Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: FALL CREEK EL Campus ID: 101913124 District Name: HUMBLE 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 or			EL (Current
		All	African			American		Pacific		Econ	Special	and
			s American		White	Indian	Asian	Islander		Disadv	Educ	Former)
Academic Performance (At Meets Grade Level Reading/ELA or Above)	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress	Baseline 2016-17 Rates											41%
·	2017-18 through 2021-22											42%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
Graduation Rate:4-Year Longitudinal Rate	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
-	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	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%

Campus Type	Indicator	Weight
	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.

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.

		State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		Econ	Non Econ Disadv	CWD	смор	EL	Male	Female	MigrantH		Foster Care	
STAAR Percent	t at Approa	ches G	irade Le	evel or A	bove																	
Grade 3																						
Reading	All	77%	79%	81%	67%	74%	92%	-	91%	-	*	67%	84%	36%	85%	46%	79%	83%	-	*	-	*
	Students																					
	CWD	51%	53%	36%	*	*	*	-	-	-	-	*	42%	36%	-	*	*	*	-	-	-	-
	CWOD	79%	81%	85%	78%	76%	93%	-	91%	-	*	71%	88%	-	85%	55%	85%	84%	-	*	-	*
	EL	70%	65%	46%	*	*	*	-	*	-	-	*	*	*	55%	46%	*	*	-	*	-	-
	Male	74%	76%	79%	71%	71%	87%	-	85%	-	-	67%	82%	*	85%	*	79%	-	-	-	-	*
	Female	79%	82%	83%	63%	78%	97%	-	90%	-	*	67%	87%	*	84%	*	-	83%	-	*	-	*
Mathematics	s All Students	77%	78%	86%	79%	81%	90%	-	100%	-	*	83%	87%	50%	89%	77%	87%	86%	-	*	-	*
	CWD	52%	50%	50%	*	*	*	-	-	-	-	*	58%	50%	-	*	*	*	-	-	-	-
	CWOD	80%	80%	89%	88%	82%	92%	-	100%	-	*	88%	90%	-	89%	82%	93%	87%	-	*	-	*
	EL	74%	71%	77%	*	*	*	-	100%	-	-	*	73%	*	82%	77%	75%	*	-	*	-	-

											Two or		Non								
		.		•	African			Americar		Pacific		Econ	Econ							Fost	
	Male	State 77%	78%	Campus 87%	American 83%	Hispanic 83%	87%	Indian	Asian 92%	Islander	Races	Disadv 83%	Disadv 88%	CWD	93%	EL 75%	Male 87%	Female	Migrant Homel	ess Car	e Military
	Female	78%	78%	86%	75%	78%	94%	-	92 % 100%	-	*	83%	87%	*	93 <i>%</i> 87%	*	-	- 86%	- *	-	*
Grade 4																					
Reading	All	72%	76%	82%	61%	88%	92%	-	100%	-	*	54%	89%	*	86%	100%	77%	88%	- *	-	*
	Students CWD	46%	46%	*	*	*	*	_	_	_	_	*	*	*	_	_	*	*	_ *	_	_
	CWOD	75%	79%	86%	65%	93%	96%	_	100%	_	*	58%	92%	_	86%	100%	81%	91%	- *	_	*
	EL	60%	55%	100%	-	*	-	-	*	-	-	-	100%	-	100%	100%	*	*		-	-
	Male	70%	74%	77%	55%	80%	91%	-	100%	-	*	53%	83%	*	81%	*	77%	-	- *	-	-
	Female	75%	78%	88%	68%	92%	93%	-	100%	-	*	54%	95%	*	91%	*	-	88%	- *	-	*
Mathematio	cs All	77%	77%	83%	59%	88%	94%	-	94%	-	100%	61%	88%	*	87%	100%	81%	85%	- *	-	*
	Students																				
	CWD	49%	44%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	- *	-	-
	CWOD	81%	81%	87%	65%	93%	98%	-	94% *	-	100%	71%	91%	-		100%	86% *	89% *	- *	-	×
	EL Male	72% 77%	64% 76%	100% 81%	- 59%	80%	- 96%	-	, 91%	-	-	- 60%	100% 86%	- *	100% 86%	100%	。 81%			-	-
	Female	78%	78%	85%	59% 59%	92%	90 % 93%	-	100%	-	*	62%	90%	*	80 %	*	- 0170	- 85%	- *	-	-
	I emaie	1070	1070	0078	5370	5270	3370	-	100 /0	-		02 /0	3070		0370		-	0070	-	-	
Grade 5 Reading	All	83%	88%	90%	78%	89%	100%	*	100%	*	83%	76%	94%	*	93%	83%	91%	90%	_ *	_	*
Reading	Students	03 /0	00 /0	30 /6	1070	0970	100 /0		100 /0		0370	1070	94 /0		9370	0370	9170	9070	-	-	
	CWD	54%	54%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*		-	-
	CWOD	87%	91%	93%	81%	93%	100%	*	100%	*	100%	77%	97%	-	93%	83%	92%	93%	- *	-	*
	EL	73%	72%	83%	-	*	-	-	*	-	-	*	100%	-	83%	83%	*	*		-	-
	Male	81%	87%	91%	73%	87%	100%	*	*	-	*	71%	96%	*	92%	*	91%	-	- *	-	*
	Female	86%	89%	90%	80%	92%	100%	-	*	*	*	79%	93%	*	93%	*	-	90%		-	-
Mathematio		90%	90%	94%	82%	100%	100%	*	100%	*	83%	82%	97%	*	96%	100%	97%	91%	- *	-	*
	Students				*	*	*				*	*	*	*				*			
	CWD	70%	62%	*				- *	-	-				*	-	-	×			-	-
	CWOD EL	92% 86%	93% 84%	96% 100%	88%	100% 100%	100%		100%		100%	88% *	99% 100%	-	96%	100% 100%		95% *	-	-	
	Male	80%	90%	97%	- 87%	100%	- 100%	-	*	-	*	93%	98%	*	100% 98%	100%		-		-	-
	Female	91%	91%	91%	80%	100%	100%	-	*	*	*	35 <i>%</i> 75%	97%	*	95%	*	-	- 91%		_	_
Science	All Students	75%	78%	88%	73%	90%	98%	*	100%	*	83%	71%	94%	*	90%	75%	87%	89%	- *	-	*
	CWD	48%	50%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*		-	-
	CWOD	78%	81%	90%	76%	90%	98%	*	100%	*	100%	72%	95%	-	90%	75%	88%	91%	- *	-	*
	EL	62%	60%	75%	-	71%	-	-	*	-	-	*	83%	-	75%	75%	100%	*		-	-
	Male	76%	80%	87%	53%	93%	100%	*	*	-	*	64%	94%	*	88%	100%	87%	-	- *	-	*
	Female	75%	76%	89%	83%	87%	96%	-	*	*	*	75%	93%	*	91%	*	-	89%		-	-
STAAR Percel Grade 3	nt at Meets	Grade I	Level or	Above																	
Reading	All	43%	45%	55%	40%	51%	67%	-	59%	-	*	31%	61%	29%	57%	8%	48%	61%	- *	-	*
	Students	000/	0404	000/	*	*	*					±	000/	000/		*	*	*			
	CWD	28%	31%	29%				-	-	-	- *	*	33%	29%	-					-	- *
	CWOD	44% 32%	47% 23%	57% 8%	48% *	51% *	66% *	-	59% *	-		32% *	63% *	- *	57% 9%	9% 8%	51% *	63% *	- *	-	^
	EL Male	32% 40%	23% 41%	8% 48%	29%	54%	55%	-	54%	-	-	22%	55%	*	9% 51%	8% *	48%	-		-	- *
	Female			40 <i>%</i> 61%	29% 50%	48%	55% 78%	-	60%	-	*	39%	67%	*	63%	*	-1070	- 61%	*	-	*
	i cinale	-0/0	0070	0170	0070	-070	10/0	-	0070	-		0070	01/0		0070		-	0170		-	

