficient	Male	*	*	*	*	*	*	*	*	*		*
		*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		
A II O4	Total	**	-					-	-	-		-
All Students												
Chronic Absenteeism		*		*	*	*	*	*	*	*		
	Male		*								*	
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*
•	

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific '	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	46	*	44	*	*	*	*	*	26	*
	Female	57	*	53	*	*	*	*	*	20	*
	Total	103	*	97	*	*	*	*	*	46	*
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					is maske	ed (regardless	s of size).				

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
1-1	Indicates there are no students in the group.									
	Blank cell indicates the student group is not applicable to this repor	t.								

Part (ix): Teacher Quality Data

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

**High Poverty** 

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	4.9%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the reacher is Certified or Licensed	0.0	-
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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	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%	5	1%	*	*
Mathematics	6,020	1%	5	1%	*	*
Grade 4						
Reading	6,061	1%	9	1%	*	*
Mathematics	6,056	1%	9	1%	*	*
Grade 5						
Reading	6,162	2%	8	1%	*	*
Mathematics	6,160	1%	8	1%	*	*
Science	6,164	1%	8	1%	*	*
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Grades	00.000	40/	450	40/		00/
All Subjects	99,020	1%	156	1%	19	3%
Reading	43,730	1%	67	1%	8	3%
Mathematics	39,178	1%	63	1%	8	2%
Science	16,112	1%	26	1%	*	*
	ilts are masked due to sr		ect student confidenti	ality.		
	observations reported for		ect student confident	ality.		

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

			% Belo	w Basic	% At or A	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
	3	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	i	1
									_	_
	Mathematics	Overall	18	20	40	39	33	32	8	8
I		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian		31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	ŭ	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
	Mantenancs	Black	44	53	41	34	13	11	1	2
		Hispanic White	38 16	43 20	39 33	37 37	19 35	16 31	4 16	4
			*		აა *		35 *		*	13
		American Indian		44		38		14		4
		Asian	3	12	19 *	24	37	32	40	32
		Pacific Islander		36		39		18		6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
'*' Indicat	es reporting standard	ds not met.	
'n/a' Indicat	es data reporting is n	ot applicable for this group.	

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: FRANK MACIAS EL Campus ID: 071901105 District Name: CLINT ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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		Econ	Special	
	_			American			Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)		Rates							.=0/	===:			
		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22	500/	400/	400/	000/	E40/	700/	500/	000/	400/	0.40/	000/
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics		72% 46%	31%	40%	59%	72% 45%	87% 82%	73% 50%	78% 54%	36%	23%	65% 40%
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	30%	23%	40%
		2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-16 tillough 2021-22	40%	3170	4070	39 70	43%	02 70	30 70	34 70	30 %	2370	4070
		2021-22 2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2022-23 tillough 2026-27	34 /0	4170	4970	0370	3370	0370	31 /0	0170	4370	34 /0	4570
		2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32	0070	0470	0070	1070	0070	0070	0070	0070	01 70	4070	0070
1		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17	. 0 / 0	0070		0070	. 0 / 0	0.70			0070	0270	41%
		Rates											
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											
		2027-28 through											46%
		2031-32											
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates											
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22											
		2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2026-27											
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32											

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level) b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

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

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for

targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing

targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two or		Non								
		Statel	District(	Campus	African Americani	Hispanio	:Whit	Americar e Indian		Pacific InIslander				/CWD	CWOD	) EL Malel	Femalel	MigrantHo	omeles	Foster s Care	
AAR Percent									71010										,,,,,,,,,		
Grade 3					or Above																
Reading	All Students	77%		61%	*	62%	*	-	-	-	-	62%	60%	*	65%	52% 62%	60%	*	*	-	
		51%	29%	*	*	*	-	-	-	-	-	*	*	*	-	* *	*	-	*	-	
	CWOD		72%	65%	*	66%	*	-	-	-	-	66%	63%	*		55% 68%	63%	*	*	-	
	EL	70%	60%	52%	-	52%	*	-	-	-	-	53%	*	*		52% 51%	52%	*	*	-	
	Male Female	74%	68%	62%	-	62% 62%	*	-	-	-	-	59%	82% 43%	*		51% 62% 52% -	60%	*	*	-	
	remale	1970	71%	60%	-	02%		-	-	-	-	64%	43%		03%	52% -	60%			-	
Mathematics		77%	70%	69%	*	70%	*	-	-	-	-	70%	65%	56%	71%	66%75%	63%	*	*	-	
	Students CWD	52%	43%	56%	*	53%						57%	*	56%		* 56%	*		*		
	CWOD		72%	71%	*	71%	*					71%	67%	30 /0	71%	66%77%	64%	*	*		
	EL	74%	63%	66%	_	66%	*	_		_	_	68%	*	*		66%71%	61%	*	*	_	
		77%	71%	75%	*	74%	_		- 3			72%	91%	56%		71%75%	0170	_	*		
	Female		69%	63%	-	65%	*	-	-	-	-	67%	47%	*		61% -	63%	*	*	-	
rade 4																					
Reading	All Students	72%	61%	46%	-	45%	67%	*	-	-	-	43%	70%	33%	47%	33%45%	47%	*	*	-	
	CWD	46%	39%	33%	_	36%	*	_	_	_	_	33%	_	33%	_	* *	*	_	_	_	
	CWOD		63%	47%	_	45%	75%	*	-	-		44%	70%	-	47%	33%49%	45%	*	*	-	
	EL	60%	46%	33%	_	31%	*	_	-	-	-	33%	*	*		33%33%	33%	*	*	-	
	Male	70%	61%	45%	-	43%	*	*	-		-	39%	79%	*		33%45%	-	_	*	-	
	Female		62%	47%	_	46%	*	_	-	-	-	46%	56%	*		33% -	47%	*	*	-	
Mathematics		77%		58%		58%	67%	*			*	56%		38%		50% 55%	61%	*	*		
Maniemancs	Students				-		07 70	1	-	-			1370		00 76	30763376	0170			-	
	CWD	49%	43%	38%	-	40%	*	-	-	-	-	38%	-	38%	-	* *	*	-	-	-	
	CWOD		72%	60%	-	59%	75%	*	-	-	*	58%	75%	-		51% 59%	61%	*	*	-	
	EL	72%	60%	50%	-	49%	*	-	-	-	-	50%	*	*		50% 51%	49%	*	*	-	
		77%	68%	55%	-	54%	*	*	-	-	*	49%	87%	*		51% 55%	-	-	*	-	
	Female	78%	71%	61%	-	61%	*	-	-	-	-	62%	56%	*	61%	49% -	61%	*	*	-	
rade 5	A.II	000/	700/	700/		700/						700/	700/	F00/	740/	F00/ <b>74</b> 0/	700/				
Reading	All	83%	73%	72%	-	72%	•	-	-	-	-	72%	72%	50%	74%	53%71%	73%	-	•	-	
	Students CWD	54%	45%	50%		45%	*					45%	*	50%	_	* 63%	*		*		
	CWOD		76%	74%	-	74%	*	-	-	-	-	74%	71%	30 %		54%72%	76%	-	*	-	
	EL	73%	52%	53%	-	53%	*	-	-	-	-	52%	1 1 70	*		53%53%	54%	-	*	-	
	Male	81%	71%	71%	-	71%	*	-	-	-	-	70%		63%		53%71%	34 70	-	*	-	
	Female		76%	73%	_	73%	*					75%	60%	*		54% -	73%		*		
							4000	,						770/							
Mathematics	Students	90%	87%	88%	-	87%	100%	o -	-	-	-	87%	89%	77%	88%	82%92%	82%	-	*	-	
	CWD	70%	62%	77%	-	75%	*	-	-	-	-	75%	*	77%	-	83%88%	*	-	*	-	
	CWOD	92%	89%	88%	-	88%	*	-	-	-	-	88%	88%	-	88%	82%92%	84%	-	*	-	
	EL	86%	80%	82%	-	81%	*	-	-	-	-	82%	83%	83%		82%90%	74%	-	*	-	
	Male	89%	87%	92%	-	92%	*	-	-	-	-	91%	100%	88%	92%	90%92%	-	-	*	-	
	Female	91%	86%	82%	-	82%	*	-	-	-	-	82%	80%	*	84%	74% -	82%	-	*	-	
Science	All	75%	64%	58%	-	58%	*	-	-	-	-	59%	56%	*	61%	42%68%	47%	-	*	-	
	Students	4001	0001																		
	CWD	48%	28%	*	-	*	*	-	-	-	-	*	*	*	-	* *	*	-	*	-	
	CWOD		68%	61%	-	61%	*	-	-	-	-	62%	53%	-		44%71%	50%	-	*	-	
	EL	62%	44%	42%	-	41%	*	-	-	-	-	43%	*	*		42%60%	24%	-	*	-	
	Male	76%	65%	68%	-	68%	*	-	-	-	-	66%	88%	*		60%68%	470/	-	*	-	
	Female	75%	03%	47%	-	48%	^	-	-	-	-	49%	•	•	50%	24% -	47%	-	-	-	
AR Percen	t at Meets	Grad	e Level	or Abo	ve																
rade 3 Reading	All	43%	30%	22%	*	23%	*	_	_	_	_	20%	32%	*	23%	6% 26%	17%	*	*	_	
	Students					*						*	*	*		* *	*				
	CWD			*			-	-	-	-	-				-			-		-	
	CWOD		32%	23%	e.	24%	*	-	-	-	-	21%	33%	*		7% 28%	17%	*	*	-	
	EL	32%		6% 26%	*	7%	•	-	-	-	-	7%		*	7%	6% 11%	2%	-	*	-	
	Male			26%	-	27%	-	-	-	-	-	25%	36%	*		11% 26%	170/	*	*	-	
	Female	40%	29%	17%	-	18%	-	-	-	-	-	15%	29%	-	11%	2% -	17%			-	
Mathematics	All Students	46%	40%	43%	*	44%	*	-	-	-	-	42%	50%	13%	46%	38%47%	39%	*	*	-	
	CWD	30%	18%	13%	*	13%	_	_	_	_	_	14%	*	13%	_	* 11%	*	_	*	_	
	CWD		42%	46%	*	47%	*	-	-	-	-	45%	54%	1370	46%	41%51%	11%	*	*	-	
	EL	39%		38%	_	38%	*	-	-	-	-	45% 39%	34%	*		38%38%		*	*	-	
		JJ 70	JJ 70	JU /0	-	JU 70		-	-	-	-	J970			+ 1 70	00/030/0	J 5 70			-	