					African			American		Pacific	Two or More		Non Econ							Foster	
		State	District	Campu	sAmerican	Hispanic								CWD	смор	EL	Male	Female	Migrant Homeless		
Mathematics	s All Students	46%	46%	69%	56%	57%	81%	-	82%	-	*	53%	73%	36%	72%	38%	68%	70%	- *	-	*
	CWD	30%	31%	36%	*	*	*	_	-	_	_	*	42%	36%	_	*	*	*		_	_
	CWD	48%	47%	72%	65%	58%	81%	-	- 82%	_	*	56%	76%	-	- 72%	45%	73%	71%	*	_	*
	EL	39%	35%	38%	*	*	*	-	50%	-	_	*	36%	*	45%	38%	50%	*	- *	-	_
	Male	47%	47%	68%	54%	67%	74%	-	77%	-	-	50%	73%	*	73%	50%	68%	_		-	*
	Female	45%	45%	70%	58%	48%	88%	-	80%	-	*	56%	73%	*	71%	*	-	70%	- *	-	*
Grade 4																					
Reading	All Students	45%	48%	55%	36%	44%	70%	-	72%	-	*	29%	61%	*	58%	100%	48%	62%	- *	-	*
	CWD	28%	30%	*	*	*	*	_	-	_	_	*	*	*	_	_	*	*	_ *	_	_
	CWOD	47%	50%	58%	40%	47%	75%	_	72%	_	*	33%	64%	_	58%	100%	53%	64%	_ *	_	*
	EL	29%	24%	100%	-	*	-	_	*	_	_	-	100%	_		100%	*	*		_	_
	Male	43%	46%	48%	27%	45%	- 57%	-	82%	-	*	- 27%	53%	*	53%	*	48%	_	*	-	-
	Female	47%	40 <i>%</i> 51%	4 0 %	45%	38%	80%	-	57%	-	*	31%	69%	*	64%	*	4070	- 62%	- *	-	*
	1 cmaic	4770	5170	02 /0	4070	0070	0070	-	01 /0	_		0170	0070		0470		-	0270	_	-	
Mathematics	s All Students	48%	48%	53%	27%	41%	67%	-	89%	-	83%	14%	62%	*	55%	100%	53%	54%	- *	-	*
	CWD	29%	31%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	- *	-	-
	CWOD	50%	50%	55%	30%	43%	67%	-	89%	-	83%	17%	63%	-	55%	100%	54%	56%	- *	-	*
	EL	38%	31%	100%	-	*	-	-	*	-	-	-	100%	-	100%	100%	*	*		-	-
	Male	48%	48%	53%	23%	45%	67%	-	91%	-	*	20%	60%	*	54%	*	53%	-	- *	-	-
	Female	47%	47%	54%	32%	31%	67%	-	86%	-	*	8%	64%	*	56%	*	-	54%	- *	-	*
Grade 5																					
Reading	All Students	53%	60%	72%	60%	61%	85%	*	71%	*	83%	58%	76%	*	75%	33%	67%	76%	- *	-	*
	CWD	30%	32%	*	*	*	*	_	_	_	*	*	*	*	_	_	*	*		_	_
	CWD	56%	62%	75%	64%	63%	87%	*	- 71%	*	100%	61%	79%	_	- 75%	33%	69%	80%	*	-	*
	EL	35%	29%	33%	-	*	-	_	*	_	-	*	40%	_	33%	33%	*	*		_	_
	Male	50%	29%	67%	60%	53%	- 79%	*	*	_	*	57%	70%	*	69%	*	67%	_	*	-	*
	Female	56%	61%	76%	60%	69%	92%	_	*	*	*	58%	81%	*	80%	*	-	- 76%		_	_
	I emaie	50 /0	0170	1070	00 /0	0370	5270	-				5070	0170		0070		-	7070		-	-
Mathematics	s All Students	57%	60%	69%	53%	63%	83%	*	86%	*	83%	47%	76%	*	73%	50%	70%	69%	- *	-	*
	CWD	34%	35%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*		-	-
	CWOD	60%	62%	73%	57%	66%	87%	*	86%	*	100%	50%	80%	-	73%	50%	74%	72%	- *	-	*
	EL	46%	40%	50%	-	43%	-	-	*	-	-	*	50%	-	50%	50%	80%	*		-	-
	Male	57%	60%	70%	47%	67%	82%	*	*	-	*	57%	74%	*	74%	80%	70%	-	- *	-	*
	Female	58%	60%	69%	57%	60%	85%	-	*	*	*	40%	78%	*	72%	*	-	69%		-	-
Science	All	40%	44%	64%	40%	50%	91%	*	71%	*	67%	47%	70%	*	67%	25%	68%	61%	- *	-	*
	Students	250/	200/	*	*	*	*				*	*	*	*			*	*			
	CWD	25%	28%					-	-	- *		E00/	700/		-	-	700/	640/		-	-
	CWOD	42%	45%	67%	43%	52%	92%		71% *		80%	50% *	72%	-	67%	25%	70%	64% *	-	-	
	EL	24%	22%	25%	-	14%	-	-	*	-	- *		33%	-	25%	25%	40%	-		-	-
	Male	42%	47%	68%	33%	60%	89%		*	- *	*	57%	71%	*	70%	40% *	68%	-	-	-	
	Female	38%	40%	61%	43%	40%	92%	-		^	^	40%	68%	^	64%	^	-	61%		-	-

Grade 3

											Two or		Non								
					African			American	n	Pacific		Econ	Econ							Fost	er
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant Homel	ess Car	e Military
Reading	All Students	24%	27%	32%	23%	34%	41%	-	27%	-	*	14%	36%	14%	34%	8%	25%	39%	- *	-	*
	CWD	9%	15%	14%	*	*	*	-	-	-	-	*	17%	14%	-	*	*	*		-	-
	CWOD	26%	28%	34%	28%	36%	41%	-	27%	-	*	15%	38%	-	34%	9%	27%	39%	- *	-	*
	EL	15%	10%	8%	*	*	*	-	*	-	-	*	*	*	9%	8%	*	*	- *	-	-
	Male	22%	23%	25%	17%	42%	19%	-	23%	-	-	11%	29%	*	27%	*	25%	-		-	*
	Female	26%	30%	39%	29%	26%	63%	-	30%	-	*	17%	44%	*	39%	*	-	39%	- *	-	*
Mathematic	s All	22%	23%	41%	25%	30%	54%	-	68%	-	*	22%	45%	14%	43%	15%	36%	45%	- *	-	*
	Students																				
	CWD	12%	11%	14%	*	*	*	-	-	-	-	*	17%	14%	-	*	*	*		-	-
	CWOD	24%	24%	43%	30%	29%	56%	-	68%	-	*	24%	48%	-	43%	18%	38%	47%	- *	-	*
	EL	17%	12%	15%	*	*	*	-	33%	-	-	*	18%	*	18%	15%	25%	*	- *	-	-
	Male	23%	23%	36%	17%	33%	42%	-	62%	-	-	17%	41%	*	38%	25%	36%	-		-	*
	Female	21%	23%	45%	33%	26%	66%	-	70%	-	*	28%	49%	*	47%	*	-	45%	- *	-	*
Grade 4																					
Reading	All	23%	27%	42%	30%	22%	57%	-	61%	-	*	18%	48%	*	45%	60%	34%	51%	- *	-	*
Ū	Students	00/	400/	*	*	*	*						*								
	CWD	9%	10%					-	-	-	-	<u> </u>		Ŷ	-	-	<u>^</u>			-	-
	CWOD	25%	28%	45%	33%	23%	60%	-	61%	-	×	21%	50%	-	45%	60%	38%	53%	- *	-	*
	EL	12%	8%	60%	-	*	-	-	*	-	-	-	60%	-	60%	60%	*	*		-	-
	Male	22%	26%	34%	23%	25%	39%	-	64%	-	*	20%	38%	*	38%	*	34%	-	- *	-	-
	Female	25%	27%	51%	36%	15%	70%	-	57%	-	*	15%	59%	*	53%	*	-	51%	- *	-	*
Mathematic	s All	26%	26%	34%	16%	25%	43%	-	61%	-	50%	11%	39%	*	35%	60%	38%	30%	- *	-	*
	Students																				
	CWD	11%	12%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	- *	-	-
	CWOD	28%	28%	35%	18%	27%	42%	-	61%	-	50%	13%	39%	-	35%	60%	39%	30%	- *	-	*
	EL	18%	14%	60%	-	*	-	-	*	-	_	_	60%	-	60%	60%	*	*		-	-
	Male	27%	28%	38%	18%	30%	50%	-	64%	-	*	20%	42%	*	39%	*	38%	-	- *	-	-
	Female	25%	25%	30%	14%	15%	37%	-	57%	-	*	0%	36%	*	30%	*	-	30%	- *	-	*
Grade 5																					
Reading	All	26%	30%	42%	29%	36%	57%	*	43%	*	50%	24%	48%	*	44%	17%	36%	47%	- *	-	*
0	Students																				
	CWD	9%	8%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*		-	-
	CWOD	27%	32%	44%	31%	37%	58%	*	43%	*	60%	26%	49%	-	44%	17%	36%	50%	- *	-	*
	EL	12%	9%	17%	-	*	_	-	*	-	-	*	20%	-	17%	17%	*	*		-	-
	Male	24%	28%	36%	27%	27%	46%	*	*	_	*	21%	40%	*	36%	*	36%		_ *	_	*
	Female	28%	32%	47%	30%	46%	69%	_	*	*	*	26%	54%	*	50%	*		47%		_	_
	i ciliale	2070	52 /0	47 70	50 /0			-				2070			50 /0		-			-	-
Mathematic	s All Students	30%	34%	46%	24%	37%	63%	*	86%	*	50%	24%	53%	*	48%	25%	47%	45%	- *	-	*
	CWD	13%	15%	*	*	*	*	_	_	_	*	*	*	*	_	_	*	*		_	_
	CWD	13% 31%	15% 35%	48%	260/	38%	650/	- *	- 86%	-	60%	250/	550/		- 48%	- 25%	100/	47%		-	- *
					26%		65%		00% *		00%	25% *	55%	-			49%	41%	-	-	
	EL	19%	19%	25%	-	14%	-	-	 +	-	- *		33%	- *	25%	25%	40%			-	-
	Male	29%	35%	47%	20%	33%	61%	*	*	-		29%	52%	*	49%	40%		-	- *	-	*
	Female	30%	32%	45%	27%	40%	65%	-	*	*	*	20%	53%	*	47%	*	-	45%		-	-
Science	All	16%	19%	34%	16%	27%	47%	*	43%	*	67%	15%	39%	*	35%	0%	35%	33%	- *	-	*
	Students												-	-							
	CWD	9%	10%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*		-	-
	CWOD	17%	19%	35%	17%	28%	49%	*	43%	*	80%	16%	41%	-	35%	0%	37%	34%	- *	-	*
	EL	7%	6%	0%	-	0%	-	-	*	-	-	*	0%	-	0%	0%	0%	*		-	-