										Two or		Non								
	State	Distric	tCampus	African sAmerican	Hispani	cWhite	America		Pacific Islander				CWD	CWOL	) FL Malel	Femalel	Migrantl	Homeles	Foster	
	Male 47% Female 45%	44%	47% 39%	*	47% 40%	- *	-	-	-	-	43% 40%	73% 33%			38%47%	39%	- *	*	-	
	remale 45%	30 %	39 /6	-	4070		-	-	-	-	40%	3370		4170	3976 -	3970			-	
Grade 4 Reading	All 45%	33%	22%	-	22%	11%	*	-	-	-	20%	35%	27%	21%	16%29%	15%	*	*	-	
	Students CWD 28%	23%	27%	_	29%	*	_	_	_	_	27%	_	27%	_	* *	*	_	_	_	
	CWOD 47%	34%	21%	-	22%	13%	*	-	-	-	19%	35%	-	21%	14%30%	13%	*	*	-	
	EL 29%		16%	-	16%	*	-	-	-	-	17%	*	*		16% 21%	10%	*	*	-	
	Male 43% Female 47%		29% 15%	-	29% 16%	*	_	-	-	-	26% 14%	43% 22%	*	30% 13%	21% 29%	- 15%	*	*	-	
													/							
Mathematic	s All 48% Students	37%	25%	-	25%	33%	*	-	-	*	23%	38%	25%	25%	24% 29%	21%	*	*	-	
	CWD 29%		25%	-	27%	*	-	-	-	-	25%	-	25%	-	* *	*	-	-	-	
	CWOD 50% EL 38%		25% 24%	-	25% 22%	38%	*	-	-	*	23% 23%	38%	*		23%31% 24%25%	19% 22%	*	*	-	
	Male 48%		29%	-	29%	*	*			*	25%	53%	*		25% 29%	-	-	*	- 1	
	Female 47%		21%	-	21%	*	-	-	-	-	22%	11%	*		22% -	21%	*	*	-	
ade 5																				
Reading	All 53%	38%	40%	-	40%	*	-	-	-	-	39%	56%	25%	42%	20%43%	37%	-	*	-	
	Students CWD 30%	19%	25%	-	18%	*	_	_	-	-	18%	*	25%	-	* 38%	*	-	*	_	
	CWOD 56%	40%	42%	-	42%	*	-	-	-	-	40%	53%	-		18%43%	39%	-	*	-	
	EL 35% Male 50%		20% 43%	-	20% 43%	*	-	-	-	-	17% 40%	* 75%	* 38%		20% 23% 23% 43%	17%	-	*	-	
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 ents  //D 7% 2% * - * * * * 8% 12% - 9% 3% 9% 9% -  5% 2% 2% 2% - 3% * 8% 12% - 9% 3% 9% 9% -  le 23% 13% 8% - 9% * 8% 12% - 9% 3% 9% 9% -  5% 2% 2% 2% - 3% * 8% 12% - 9% 3% 9% 9% -  le 23% 13% 8% - 8% * 8% 13% * 9% 3% 8%	male 22% 12% 10% - 10% 0% 9% 15% 0% 10% 2% - 10% * 0%  23% 16% 17% * 17% 11% * * 16% 21% 0% 18% 12%20% 13% * 0%  ents  I/D 10% 6% 0% * 0% * 0% * 0% - 0% 0% 0% - *  O/OD 25% 17% 18% * 19% 12% * * 18% 22% - 18% 13%23% 14% * 0%  13% 7% 12% - 12% 25% * 18% 22% - 18% 13%23% 14% * 0%  13% 7% 12% - 12% 25% 12% 14% 0% 13% 12%16% 9% * *  le 23% 16% 20% * 21% 13% * * 19% 32% 0% 23% 16%20% *  male 24% 16% 13% - 13% 9% * 14% 9% 0% 14% 9% - 13% * 0%  22% 13% 8% - 8% * 8% 11% * 9% 2% 8% 8% - *  ents  I/D 7% 2% * - * * * * - * * * * - * *  I/OD 24% 14% 9% - 9% * - 9% * *  S% 20% 13% 8% - 9% * 8% 12% - 9% 3% 9% 9% - *  ents  I/D 7% 2% * * * * * 8% 12% - 9% 3% 9% 9% - *  Ele 23% 13% 8% - 8% * 8% 13% * 9% 3% 8% *	male 22% 12% 10% - 10% 0% 9% 15% 0% 10% 2% - 10% * 0% 9% 15% 0% 10% 2% - 10% * 0% 9% 15% 0% 10% 2% - 10% * 0%

Part (iii): Academic Growth and Graduation Rate

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	65	-	66	65	*	-	-	-	65	65	69
CWD	65	-	66	*	-	-	-	-	63	65	50
CWOD	65	-	66	68	*	-	-	-	65	-	71
EL	69	-	70	*	-	-	-	-	69	50	69
Male	68	-	68	79	*	-	-	-	69	65	73
Female	63	-	63	*	-	-	-	-	61	65	66
Mathematics											
All Students	62	-	62	64	*	-	-	*	62	76	65
CWD	76	-	74	*	-	-	-	-	75	76	70
CWOD	60	-	61	58	*	-	-	*	61	-	65
EL	65	-	65	83	-	-	-	-	65	70	65
Male	63	-	63	69	*	-	-	*	64	75	67
Female	60	-	60	*	-	-	-	-	60	77	64

# 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 Gradu	ation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	· - ´	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
'*' Indicates results are masked	due to sma	I numbers t	o protect stu	dent con	fidentiality.								
'-' Indicates there are no student	s in the gro	up.			•								

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
523	52	10%
Indicates results are masked due	to small numbers to protect student cor	nfidentiality.
<ul><li>'*' Indicates results are masked due</li><li>'-' Indicates zero observations repor</li></ul>		nfidentiality.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achiev	ement Dor	nain Score	: STAAR C	omponen	t Only)						
STAAR Component Score	37	*	37	*	*	-	-	*	36	*	27
School Quality (College, Career, a	nd Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
"Indicates results are masked of Indicates there are no student In/a Indicates the student group is	s in the gro	up.		udent con	fidentiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All	African American	Uionania	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status	Students	American	ніѕрапіс	vvnite	mulan	Asian	isiander	Races	Disauv	CWD	EL T
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	32 /0	N	0070	4370	1 7 70	4370	30 / 0	N	Υ Υ	N 2570
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	72 /0	N	0070	3170	1070	3370	02 /0	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	3470	N	1070	02 /0	02 /0	0370	7070	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N N	0070	N	0070	1270	01 /0	1370	7070	N	N	N
Mathematics	14		14								14
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	3170	N	3370	4370	02 /0	30 /0	3470	Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	4170	N	0070	33 70	0070	31 /0	0170	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	0470	N	1070	0070	0070	0070	0070	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	0070	N	0070	7070	0170	1070	7770	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% Y 44% Y 46% Y 46% Y
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	9270	9270	9270	9270	9276	9270	9270	9270	9270	9270	9270
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
+' STAAR Performance and Blank cells above represei								cy uses EL (Cu	ırrent).		

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

									Two or		Non						_
			African			American		Pacific	More	Econ	Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ite																
All Subjects	All Students	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
ì	CWOD	100%	*	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-

		Campus	African American	Hispanic	White	American Indian	<u>As</u> ian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migra
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
Reading	All Students	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	*	_	_	_	_	100%	*	100%	_	100%	100%	100%	_
	CWOD	100%	*	100%	100%	*	_	_	_	100%	100%	-	100%	100%	100%	100%	*
	EL	100%		100%	100%		-	_	_	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	*	-	_	_	100%	100%	100%	100%	100%	100%	10070	_
	Female	100%	_	100%	100%		-	-		100%	100%	100%	100%	100%	-	100%	*
	remale	100 /6	-	10076	10076	-	-	-	-	100%	100%	100 76	100%	100%	-	10076	
Mathematics	All Students	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	
	CWOD	100%	*	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	
	EL	100%	-	100%	100%	-	_	-	_	100%	100%	100%	100%	100%	100%	100%	
	Male	100%	*	100%	100%	*	_	_	*	100%	100%	100%	100%	100%	100%	-	
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	,
Caianaa	AII	4000/		1000/	1000/					1000/	1000/	1000/	1000/	1000/	1000/	1000/	
Science	All Students	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	-	100%	*	-	-	-	-	100%		100%		100%	100%	100%	
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	
. Davidalasti	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	
n-Participatio	on Kate																
All Subjects	All Students	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	
	CWOD	0%	*	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	-	
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	
Reading	All	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	Students	•0/	*	00/	*					00/	*	00/		00/	00/	00/	
	CWD	0%	*	0%			-	-	-	0%		0%	<u>-</u>	0%	0%	0%	
	CWOD	0%	*	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	
Mathematics		0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	
	Students	00/		00/						00/	*	00/		00/	00/	00/	
	CWD	0%	*	0%	-	-	-	-	-	0%		0%	-	0%	0%	0%	
	CWOD	0%	*	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	-	
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	
Science	All	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	Students			_													
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	_	0%	*	-	_	_	_	0%	0%	0%	0%	0%	0%	-	
		0%		0%	*					0%	0%	0%	0%	0%	-	0%	
	Female																

Part (viii): Civil Rights Data

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

		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)
Students Without Disabilities												
In-School Suspensions												
	Male	8	*	8	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	10	*	10	*	*	*	*	*	*		
Out-of-School Suspensions												
· ·	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												

		Total 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)
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
reservate to Earl Emercement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total		*	*	*	*	*	*	*	*		
Students With Disabilities	Total											
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	TOTAL											
With Educational Services	Male		*	*	*	*	*	*	*	*		*
with Educational Services			*	*	*			*	*			
	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	iotai											
Chronic Absenteeism												
Chilonic Absenteeisin	Male	54	*	50	*	*	*	*	*	25	8	*
			*		*	*	*	*	*	35	8	*
	Female	50	*	50	*	*	*	*	*	26 61		*
	Total	104	•	100	•	•	•	•	^	61	10	•

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
1	Male	57	*	53	*	*	*	*	*	32	*
	Female	49	*	47	*	*	*	*	*	26	*
	Total	106	*	100	*	*	*	*	*	58	*
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					is maske	d (regardless	s of size).				

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
1-1	Indicates there are no students in the group.									
	Blank cell indicates the student group is not applicable to this repor	t.								

Part (ix): Teacher Quality Data

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

### **High Poverty**

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.0	13.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.2	0.3%
'-' 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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	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%	5	1%	*	*
Mathematics	6,020	1%	5	1%	*	*
Grade 4				404	*	
Reading	6,061	1%	9	1%	*	*
Mathematics	6,056	1%	9	1%	*	*
Grade 5						
Reading	6,162	2%	8	1%	*	*
Mathematics	6,160	1%	8	1%	*	*
Science	6,164	1%	8	1%	*	*
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	_	

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Grades						
All Subjects	99,020	1%	156	1%	18	1%
Reading	43,730	1%	67	1%	8	1%
Mathematics	39,178	1%	63	1%	8	1%
Science	16,112	1%	26	1%	*	*
	Its are masked due to sr observations reported for		ect student confidenti	ality.		