											Two or		Non									
		04-4-		0	African			American			More		Econ					F I .			Foster	
	Male	State 18%	20%	Campus 35%	American 7%	Hispanic 33%	48%	Indian *	Asian	Islander	* Races	21%	39%	* CWD	37%	EL 0%	Male 35%	Female	Migran	tHomeless *	Care	Military
	Female	15%	17%	33%	20%	20%	46%	-	*	*	*	10%	40%	*	34%	*	-	33%	-	-	-	-
STAAR Percen	t at Approa	ches G	irade Le	vel or At	ove																	
All Grades																						
All Subjects		77%	81%	86%	71%	86%	95%	*	97%	*	87%	71%	90%	42%	89%	78%	85%	87%	-	*	-	80%
	Students	450/	470/	400/	040/	*	700/				*	*	500/	400/		*	400/	000/		*		
	CWD	45%	47%	42%	21%		76%	- *	-	- *			50%	42%	-		43%	39%	-	*	-	-
	CWOD	80% 60%	83% 59%	89% 78%	77% *	88% 74%	96% *		97% 91%		94%	76% 78%	93% 78%	- *	89% 81%	81% 78%	89% 79%	90% 74%	-	*	-	80%
	EL Male	00% 74%	59% 78%	78% 85%	69%	74% 83%	94%	- *	91% 96%	-	- 83%	70%	78% 89%	43%	89%	78% 79%	79% 85%	74% -	-	*	-	- *
	Female	79%	83%	87%	74%	88%	94 % 96%	-	90 % 98%	*	88%	70%	91%	43 % 39%	90%	74%	- 05	- 87%	-	*	-	100%
	i entale	1370	0070	07 /8	7470	0070	3070	-	3070		00 /0	1270	3170	5370	3070	7470	-	07 /0	-		-	100 /0
Reading	All Students	73%	78%	84%	69%	82%	95%	*	96%	*	81%	66%	89%	38%	87%	67%	82%	87%	-	*	-	86%
	CWD	39%	43%	38%	*	*	73%	-	-	_	*	*	42%	38%	-	*	40%	*	_	*	_	_
	CWOD	77%	81%	87%	75%	85%	96%	*	96%	*	87%	70%	92%	-	87%	73%	86%	89%	_	*	_	86%
	EL	52%	50%	67%	*	64%	*	_	82%	_	-	*	67%	*	73%	67%	65%	71%	_	*	_	-
	Male	69%	74%	82%	66%	78%	93%	*	96%	-	*	64%	86%	40%	86%	65%	82%	-	-	*	-	*
	Female	77%	82%	87%	71%	88%	97%	-	95%	*	91%	68%	91%	+070	89%	71%	-	87%	_	*	_	*
	1 emaie	1170		0170	7170	0070					0170	0070	0170			1170						
Mathematics	s All Students	80%	82%	88%	74%	88%	95%	*	98%	*	94%	77%	90%	42%	91%	88%	88%	87%	-	*	-	86%
		E-00/	400/	400/	*	*	750/				*	*	E60/	42%		*	420/	400/		*		
	CWD CWOD	52% 83%	49% 86%	42% 91%	80%	90%	75% 96%	- *	- 98%	- *	100%	83%	56% 93%	42% -	- 91%	92%	43% 92%	42% 90%	-	*	-	- 86%
	EL	70%	68%	88%	0U 70 *	90% 85%	90% *	_	100%		100%	*	93% 86%	*	91% 92%	92 <i>%</i> 88%	92% 88%	90% 89%	-	*	-	0070
	Male	70%	81%	88%	75%	86%	94%	- *	96%	-	- 100%	79%	90%	43%	92% 92%	88%	88%	-	-	*	-	-
	Female	82%	84%	87%	72%	90%	94 % 95%	-	100%	-	91%	75%	90 % 91%	43%	92 % 90%	89%	- 00	- 87%	-	*	-	*
	i entale	02 /0	0470	07 /8	1270	3070	3370	-	100 /0		3170	1070	3170	42 /0	3070	0370	-	07 /0	-		-	
Science	All	79%	84%	88%	73%	90%	98%	*	100%	*	83%	71%	94%	*	90%	75%	87%	89%	-	*	-	*
	Students	400/	F00/	*	*	*	*				*	*	*	*			*	*				
	CWD	48%	52%					-	-	-					-	-			-	-	-	-
	CWOD	82%	87%	90%	76%	90%	98%		100%		100%	72%	95%	-	90%	75%	88%	91% *	-		-	
	EL	58%	59%	75%	-	71%	-	- *	*	-	- *	° 40/	83%	- *	75%	75%	100%		-	-	-	-
	Male	78% 80%	84%	87% 89%	53% 83%	93% 87%	100% 96%		*	- *	*	64% 75%	94% 93%	*	88% 91%	100%	87%	- 89%	-		-	
	Female	80%	84%	89%	83%	87%	90%	-				75%	93%		91%		-	89%	-	-	-	-
STAAR Percen	t at Moote (Grade I	evelor	Above																		
All Grades																						
All Subjects	All Students	47%	53%	62%	45%	52%	77%	*	75%	*	79%	41%	68%	22%	65%	41%	60%	65%	-	*	-	33%
	CWD	23%	26%	22%	3%	*	52%	_	_	_	*	*	30%	22%	-	*	25%	18%	_	*	_	_
	CWOD	50%	55%	65%	50%	54%	79%	*	75%	*	86%	44%	71%	-	65%	44%	63%	67%	_	*	_	33%
	EL	26%	23%	41%	*	32%	*	-	61%	_	-	22%	45%	*	44%	41%	54%	16%	_	*	_	-
	Male	45%	50%	60%	38%	56%	72%	*	75%	_	75%	41%	64%	25%	63%	54%	60%	-	_	*	_	*
	Female	50%	55%	65%	50%	49%	83%	-	76%	*	81%	40%	71%	18%	67%	16%	-	65%	-	*	-	38%
Reading	All	46%	52%	60%	45%	51%	74%	*	66%	*	75%	39%	65%	19%	63%	33%	53%	66%	-	*	_	43%
. county	Students								0070						0070	0070						1070
	CWD	22%	25%	19%	*	*	45%	-	-	-	*	*	25%	19%	-	*	20%	*	-	*	-	-
	CWOD	48%	54%	63%	51%	53%	75%	*	66%	*	80%	43%	68%	-	63%	36%	57%	69%	-	*	-	43%
	EL	21%	18%	33%	*	27%	*	-	45%	-	-	*	38%	*	36%	33%	41%	14%	-	*	-	-
	Male	41%	47%	53%	36%	51%	63%	*	65%	-	*	34%	58%	20%	57%	41%	53%	-	-	*	-	*