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

			% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Above Advance	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	3	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
	3	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	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
!*! Indicat		d	
mulcai	es reporting standard		
'n/a' Indicat	es data reporting is n	ot applicable for this group.	

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: CARROLL T WELCH EL Campus ID: 071901106 District Name: CLINT ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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
				African						or	_		(Current
			All	African American	<b>∐ienanic</b>	White	American Indian	Asian	Pacific Islander		Econ	Special Educ	and Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	iteaulilg/LLA	Rates	44 /0	JZ /0	31 /0	00 /0	4370	7470	4570	30 /0	33 /0	1970	2570
		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22											
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27											
		2027-28 through	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32											
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		Rates	400/	31%	400/	F00/	450/	000/	F00/	E 40/	200/	000/	400/
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2022-23 tillough 2026-27	34 70	4170	4970	0370	3370	0370	31 70	0170	45%	34 70	4970
		2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32	0070	0.70	0070		0070	0070	0070	0070	0.70	1070	0070
,		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17											41%
		Rates											
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											400/
		2027-28 through 2031-32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates	0970	0370	01 70	9370	0070	9370	0970	92 70	00 70	1070	1270
1440		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22	3070	5570	3370	0070	3370	5570	5570	5570	3370	3370	5570
		2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2026-27											
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32											

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level) b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools. (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for

targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing

targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two or		Non								
		C4-4-F	\i=4=i=46	`	African	Ulanani	-\A/b:+-	America		Pacific				CWD	CWOF	. El Mala	Famalal	Ai au au au a		Foster	
		otateL	/ISTRICT(	zarnpus	American	nispani	CVVIIITE	naian	ASIAN	ısıander	races	ויי	וייsadv	CAAD	CVVOE	, EL Maie	remalel	viigrant	nomeles	s care	willit
TAAR Percen Grade 3	t at Appro	aches	Grade	Level	r Above																
Reading	All Students	77%	69%	70%	*	70%	*	-	-	-	-	68%	91%	*	71%	57%65%	75%	-	*	-	
		51%	29%	*	-	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	
	CWOD		72%	71%	*	71%	*	-	-	-	-	69%	91%	-		57%67%		-	*	-	
		70%	60%	57%	-	58%	*	-	-	-	-	55%	*	*	57%	57% 53%	63%	-	*	-	
	Male Female	74%	68% 71%	65% 75%	•	66% 76%	*	-	-	-	-	60% 75%	90%	*		53% 65% 63% -	- 75%	-	*	-	
	геппане	1970	/ 170	15%	-	1070		-	-	-	-	1370			1370	0370 -	1370	-		-	
Mathematics	S All Students	77%	70%	75%	*	75%	*	-	-	-	-	73%	91%	*	77%	62%70%	80%	-	*	-	
		52%	43%	*	-	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	
	CWOD		72%	77%	*	77%	*	-	-	-	-	75%	91%	-		63%74%	80%	-	*	-	
		74% 77%	63% 71%	62% 70%	*	63% 70%	*	-	-	-	-	60% 66%	90%	*		62% 59% 59% 70%	67%	-	*	-	
	Female		69%	80%	_	80%	*			-	-	80%	*	*		67% -	80%	-	*	-	
	Tomalo	7070	0070	0070		0070						0070			0070	01 70	0070				
Grade 4 Reading		72%	61%	60%	_	60%	*	*	-	_	_	60%	62%	*	60%	44%58%	61%	*	_	-	
	Students											*									
	CWD	46%	39% 63%	* 60%	-	* 60%	*	*	-	-	-	* 60%	- 62%	*	- 600/	* * 45%58%	- 61%	*	-	-	
		60%	46%	44%	-	44%	_	_	-	-		46%	62% *	*		45% 56%	39%	*	-	-	
			61%	58%	-	58%	*	_	_	-	-	56%	71%	*		45% 58%	-	_	-	-	
	Female		62%	61%	-	62%	*	*	-	-	-	63%	*	-		39% -	61%	*	-	-	
Mathematics		77%	70%	71%	-	71%	*	*	-	-	-	70%	77%	*	72%	61%62%	80%	*	-	-	
	Students CWD	49%	43%	*	_	*	_	_	_	_	_	*	_	*	_	* *	*	_	_	_	
	CWDD		72%	72%		72%	*	*		-		71%	77%	_	72%	63%63%	81%	*		-	
		72%	60%	61%	-	61%	-	-	-	-	-	61%	*	*		61%48%	80%	*	-	-	
		77%	68%	62%	-	61%	*	-	-	-	-	59%	86%	*		48%62%	-	-	-	-	
	Female	78%	71%	80%	-	81%	*	*	-	-	-	81%	*	*	81%	80% -	80%	*	-	-	
Grade 5																					
Reading		83%	73%	64%	*	63%	*	-	-	-	*	63%	75%	*	66%	38%62%	66%	*	*	-	
	Students	<b>-</b> 40/	450/	*		*						*	*								
	CWD	54% 87%	45% 76%	66%	*	65%	*	-	-	-	*	64%	80%	-	66%	39%63%	69%	*	*	-	
		73%	52%	38%	_	38%	_	- 1		-		38%	*	*		38%42%		*	*	-	
		81%	71%	62%	*	61%	*	-	-	-	-	58%	100%	*		42%62%	-	-	-	-	
	Female	86%	76%	66%	-	65%	*	-	-	-	*	68%	56%	*		34% -	66%	*	*	-	
Mathematics	s All	90%	87%	81%	*	81%	*				*	80%	94%	*	020/	70%80%	82%	*	*		
wamemance	Students	90%	0/70	0176		0170		-	-	-		00%	94%		03%	7 0 70 00 70	0270			-	
		70%	62%	*	_	*	_	_	-	-	-	*	*	*	-	* *	*	*	-	-	
	CWOD		89%	83%	*	82%	*	-	-	-	*	82%	93%	-	83%	71%81%	85%	*	*	-	
		86%	80%	70%	-	70%	-	-	-	-	-	70%	*	*		70%74%	67%	*	*	-	
		89%	87%	80%	*	80%	*	-	-	-	-	78%	100%	*		74%80%	-	-	-	-	
	Female	91%	86%	82%	-	81%	^	-	-	-	•	81%	89%	•	85%	67% -	82%	•	^	-	
Science	All Students	75%	64%	64%	*	62%	*	-	-	-	*	62%	75%	*	66%	39% 59%	68%	*	*	-	
	CWD	48%	28%	*	-	*	-	-	-	-	-	*	*	*	-	* *	*	*	-	-	
	CWOD		68%	66%	*	65%	*	-	-	-	*	64%	80%	-		40%60%	72%	*	*	-	
		62%	44%	39%	-	39%	-	-	-	-	-	39%	*	*		39% 39%		*	*	-	
	Male Female			59% 68%	* -	58% 67%	*	-	-	-	*	57% 68%	86% 67%	*		39% 59% 39% -	68%	*	*	-	
AAR Percen					-	0170		-	-	-		UU 70	U1 70		1270	J9/0 -	0070			-	
rade 3 Reading		43%		31%	*	31%	*	_	_	_	_	31%	36%	*	31%	20% 32%	30%	_	*	_	
ŭ	Students CWD	28%	14%	*	-	*	_	-	_	_	_	*	_	*	_	* *	*	_	_	_	
	CWOD	44%	32%	31%	*	31%	*	-	-	-	-	30%	36%	-		19%33%		-	*	-	
			19%	20%	-	20%	*	-	-	-	-	18%	*	*		20% 18%		-	*	-	
		40%		32%	*	31%	*	-	-	-	-	30%	40%	*		18% 32%	-	-	*	-	
	Female	45%	29%	30%	-	31%	^	-	-	-	-	31%	•		29%	22% -	30%	-	•	-	
Mathematics	S All Students	46%	40%	40%	*	41%	*	-	-	-	-	37%	73%	*	41%	24%41%	39%	-	*	-	
	CWD			*	-	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	
	CWOD			41%	*	42%	*	-	-	-	-	38%	73%	-		24%44%		-	*	-	
	EL	39%	220/	24%	-	24%	*					22%	*			24%22%			*		