											Two or		Non									
					African			Americar	n	Pacific		Econ	Econ								Foster	•
		State	District	Campus	American	Hispanio								CWD	CWOD	EL	Male	Female	Migrant Ho	omeless		
	Female	50%	57%	66 %	53%	52%	83%	-	67%	*	82%	44%	72%	*	69%	14%	-	66%	-	*	-	*
Mathematics		48%	51%	64%	46%	54%	77%	*	85%	*	88%	40%	70%	27%	67%	54%	63%	65%	_	*	-	29%
Mathematica	Students	4070	0170	0470	-1070	0470	1170		0070		0070	4070	1070	2170	0170	0470	0070	0070				2070
	CWD	26%	26%	27%	*	*	58%	-	-	-	*	*	36%	27%	-	*	29%	25%	-	*	-	-
	CWOD	51%	53%	67%	51%	56%	79%	*	85%	*	93%	43%	73%		67%	58%	67%	67%	-	*	-	29%
	EL	33%	29%	54%	*	46%	*	-	73%	_	-	*	55%	*	58%	54%	71%	22%	-	*	-	-
	Male	47%	51%	63%	41%	59%	75%	*	85%	_	80%	43%	69%	29%	67%	71%	63%		-	*	-	*
	Female	49%	51%	65%	50%	48%	80%	-	86%	*	91%	37%	72%	25%	67%	22%	-	65%	-	*	-	*
Science	All	49%	58%	64%	40%	50%	91%	*	71%	*	67%	47%	70%	*	67%	25%	68%	61%	_	*	_	*
	Students	4370	50 /0	04 /0	4070	5070	3170		1170		07 /0	47 /0	1070		07 /0	2070	0070	0170	-		-	
	CWD	23%	28%	*	*	*	*				*	*	*	*			*	*				
	CWD	23% 52%		67%		52%	0.00/	-	- 71%	-	000/	50%	700/		- 67%	- 25%	70%	64%	-	-	-	-
			61%		43%		92%		/ 170		80%	50%	72%	-				04 <i>%</i>	-		-	
	EL	21%	21%	25%	-	14%	-	- *	- -	-	-		33%	- *	25%	25%	40%		-	-	-	- *
	Male	50%	58%	68%	33%	60%	89%	Ŷ	÷	-	*	57%	71%	*	70%	40%	68%	-	-	Ŷ	-	^
	Female	49%	58%	61%	43%	40%	92%	-	*	*	*	40%	68%	*	64%	*	-	61%	-	-	-	-
STAAR Percent	at Master	s Grad	e Level																			
All Grades		.	o 404			000/	= = = = (4 = 0 (4.004			4004	.	0 = 0 /					
All Subjects	All Students	21%	24%	38%	23%	30%	52%	*	54%	*	45%	18%	44%	13%	40%	21%	35%	41%	-	×	-	7%
	CWD	8%	8%	13%	0%	*	32%	-	-	-	*	*	17%	13%	-	*	14%	11%	-	*	-	-
	CWOD	23%	25%	40%	26%	31%	53%	*	54%	*	49%	20%	46%	-	40%	22%	37%	43%	-	*	-	7%
	EL	9%	7%	21%	*	6%	*	-	43%		-	0%	24%	*	22%	21%	28%	5%	-	*	-	-
	Male	20%	23%	35%	18%	32%	43%	*	49%	-	67%	19%	39%	14%	37%	28%	35%	-	_	*	_	*
	Female	22%	25%	41%	27%	27%	59%	-	61%	*	35%	17%	48%	11%	43%	5%	-	41%	-	*	-	13%
Reading	All	19%	22%	38%	27%	31%	51%	*	43%	*	44%	19%	43%	13%	40%	21%	31%	45%		*		14%
Reading	Students	1970	22 /0	30 /0	21 /0	5170	5170		4370		44 /0	1970	4370	1370	40 /0	21/0	3170	4370	-		-	14 /0
		7%	70/	4 20/	*	*	260/				*	*	17%	13%		*	10%	*		*		
	CWD		7%	13%			36%	-	-	- *	470/				-	000/			-	*	-	-
	CWOD	20%	23%	40%	30%	32%	52% *		43%		47%	20%	45%	- *	40%	23%	33%	47%	-	*	-	14%
	EL	7%	5%	21%		9%		- *	36%	-	- *		24%		23%	21%	24%	14%	-	÷	-	- *
	Male	16%	19%	31%	21%	32%	34%	*	38%	- *		17%	35%	10%	33%	24%	31%	-	-	*	-	*
	Female	22%	25%	45%	32%	29%	67%	-	48%	*	36%	20%	52%	*	47%	14%	-	45%	-	×	-	*
Mathematics		23%	24%	40%	22%	30%	53%	*	68%	*	38%	19%	45%	15%	42%	27%	40%	40%	-	*	-	0%
	Students																					
	CWD	10%	9%	15%	*	*	33%	-	-	-	*	*	20%	15%	-	*	19%	8%	-	*	-	-
	CWOD	25%	26%	42%	25%	31%	55%	*	68%	*	40%	21%	47%	-	42%	29%	42%	42%	-	*	-	0%
	EL	13%	10%	27%	*	8%	*	-	55%	-	-	*	32%	*	29%	27%	41%	0%	-	*	-	-
	Male	23%	25%	40%	18%	32%	51%	*	65%	-	60%	21%	44%	19%	42%	41%	40%	-	-	*	-	*
	Female	24%	24%	40%	25%	28%	56%	-	71%	*	27%	18%	46%	8%	42%	0%	-	40%	-	*	-	*
Science	All	22%	29%	34%	16%	27%	47%	*	43%	*	67%	15%	39%	*	35%	0%	35%	33%	-	*	-	*
	Students																					
	CWD	7%	8%	*	*	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	-	-
	CWOD	24%	30%	35%	17%	28%	49%	*	43%	*	80%	16%	41%	-	35%	0%	37%	34%	-	*	-	*
	EL	5%	4%	0%	-	0%	-	-	*	-	-	*	0%	-	0%	0%	0%	*	-	-	-	-
	Male	23%	29%	35%	7%	33%	48%	*	*	-	*	21%	39%	*	37%	0%	35%	-	-	*	-	*
	Female	21%	28%	33%	20%	20%	46%	-	*	*	*	10%	40%	*	34%	*	-	33%	-	-	-	-
	1 Griaid	21/0	2070	00/0	2070	2070	-0/0	-				1070	-070		0470		-	0070			-	-