					African			American		Pacific	Two or More	Fcon	Non Econ							Foste	r
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Mathematics	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Students CWD CWD CWD CWD CWD CWD CWD CWD CWD CWD	23% 50% 26% 45% 450% 46% 22% 48% 21% 41% 50% 48% 26% 53% 47% 49% 49%	39% 16% 36% 38% 35% 19% 36% 12% 32% 40% 40% 40% 40% 38% 40% 40% 38%	35% 15% 33% 35% 30% * 12% 27% 33% 40% 40% 40% 22% *	80% - 80% - * - *	34% 15% 32% 35% 30% * 30% 12% 27% 33% 40% 17% 41% 21% 39% 41%	38% * 67% 17% 33% - 33% * * 44% - 44%	*				33% 15% 31% 29% * 30% 11% 26% 33% 39% 18% 40% 21% 40% 25% *	17% 53% 32% 38%  * 38% 42% 31% 53%  * 54% 20% 63% 38% 38% *	17%  *  *  17%  17%  17%  17%  17%	15% 34% 35% 31% - 31% 12% 28% 33% 41% - 41% 22% 40% 27%	15% 34% 15% 33% 14% 12% 27% * * 12% 28% 12% 282 12% 27% 12% 2 - 20% 40% 17% 17% 21% 42% 20% 20% 20% 40%  8% 28% * * *	14% - 35% 33%  * 33% 12% - 33% 40%  * 40% 20% - 40% 26%  *	38%			
Mathematics	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S Students CWD CWOD EL Male Female S Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	23% 50% 26% 45% 25% 46% 22% 48% 21% 4550% 48% 26% 51% 33% 47% 49% 49% 23% 52%	39% 16% 36% 38% 35% 19% 36% 12% 32% 32% 40% 42% 24% 40% 40% 17% 40% 40%	35% 15% 33% 35% 30% * 31% 12% 27% 33% 40% 40% 40% 27% * 27%	80% - 80% - * - *	34% 15% 32% 35% 30% 12% 27% 33% 40% 17% 41% 26% * 27%	38% * 67% 17% 33% - 33% * * 44% - 44%	*				33% 15% 31% 35% 29% * 30% 11% 26% 33% 39% 18% 40% 21% 38% 40% 25% * 26%	17% 53% 32% 38%  * 38% 20% 42% 31% 53%  * 54% 20% 63% 38% 38% 40%	17%  *  *  17%  17%  17%  17%  -  17%  -  -  -  -  -  -  -  -  -  -  -  -  -	15% 34% 35% 31% - 31% 12% 28% 41% - 41% 42% 40% 27% - 27%	15% 34% 15% 15% 15% 15% 33% 14% 12% 27%	14% -35% 33% 12% -33% 40% -40% 26% * 27%	38%			
Reading Mathematics Science	CWD CWOD EL Male Female All Students CWD EL Male Female S SAII Students CWD CWOD EL Male Female S SAII Students CWD CWOD EL Male Female CWD CWOD EL Male Female Female	23% 50% 45% 45% 46% 22% 48% 41% 50% 48% 49% 49% 49% 23% 52% 21%	39% 16% 38% 35% 19% 36% 12% 32% 38% 40% 40% 40% 38% 38%	35% 15% 33% 35% 30% * * * * * * * * * * * * * * * * * * *	80% - 80% - * - *	34% 15% 32% 35% 30% * 30% 12% 27% 33% 40% 17% 41% 21% 39% 41% 26% * *	38% * 67% 17% 33% - 33% * * 44% - 44%					33% 15% 31% 35% 29% * 30% 11% 26% 33% 39% 18% 40% 221% 38% 40% 25% * *	17% 53% 32% 38% * 38% 20% 42% 31% 53% * 54% 20% 63% 38%	17%  *  *  17%  17%  17%  17%  17%	15% 34% 35% 31% - 31% 12% 28% 33% 41% - 41% 42% 40% - 27% 7%	15% 34% 15% 15% 15% 33% 14% 12% 27%	14% - 35% 33%  * 33% 12% - 33% 40%  * 40% 20% - 40% 26%  *	38%			
Mathematics	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S Students CWD CWOD EL Male Female S Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	23% 50% 46% 22% 48% 21% 41% 41% 41% 41% 49% 49% 49% 23% 52% 52% 50%	39% 16% 38% 35% 19% 36% 12% 32% 38% 40% 20% 42% 24% 40% 40% 40% 40% 40% 40% 40%	35% 15% 33% 35% 30% * 31% 12% 27% 33% 40% 40% 40% 27% * * *	80% - 80% - * - *	34% 15% 32% 35% 30% 12% 27% 33% 40% 17% 41% 29% 41% 26% *	38% * 67% 17% 33% - 33% * * 44% - 44%					33% 15% 31% 35% 29% * 30% 11% 26% 33% 39% 18% 40% 21% 38% 40% 25% * 26%	17% 53% 32% 38%  * 38% 20% 42% 31% 53%  * 54% 20% 63% 38% 38% 40%	17%  *  *  17%  17%  17%  *  *  *  *  *  *  *  *  *  *  *  *  *	15% 34% 35% 31% - 31% 12% 28% 33% 41% - 41% 42% 40% - 27% 7%	15% 34% 15% 15% 15% 33% 14% 12% 27% * * 12% 28% 12% 27% 12% - 20% 40% 17% 17% 21% 42% 20% 20% 40% 20% - * * * * 7% 27% 8% 28% * * * 7% 27% 8% 11% 28%	14% - 35% 33%  * 33% 12% - 33% 40%  * 40% 20% - 40% 26%  * 27% 6%	38%	* * * * * * * * * * * * * * * * * * * *		
Mathematics Science	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female CWD CWOD EL Male Female Female All Students CWD CWOD EL Male Female	23% 50% 45% 45% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 49% 49% 49%	39% 16% 38% 35% 19% 36% 12% 32% 38% 40% 20% 42% 24% 40% 40% 38%	35% 15% 33% 35% 30% * 12% 27% 33% 40% 17% 40% 20% 40% 27% * * * * * * * * * * * * * * * * * * *	80% - 80% - * - *	34% 15% 32% 35% 30% 27% 33% 40% 17% 41% 21% 39% 41% 26% *	38% * 67% 17% 33% - 33% * * 44% - 44%					33% 15% 35% 29% * 30% 11% 26% 33% 39% 18% 40% 21% 38% 40% 25% * *	17% 53% 32% 38% * 38% 20% 42% 31% 53% * 54% 20% 38% 38% 40% * 57%	17% *  *  17%  17%  17%  17%  - 17%  *  *  *  *  *  *  *  *  *  *  *  *  *	15% 34% 35% 31% - 31% 12% 28% 33% 41% - 41% 22% 40% 27% 7% 27% 7% 27%	15% 34% 15% 15% 15% 33% 14% 12% 27% * * 12% 28% 12% 27% 12% - 20% 40% 17% 17% 21% 42% 20% 20% 40% 20% - * * * * 7% 27% 8% 28% * * * 7% 27% 8% 11% 28%	14% -35% 33% * 33% 12% -33% 40% -40% 20% -40% 26% * 27% 6%	38%			
Mathematics Science  AR Percen I Grades	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female t at Maste	23% 50% 45% 45% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 347% 49% 23% 52% 21% 50% 49%	39% 16% 38% 35% 19% 32% 32% 32% 38% 40% 22% 42% 40% 40% 38% 40% 50% 40% 38% 40% 40% 38% 40% 40% 40% 40% 40% 40% 40% 40% 40% 40	35% 15% 33% 35% 30% * * * * * * * * * * * * * * * * * * *	80% - 8	34% 15% 32% 35% 30% 12% 27% 33% 40% 17% 41% 21% 26% 27% 8% 26% 27%	38% * 67% 17% 33% - 33% * * * * 44% * * * * * * * * * * * * *					33% 15% 29% * 30% 11% 26% 33% 39% 18% 40% 21% 38% 40% 25% * 25% 26% 9%	17% 53% 38% 42% 31% 53% 42% 38% 42% 36% 42% 36% 42% 42% 42% 42% 44% 40% 40% 40% 40% 40% 40% 40% 40% 40	17% *  *  17%  17%  17%  17%  *  *  *  *  *  *  *  *  *  *  *  *  *	15% 34% 35% 31% - 31% 12% 28% 33% 41% - 41% 27% 27% 27%	15% 34% 15% 15% 15% 33% 14% -  12% 27%  * *  12% 28% 12% 12% 12% 27% 12% -  20% 40% 17% 17% 21% 42% 20% 20% 20% 40%  8% 28%  * *  7% 27% 8% 11% 11% 28% 6% -	14% -35% 33% 12% -33% 40% * 40% 20% -40% 26% * 26%	38% * - 30% * - * * * * * * * * * * * * * * * * *			
Mathematics Science  AR Percen I Grades	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female t at Maste	23% 50% 45% 45% 45% 46% 48% 21% 48% 26% 51% 49% 49% 23% 50% 49% 21% 21%	39% 16% 38% 35% 19% 32% 32% 32% 38% 40% 22% 42% 40% 40% 38% 40% 50% 40% 38% 40% 40% 38% 40% 40% 40% 40% 40% 40% 40% 40% 40% 40	35% 15% 33% 35% 30% * 12% 27% 33% 40% 17% 40% 20% 40% 27% * * * * * * * * * * * * * * * * * * *	80% - 80% - * - *	34% 15% 32% 35% 30% 27% 33% 40% 17% 41% 21% 39% 41% 26% *	38% * 67% 17% 33% - 33% * * 44% - 44%					33% 15% 35% 29% * 30% 11% 26% 33% 39% 18% 40% 21% 38% 40% 25% * *	17% 53% 32% 38% * 38% 20% 42% 31% 53% * 54% 20% 38% 38% 40% * 57%	17% *  *  17%  17%  17%  17%  - 17%  *  *  *  *  *  *  *  *  *  *  *  *  *	15% 34% 35% 31% - 31% 12% 28% 33% 41% - 41% 27% 27% 27%	15% 34% 15% 15% 15% 33% 14% 12% 27% * * 12% 28% 12% 27% 12% - 20% 40% 17% 17% 21% 42% 20% 20% 40% 20% - * * * * 7% 27% 8% 28% * * * 7% 27% 8% 11% 28%	14% -35% 33% 12% -33% 40% * 40% 20% -40% 26% * 26%	38%			
Mathematics	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female  All Students CWD CWOD EL All Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female  S All Students CWD CWOD EL Male Female  T Students CWD CWOD EL Male Female  T Students CWD Students CWD	23% 50% 45% 45% 46% 22% 48% 21% 41% 41% 50% 48% 26% 51% 33% 47% 49% 23% 50% 249% 21% 50% 21% 849%	39% 16% 38% 35% 19% 32% 32% 32% 32% 38% 40% 24% 40% 38% 40% 37% 17% 40% 37% 40% 37% 40% 40% 40% 40% 40% 40% 40% 40% 40% 40	35% 15% 33% 35% 30% * 12% 27% 33% 40% 41% 40% 40% 27% * 27% 8% 28% 26% vel	80% - 80% - * * - * - * * - * - * * - * - * * -	34% 15% 32% 35% 30% 12% 27% 33% 40% 17% 41% 26% 27% 8% 26% 27%	38% * 67% 17% 33% - 33% * * * * 44% * * * * * * 10% - 10%					33% 15% 29% * 30% 11% 26% 33% 39% 18% 40% 21% 38% 40% 25% 25% 26% 9% 25% 26% 66%	17% 53% 38% 42% 31% 53% 42% 31% 53% 42% 31% 17% 40% 42% 177% 40% 40% 40% 40% 40% 40% 40% 40% 40% 40	17% *  *  17%  17%  17%  17%  *  *  *  *  *  *  *  *  *  *  *  *  *	15% 34% 35% 31% - 31% 12% 42% 40% 27% 27% 27% 14% 14%	15% 34% 15% 15% 15% 33% 14% 12% 27%	14% -35% 33% -40% -40% 20% -40% -26% -126%	38% * - 30% * - * * * * * * * * * * * * * * * * *			
Mathematics Science  AR Percen I Grades	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female Students CWD CWOD EL Male Female CWD CWOD EL MOD CWOD EL MOD CWOD EL CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	23% 50% 45% 45% 46% 21% 48% 25% 47% 49% 49% 21% 50% 48% 21% 50% 48% 23% 55% 47% 49% 49% 23% 55% 45% 50% 24% 45% 21% 21% 21% 21% 21% 21% 21% 21% 21% 21	39% 16% 38% 35% 19% 36% 32% 32% 38% 40% 22% 40% 40% 38% 40% 17% 40% 37% 13% 44% 44%	35% 15% 33% 35% 30% * * * * * * * * * * * * * * * * * * *	80% - 80%	34% 15% 32% 35% 30% * 30% 12% 27% 33% 40% 17% 41% 26% * 26% 27% 14% 56% 27%	38% * 67% 17% 33% * * * * * * * * * * * * * * * * *					33% 15% 29% * 30% 11% 26% 33% 39% 18% 40% 25% * 26% 9% 25% 26% 66% 14%	17% 53% 32% 38% * 38% 20% 63% 38% 40% 57% 22%	17% *  *  17% - 17% 17% - 17% *  *  *  5% 5%	15% 34% 34% 35% 31% - 31% 28% 33% 41% - 41% 27% 27% 27% 27% 27% 27% 24% 40% - 14%	15% 34% 15% 15% 15% 15% 33% 14% 12% 27%	14% 35% 33%     * 33% 12% 33% 40%     * 40% 20% 40% 26%     * 26%  14%     * 15%	38% * - 30%  * * * * * * * * * * * * * * * * * *			
Mathematics Science  AR Percen I Grades	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female  All Students CWD CWOD EL All Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female  S All Students CWD CWOD EL Male Female  T Students CWD CWOD EL Male Female  T Students CWD Students CWD	23% 50% 45% 45% 46% 22% 48% 21% 41% 41% 50% 48% 26% 51% 33% 47% 49% 23% 50% 249% 21% 50% 21% 849%	39% 16% 38% 35% 19% 32% 32% 32% 32% 38% 40% 24% 40% 38% 40% 37% 17% 40% 37% 40% 37% 40% 40% 40% 40% 40% 40% 40% 40% 40% 40	35% 15% 33% 35% 30% * 12% 27% 33% 40% 41% 40% 40% 27% * 27% 8% 28% 26% vel	80% - 80% - * * - * - * * - * - * * - * - * * -	34% 15% 32% 35% 30% 12% 27% 33% 40% 17% 41% 26% 27% 8% 26% 27%	38% * 67% 17% 33% - 33% * * * * 44% * * * * * * 10% - 10%					33% 15% 29% * 30% 11% 26% 33% 39% 18% 40% 21% 38% 40% 25% 25% 26% 9% 25% 26% 66%	17% 53% 38% 42% 31% 53% 42% 31% 53% 42% 31% 17% 40% 42% 177% 40% 40% 40% 40% 40% 40% 40% 40% 40% 40	17% *  *  17% 17% 17% 17% 5% 5%	15% 34% 35% 31% - 31% 12% 42% 40% 27% 27% 27% 14% 14%	15% 34% 15% 15% 15% 15% 33% 14%	14% -35% 33% -40% -40% 20% -40% -26% -126%	38% * - 30% * - * * * * * * * * * * * * * * * * *			