- ^{**} Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	otudenta	American	mopune	White	malan	Asian	Islander	Races	Disadv	OND	
Reading											
All Students	75	70	71	81	*	78	-	67	72	57	95
CWD	57	*	*	*	-	-	-	*	*	57	-
CWOD	76	70	71	84	*	78	-	73	72	-	95
EL	95	-	*	-	-	100	-	-	*	-	95
Male	76	69	79	77	*	88	-	*	79	*	94
Female	74	71	60	85	-	68	-	71	66	*	*
Mathematics											
All Students	71	65	72	73	*	78	*	79	75	75	96
CWD	75	*	*	71	-	-	-	*	*	75	-
CWOD	71	64	72	73	*	78	*	77	75	-	96
EL	96	-	93	-	-	100	-	-	*	-	96
Male	72	60	71	79	*	75	-	*	75	78	94
Female	70	68	72	68	-	82	*	71	74	71	*

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 Gra	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

'-' Indicates there are no students in the group.

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
50	24	48%

'*' 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.

Student Success (Student Achiev		African American <mark>nain Score</mark>		White omponen	American Indian <mark>t Only)</mark>	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	62	46	56	75	*	75	*	70	43	26	47
School Quality (College, Career, a	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

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	Y	Y	Y	Y		Ν			Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y		Ν			Ν	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Ν	N	Ν	Y		Ν			Ν	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Ν	N	Ν	N		Ν			Ν	N	N
Mathematics											
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
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y		Y			Ν	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	N	Ν	Y		Y			N	Ν	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	Ν	Ν	Ν		Ν			Ν	Ν	Ν

English Learner Language Proficiency Status

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 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.