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		Ctatal	Diotriot	Campu	African sAmerican	Ulononi		American		Pacific	More		Econ	CWD	CWOL	. EI	Mala	Eomolo	Miaront	Homoloo	Foste	
		States	JISTITICE	Campus	SAIHEITCAH	пізрані	CVVIIILE	illulali	ASIAI	iisiaiiuei	Races	DISauv	DISauv	CVVD	CVVOL	, <u>c</u> L	wate	remale	wiigrani	nomeres	S Care	IVIIIILE
		19%	11%	10%	*	10%	0%	*	-	-	*	10%	8%	*	10%	4%	7%	13%	*	*	-	*
	udents																					
	CWD	7%	4%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
		20%	11%	10%	*	10%	0%	*	-	-	*	10%	8%	-	10%		7%	13%	*	*	-	*
	ΞL	7%	3%	4%	-	4%	*	-	-	-	-	4%	0%	*	3%		1%	6%	*	*	-	-
N	Male	16%	9%	7%	*	7%	*	-	-	-	-	8%	4%	*	7%		7%	-	-	*	-	*
F	emale	22%	12%	13%	-	13%	*	*	-	-	*	13%	13%	*	13%	6%	-	13%	*	*	-	-
Mathematics A	ΑII	23%	16%	20%	*	21%	22%	*	_	-	*	19%	30%	0%	21%	5%	22%	19%	*	*	_	*
Stu	udents																					
	CWD	10%	6%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	*	-	-	_
Ċ	CWOD	25%	17%	21%	*	21%	22%	*	-	-	*	20%	31%	-	21%	6%	23%	20%	*	*	-	*
Ē	ĒL	13%	7%	5%	-	5%	*	-	-	-	-	5%	7%	0%	6%	5%	8%	2%	*	*	-	_
N	Male	23%	16%	22%	*	21%	*	-	-	-	-	20%	38%	0%	23%	8%	22%	-	-	*	-	*
F	emale	24%	16%	19%	-	20%	*	*	-	-	*	19%	19%	*	20%	2%	-	19%	*	*	-	-
Science A	ΔII	22%	13%	8%	*	8%	*	_	_	_	*	8%	6%	*	8%	1%	9%	6%	*	*	_	*
	udents																					
	CWD	7%	2%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	-	_
Ċ	CWOD	24%	14%	8%	*	8%	*	_	_	_	*	8%	7%	_	8%	1%	10%	7%	*	*	-	*
	ΞL	5%	2%	1%	-	1%	_	_	_	_	_	1%	*	*	1%		3%	0%	*	*	-	_
		23%	13%	9%	*	9%	*	_	_	_	-	9%	14%	*	10%		9%	-	_	_	-	*
		21%	12%	6%		7%	*	_	_	_	*	7%	0%	*	7%	0%	-	6%	*	*	-	

Part (iii): Academic Growth and Graduation Rate

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	*	69	*	*	-	-	*	69	72	71
CWD	72	-	72	-	-	-	-	-	69	72	*
CWOD	68	*	69	*	*	-	-	*	69	-	71
EL	71	-	71	-	-	-	-	-	73	*	71
Male	70	*	72	*	-	-	-	-	71	*	74
Female	66	-	66	*	*	-	-	*	67	*	68
Mathematics											
All Students	76	*	75	83	*	-	-	*	75	83	74
CWD	83	-	83	-	-	-	-	-	82	83	86
CWOD	75	*	75	83	*	-	-	*	74	-	74
EL	74	-	74	-	-	-	-	-	75	86	74
Male	73	*	72	*	-	-	_	-	72	71	71
Female	79	-	79	*	*	-	-	*	78	100	78

# 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 Gradu	ation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	· - ´	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
'*' Indicates results are masked	due to sma	I numbers t	o protect stu	dent con	fidentiality.								
'-' Indicates there are no student	s in the gro	up.			•								

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

39	9%
	<b>0</b> /0
	nfidentiality.
	numbers to protect student co

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achiev	ement Dor	nain Score	: STAAR C	omponen	t Only)						
STAAR Component Score	39	*	39	*	*	-	-	*	38	*	24
School Quality (College, Career, a	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
*' Indicates results are masked Indicates there are no student Indicates the student group is	s in the gro	up.		udent con	fidentiality.						

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status	Students	American	пізрапіс	vviiite	mulan	ASIAII	isianuei	Races	Disauv	CVVD	EL T
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	32 /u	N	0070	4370	1 7 70	4370	30 / 0	N	1370	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	<b>42</b> /0	N	0070	3170	1070	3370	02 /0	N	3170	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	3470	N	1070	02 /0	02 /0	0370	7070	N	4570	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	0070	N	0070	1270	01 /0	1370	7070	N	0070	N
Mathematics	.,		.,								
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	0.70	Y	0070	.070	0270	0070	0.70	Y	2070	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	,0	N	0070	0070	0070	0.70	0.70	N	0.70	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
English Learner Language Pro	ficiency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											Υ
Interim Goals (2023-2027)											44%
Target Met											Υ
Interim Goals (2028-2032)											46%
Target Met											Υ
Long-Term Goals											46%
Target Met											Υ
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	Graduation us	e EL(Curre	nt & Monitor	ed), EL E	nglish Learne	r Languaç	ge Proficienc	cy uses EL (Cu	ırrent).		
Blank cells above represe	nt student grou	up indicator	s that do no	t meet the	minimum siz	e criteria.		•	-		