			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 Rat	e	•		•													Ū
All Subjects	All Students	100%	100%	99%	100%	*	98%	*	100%	100%	99%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	99%	100%	*	98%	*	100%	100%	99%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	100%	100%	99%	*	96%	-	100%	100%	99%	100%	99%	100%	99%	-	-
	Female	100%	100%	98%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	99%	100%	*	98%	*	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	99%	100%	*	98%	*	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	100%	-	-	*	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	96%	-	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	100%	100%	98%	100%	-	100%	*	100%	100%	99%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	99%	100%	*	98%	*	100%	100%	99%	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	Migrant
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	99%	100%	*	98%	*	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	100%	-	-	*	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	96%	-	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	100%	100%	98%	100%	-	100%	*	100%	100%	99%	100%	100%	100%	-	100%	-
Science	All Students	99%	100%	100%	98%	*	100%	*	100%	100%	99%	100%	99%	100%	98%	100%	-
	CWD	100%	*	*	*	-	-	-	*	*	100%	100%	-	-	*	*	-
	CWOD	99%	100%	100%	98%	*	100%	*	100%	100%	99%	-	99%	100%	98%	100%	-
	EL	100%	-	100%	-	-	*	-	-	*	100%	-	100%	100%	100%	*	-
	Male	98%	100%	100%	96%	*	*	-	*	100%	98%	*	98%	100%	98%	-	-
	Female	100%	100%	100%	100%	-	*	*	*	100%	100%	*	100%	*	-	100%	-
Non-Participatio	n Rate																
All Subjects	All Students	0%	0%	1%	0%	*	2%	*	0%	0%	1%	0%	0%	0%	1%	0%	-
ſ	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	1%	0%	*	2%	*	0%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	*	4%	-	0%	0%	1%	0%	1%	0%	1%	_	-
	Female	0%	0%	2%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	1%	0%	*	2%	*	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	1%	0%	*	2%	*	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	0%	-	-	*	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	4%	-	0%	0%	1%	0%	0%	0%	0%	-	-
	Female	0%	0%	2%	0%	-	0%	*	0%	0%	1%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	1%	0%	*	2%	*	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	- *		0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	1%	0%	*	2%	*	0%	0%	1%	- *	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	0%	-	-	*	0%		0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	4%	-	0%	0%	1%	0%	0%	0%	0%	-	-
	Female	0%	0%	2%	0%	-	0%	*	0%	0%	1%	0%	0%	0%	-	0%	-
Science	All Students	1%	0%	0%	2%	*	0%	*	0%	0%	1%	0%	1%	0%	2%	0%	-
	CWD	0%	*	*	*	- *	-	- *	*	*	0%	0%	-	-	*	*	-
	CWOD	1%	0%	0%	2%	*	0%	*	0%	0%	1%	-	1%	0%	2%	0%	-
	EL	0%	-	0%	-	-	*	-	-	*	0%	-	0%	0%	0%	*	-
	Male	2%	0%	0%	4%	*	*	-	*	0%	2%	*	2%	0%	2%	-	-
	Female	0%	0%	0%	0%	-	*	*	*	0%	0%	*	0%	*	-	0%	-

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group. 1*1

 \mathbf{Q}

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.

										Students
				Indian or					Students	with
Total	African			Alaska		Pacific	Two or More		with	Disabilities
students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	(Section 504)

In-School SuspensionsMale611111Male611 <th>Studente Without Dischilition</th> <th></th> <th>Total students</th> <th>African American</th> <th>Hispanic</th> <th>White</th> <th>Indian or Alaska Native</th> <th>Asian</th> <th>Pacific Islander</th> <th>Two or More Races</th> <th>EL</th> <th>Students Students with with Disabilities Disabilities (Section 504)</th>	Studente Without Dischilition		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
Male Fenale611111111Out-of-School SuspensionsMale FenaleTotal10Enula<	Students Without Disabilities											
Image		Male	6	*	*	*	*	*	*	*	*	
Indal 10 1 <td< td=""><td></td><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td></td<>				*	*	*	*	*	*	*	*	
Nut-of-School SuspensionsMale FormaleIII			10	*	*	*	*	*	*	*	*	
Male I <thi< th=""> I I I</thi<>	Out-of-School Suspensions											
TotalTotalTotalTotalTotalWith Educational ServicesMale11111Female1111111Without Educational ServicesMale111111Muthe Educational ServicesMale111 </td <td></td> <td>Male</td> <td>*</td> <td></td> <td></td> <td></td> <td>*</td> <td></td> <td></td> <td>*</td> <td></td> <td></td>		Male	*				*			*		
		Female	*				*			*		
Whe Educational ServicesMale FemaleImage: Service servic		Total	*	*	*	*	*	*	*	*	*	
Female TotalFemale FemaleFemale FemaleFemale FemaleFemale FemaleFemale FemaleFemale FemaleFemale FemaleFemale FemaleFemale FemaleFemale FemaleFemale FemaleFemale FemaleFemale FemaleFemale FemaleFemale 	Expulsions											
Name Without Educational ServiceName HermineIIIIIIWithout Educational ServiceFernine FernineIII	With Educational Services		*				*			*		
MideMaisM			*				*			*	*	
Female Total <td></td> <td></td> <td>*</td> <td></td> <td></td> <td></td> <td>*</td> <td></td> <td></td> <td>*</td> <td>*</td> <td></td>			*				*			*	*	
India - <td>Without Educational Services</td> <td></td> <td>*</td> <td></td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td></td> <td>*</td> <td>*</td> <td></td>	Without Educational Services		*		*	*	*			*	*	
Under Zero Tolerance Policies Male I <thi< th=""> I I <t< td=""><td></td><td></td><td>÷</td><td></td><td>,</td><td>÷</td><td>,</td><td></td><td></td><td>^</td><td>÷</td><td></td></t<></thi<>			÷		,	÷	,			^	÷	
Female - - - - - - - - School-Related Arrests Male - - - - - Male - - - - - - - Female - - - - - - - Referrals to Law Enforcement Male - - - - - Total - - - - - - - Referrals to Law Enforcement Male - - - - - - Total - - - - - - - - Statents With Disabilities - - - - - - - Total - - - - - - - - School Suspensions Male - - - - - - - Total - - - - - - - - Out-of-School Suspensions - - - - - - Male - - - <td< td=""><td>Linden Zene Televenes Delisies</td><td></td><td>*</td><td></td><td>*</td><td></td><td>*</td><td></td><td></td><td>*</td><td>*</td><td></td></td<>	Linden Zene Televenes Delisies		*		*		*			*	*	
Total	Under Zero Tolerance Policies		*	*	*	*	*	*	*	*	*	
School-Related ArrestsMaile Female TotalIII <td></td> <td></td> <td>*</td> <td></td> <td></td> <td>*</td> <td>*</td> <td></td> <td></td> <td>*</td> <td>*</td> <td></td>			*			*	*			*	*	
Maie Fonale TotaMaie Fonale TotaMaie Fonale Fonale FonaleMaie Fonale FonaleMaie Fonale Fonale FonaleMaie Fonale Fonale FonaleMaie Fonale Fonale FonaleMaie Fonale Fonale FonaleMaie Fonale Fonale Fonale FonaleMaie Fonale Fonale Fonale Fonale Fonale FonaleMaie Fonale Fonale Fonale Fonale Fonale Fonale Fonale FonaleMaie Fonale F	School-Related Arrests	IUlai										
Fenale Fenale<	School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	
Referrals to Law Enforcement Total · · · · · · · · · · · · Male ·			*	*	*	*	*	*	*	*	*	
Referrals to Law EnforcementMale Female TotalII <th< td=""><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td></th<>			*	*	*	*	*	*	*	*	*	
Male Female TotalMale Female TotalMale Female Female TotalMale Femal	Referrals to Law Enforcement	lotal										
Female totalFemale (Construction) <th< td=""><td></td><td>Male</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td></th<>		Male	*	*	*	*	*	*	*	*	*	
TotalTotalIIIIIIIIIIIIIIISudents MilliesII <td< td=""><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td></td<>			*	*	*	*	*	*	*	*	*	
In-School Suspensions In-School Suspensions Male I<			*	*	*	*	*	*	*	*	*	
In-School Suspensions In-School Suspensions Male I<	Students With Disabilities											
Initial Initial <t< td=""><td></td><td></td><td>*</td><td></td><td></td><td>*</td><td>*</td><td></td><td>*</td><td>*</td><td></td><td>*</td></t<>			*			*	*		*	*		*
Out-of-School Suspensions Male I			*				*			*		*
MaleNa		Total	*	*	*	*	*	*	*	*	*	*
Female Total*** <td>Out-of-School Suspensions</td> <td></td>	Out-of-School Suspensions											
Total**			*				*			*	*	*
Total Services Male *			*				*		*	*	*	* .
With Educational ServicesMale*** </td <td></td> <td>Total</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>×</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td>		Total	*	*	*	*	×	*	*	*	*	*
FemaleFemale**				*	*				*			
Male *	With Educational Services		÷				,			^	÷	^ +
Without Educational Services Male * <t< td=""><td></td><td></td><td>*</td><td></td><td></td><td></td><td>*</td><td></td><td></td><td>*</td><td>*</td><td>*</td></t<>			*				*			*	*	*
FemaleFemale**	Without Educational Sanciona		*				*			*	*	*
Under Zero Tolerance PoliciesTotal** <t< td=""><td>Without Educational Services</td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></t<>	Without Educational Services		*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance PoliciesMale** <th< td=""><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></th<>			*	*	*	*	*	*	*	*	*	*
FemaleFemale**	Linder Zero Tolerance Policies		*	*	*	*	*	*	*	*	*	*
Total**	Onder Zero Tolerance i Oncles		*	*	*	*	*	*	*	*	*	*
School-Related Arrests Male *<			*	*	*	*	*	*	*	*	*	*
Male *	School-Related Arrests											
Female** <td></td> <td>Male</td> <td>*</td>		Male	*	*	*	*	*	*	*	*	*	*
Total**			*	*	*	*	*	*	*	*	*	*
Male *			*	*	*	*	*	*	*	*	*	*
Male * * * * * * * * * * * * * * * Female * * * * * * * * * * * * *	Referrals to Law Enforcement											
Female * * * * * * * * * * * * * * *		Male	*	*	*	*	*	*	*	*	*	*
			*	*	*	*	*	*	*	*	*	*
		Total	*	*	*	*	*	*	*	*	*	*