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

				•					Two or		Non						
			African			American		Pacific	More	Econ	Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ite																
All Subjects	All Students	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	100%	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Miar
	Female	100%	-	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	100
Reading	All	100%	*	100%	100%	*			*	100%	100%	100%	100%	100%	100%	100%	*
rteading	Students	100 /6		10070	10070		-	-		10070	10070	100 /0	10070	10070	100 /0	10070	
	CWD	100%		100%						100%	*	100%	_	100%	100%	*	
	CWOD	100%	*	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	*
					100%		-	-									*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	*	100%		-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	*	-	-	*	100%	100%	*	100%	100%	-	100%	,
Mathematics	All Students	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%	100%	*	_	_	*	100%	100%	-	100%	100%	100%	100%	
	EL	100%	_	100%	*	_	_	_	-	100%	100%	100%	100%	100%	100%	100%	1
			*		*	-	-	-				100%		100%		10070	
	Male	100%		100%		-	-	-	*	100%	100%		100%		100%	4000/	,
	Female	100%	-	100%	100%		-	-		100%	100%	100%	100%	100%	-	100%	
Science	All Students	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	*	*	1
	CWOD	100%	*	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	
	EL	100%	_	100%	_	_	_	-	_	100%	100%	100%	100%	100%	100%	100%	
	Male	100%	*	100%	*	_	_	_	-	100%	100%	*	100%	100%	100%	10070	
	Female	100%		100%	*	-	_	-	*	100%	100%	*	100%	100%	10070	100%	
-Participatio		100 /6	-	100%		-	-	-		100%	100%		100%	10076	-	100%	
All Subjects	All	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	0
	Students																
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	
	CWOD	0%	0%	0%	0%	*	_	_	*	0%	0%	_	0%	0%	0%	0%	0
	EL	0%	-	0%	*	_	_	-	_	0%	0%	0%	0%	0%	0%	0%	Ō
	Male	0%	0%	0%	0%	_	_	_	_	0%	0%	0%	0%	0%	0%	-	·
	Female	0%	-	0%	0%	*	_	-	*	0%	0%	0%	0%	0%	-	0%	C
Daadina	All	0%	*	0%	0%	*			*	0%	0%	0%	0%	0%	0%	0%	
Reading	All Students	0%		0%	0%		-	-		0%	0%	0%	0%	0%	0%	0%	
		00/		00/						00/	*	00/		00/	00/	*	
	CWD	0%	-	0%	-	-	-	-	*	0%		0%	-	0%	0%		
	CWOD	0%	*	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	
	Female	0%	-	0%	0%	*	-	-	*	0%	0%	*	0%	0%	-	0%	
Mathematics	All Students	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%		0%						0%	*	0%	_	0%	0%	0%	
			*		- 00/	*	-	-	*								
	CWOD	0%	^	0%	0%	•	-	-		0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	
	Female	0%	-	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	
Science	All	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	
	Students			-01													
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	*	*	
	CWOD	0%	*	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	
	EL	0%	_	0%	-	-	_	_	_	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	*	0%	*	_			-	0%	0%	*	0%	0%	0%	-	
				U 70		-	-	-	-	U 70	U 70				U 70	-	
	Female	0%		0%	*				*	0%	0%	*	0%	0%	_	0%	

Part (viii): Civil Rights Data

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

		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)
Students Without Disabilities												
In-School Suspensions												
· ·	Male	10	*	8	*	*	*	*	*	8		
	Female	*	*	*	*	*	*	*	*	*		
	Total	12	*	10	*	*	*	*	*	10		
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												

		Total 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)
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
reservate to Earl Emercement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total		*	*	*	*	*	*	*	*		
Students With Disabilities	Total											
In-School Suspensions												
	Male	5	*	5	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	7	*	7	*	*	*	*	*	*		*
Out-of-School Suspensions		•		•								
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	TOTAL											
With Educational Services	Male		*	*	*	*	*	*	*	*		*
with Educational Services			*	*	*			*	*			
	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												
tolonale to Eath Emercement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students	iolai											
Chronic Absenteeism												
Chronic Absenteelsm	Mala	45	*	44	*	*	*	*	*	00	*	*
	Male	45	*	41	*	*	*	*	*	23	*	*
	Female	48	*	44	*	*	*	*	*	29	*	*
	Total	93	*	85	*	*	*	*	*	52	*	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

		Total	African American	Hisnanic	White	Indian or Alaska Native	Asian	Pacific '	Two or More Races	EL	Students with Disabilities
Preschool Programs		Students	American	Порапіс	Wille	Halive	Asian	isiander	itaces		Disabilitie
l	Male	68	*	62	*	*	*	*	*	41	*
	Female	53	*	47	*	*	*	*	*	35	*
	Total	121	*	109	*	*	*	*	*	76	*
Accelerated Coursework				.00						. 0	
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
*' Indicates results are masked due **' When only one racial/ethnic group					is maske	ed (regardless	s of size).				

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
1-1	Indicates there are no students in the group.									
	Blank cell indicates the student group is not applicable to this repor	t.								

Part (ix): Teacher Quality Data

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

### **High Poverty**

	All School		
	Number	Percent	
Inexperienced Teachers, Principals, and Other School Leaders	9.0	17.0%	
Teachers Teaching with Emergency or Provisional Credentials	0.0	-	
Teacher Who Are Not Teaching in the Subject or Field for Which the eacher is Certified or Licensed	0.0	-	
' 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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	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%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4						
Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5						
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-

State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
99,020	1%	156	1%	-	-
43,730	1%	67	1%	-	-
39,178	1%	63	1%	-	-
16,112	1%	26	1%	-	-
		ect student confidenti	ality.		
	99,020 43,730 39,178 16,112 ts are masked due to sr	Number of ALT2         Rate of ALT2           99,020         1%           43,730         1%           39,178         1%           16,112         1%   Its are masked due to small numbers to professional numbers to prof	Number of ALT2         Rate of ALT2         Number of ALT2           99,020         1%         156           43,730         1%         67           39,178         1%         63           16,112         1%         26   Its are masked due to small numbers to protect student confidential confidenti	Number of ALT2         Rate of ALT2         Number of ALT2         District Rate of ALT2           99,020         1%         156         1%           43,730         1%         67         1%           39,178         1%         63         1%           16,112         1%         26         1%   Its are masked due to small numbers to protect student confidentiality.	Number of ALT2         Rate of ALT2         Number of ALT2         District Rate of ALT2         Number of ALT2           99,020         1%         156         1%         -           43,730         1%         67         1%         -           39,178         1%         63         1%         -           16,112         1%         26         1%         -

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

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

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above 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
	. todag	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	i	1
		English Language Learners	03	00	25	25		O	•	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	Ü	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
	Mantenaucs	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		24	37	32	40	32
		Asian Pacific Islander	3	36	19 *	24 39	3 <i>1</i> *	32 18	40	32 6
				36 27	43	39 36	24	25	8	13
		Two or More Races Econ Disady	24 40	45	43 40	36	24 17	25 15	8	13 3
		Students with Disabilities	40 67	45 69			8	7	2	
				69 71	23	22	8 7			2
		English Language Learners	61	71	32	23	/	5	1	1

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
'*' Indicat	es reporting standard	ds not met.	
'n/a' Indicat	es data reporting is n	ot applicable for this group.	

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

Data are not available.

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