All Students Chronic Absenteeism		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL		Students with Disabilities (Section 504)
Chi onic Absenteeisin	Male	14	*	*	8	*	*	*	*	*	*	*
	Female	23	8	5	8	*	*	*	*	*	*	*
	Total	37	10	7	16	*	*	*	*	*	*	*

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

			Indian or					Students
Total	African		Alaska		Pacific	Two or 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.

Low Poverty

	All So	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	9.7%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
0 0 1		
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%	37	1%	-	-

Mathematics	State Number of ALT2 6,020	State Rate of ALT2 1%	District Number of ALT2 37	District Rate of ALT2 1%	Campus Number of ALT2 -	Campus Rate of ALT2 -
Grade 4 Reading	6,061	1%	37	1%	-	-
Mathematics	6,056	1%	37	1%	-	-
Grade 5 Reading	6,162	2%	44	1%	-	-
Mathematics	6,160	1%	44	1%	-	-
Science	6,164	1%	44	1%	-	-
Grade 6 Reading	5,678	1%	47	1%	-	-
Mathematics	5,677	1%	47	1%	-	-
Grade 7 Reading	5,298	1%	34	1%		-
Mathematics	5,294	1%	34	1%	-	-
Grade 8 Reading	5,088	1%	25	1%	-	-
Mathematics	5,087	2%	26	1%	-	-
Science	5,087	1%	25	1%	-	-
End of Course English I	4,868	1%	36	1%	-	-
English II	4,556	1%	42	1%	-	-
Algebra I	4,884	1%	37	1%	-	-
Biology	4,861	1%	39	1%	-	-
All Grades All Subjects	99,020	1%	672	1%	-	-
Reading	43,730	1%	302	1%	-	-
Mathematics	39,178	1%	262	1%	-	-
Science	16,112	1%	108	1%	-	-

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group. **!***!

2

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

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

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
orado r	rtoading	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
		American Indian Asian	16	16	23	20 25	42	37	19	22
			*		23 *	25 31	4Z *	23	19	4
		Pacific Islander	22	42 27	29	31	20		8	
		Two or More Races	33				29	30		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
			20	-1		00	20	10	-	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	Ū	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	23	5	5	n/a	n/a
			02	00	00	21	5	0	174	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
		5 5 5								

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

'*' Indicates reporting standards not met.'n/a' Indicates data reporting is 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