



Hereford Independent School District  
601 N. 25 Mile Avenue  
Hereford, Texas 79045  
(806) 364-0606  
Fax: 806-363-7699  
Website: [www.herefordisd.net](http://www.herefordisd.net)

January 14, 2019

Dear Parent:

Hereford High School is sharing this information about the district and your child's campus with you as part of its obligations under the federal No Child Left Behind Act of 2001 (NCLB).

Federal Report Cards for the state, the district, and each of the district's campuses are now available on the district's website at this link: [www.herefordisd.net/Departments-Federal](http://www.herefordisd.net/Departments-Federal) Programs- Title I Part A) or are also available on the Texas Education Agency's website at: [https://tea.texas.gov/Finance\\_and\\_Grants/Grants/Federal\\_Report\\_Card/](https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Report_Card/).

Information on these report cards includes:

**Part I: Percent Tested and Student Achievement by Proficiency Level** - Provides the State of Texas Assessment of Academic Readiness (STAAR) performance results and participation for each subject area and grade level tested.

Participation reports also include reports of the participation of Children with Individualized Education Plans (IEPs) by assessment type.

**Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)** - Provides the AMO outcomes and data table of STAAR performance results for each subject area tested in the accountability subset. This section also includes participation rates on STAAR for reading/English and mathematics, use of alternative assessments, plus four-year and five-year graduation rates.

**Part III: Priority and Focus Schools** - Priority schools are the lowest 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Focus schools are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets.

**Part IV: Teacher Quality Data** - Provides information on teacher quality in three parts.

*Part A - Percent of Teachers by Highest Degree Held* - Professional qualifications of all public elementary and secondary teachers in the Texas.

*Part B and C - Teachers with Emergency/Provisional Credentials, Low Poverty/High Poverty Summary Reports* - Percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools.

**Part V: Graduates Enrolled in Texas Institution of Higher Education (IHE)** - Provides the percentage of students who enroll and begin instruction at an institution of higher education in Texas during the school year (fall or spring semester) following high school graduation.

**Part VI: Statewide National Assessment of Educational Progress (NAEP) Results** - Provides most recent NAEP results for Texas showing reading and mathematics performance results and participation rates, disaggregated by student group.

If you have difficulty accessing the information from the website, hard copies of the reports are available at the district or campus office. If you have questions about the information, please contact Yolanda Gavina at 806-363-7600.

Sincerely,

Richard Saucedo, Principal Hereford High School



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14 de enero, 2019

Estimado padre de familia:

Escuela Secundaria de Hereford High School está compartiendo con usted la información sobre el distrito y la escuela de su hijo como parte de las obligaciones que se requieren bajo la ley federal del Que Ningún Niño Sé Que Atrás del 2001 (NCLB, por sus siglas en inglés).

Las Tarjetas de Reporte de NCLB para el estado entero el distrito escolar y cada una de las escuelas del distrito están ahora disponibles en la página de internet en este enlace: [www.herefordisd.net](http://www.herefordisd.net) (Departamentos- Programas Federales- Título I Parte A) y también están disponibles en la página de internet de la Agencia de Educación de Texas: [https://tea.texas.gov/Finance\\_and\\_Grants/Grants/Federal\\_Report\\_Card/](https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Report_Card/).

La información de las tarjetas de reporte incluye lo siguiente:

**Parte I: Rendimiento de los Estudiantes por Nivel de Competencia** - Proporciona los resultados de rendimiento del programa de evaluación académica (STAAR, por sus siglas en inglés) para cada materia y grado evaluado.

**Parte II: Los Objetivos Académicos Anuales Mensurables del estado** - Proporciona los resultados de rendimiento de las pruebas STAAR en cada materia. También incluye el índice de cuatro y cinco años de las tasas de graduación y las tasas de participación en las pruebas STAAR en lectura/inglés y matemáticas.

**Parte III: Escuelas con Enfoque o Escuelas con Prioridad** - las escuelas con prioridad son las que se encuentran dentro del 5% más bajo del Título I en el rendimiento en lectura y matemáticas y las tasas de graduación. Las escuelas con enfoque constituyen el 10 % del Título I que aún no son identificadas como escuelas con prioridad, que tienen la mayor diferencias entre el desempeño de grupo de estudiantes y garantizar los objetivos.

**Parte IV: Calidad de Datos de Maestros** - proporciona información sobre la calidad de los maestros en *tres partes*.

*Parte A - porcentaje de maestros con el más alto nivel de título obtenido* - cualificaciones profesionales de todos los maestros en las escuelas públicas de primaria y secundaria en Texas.

*Parte B y C - maestros con credenciales provisionales o de emergencia, informes resumidos sobre la pobreza/con bajos índices de pobreza* - porcentaje de todos los maestros en las escuelas públicas de primaria y secundaria trabajando con credenciales provisionales o de emergencia, separados por niveles altos de pobreza en comparación con escuelas de bajos ingresos.

**Parte V: Graduados Matriculados en una Institución de Educación Post-Secundaria en Texas (Universidad)** - proporciona el porcentaje de estudiantes que se matricularon y comenzaron en una institución de educación post-secundaria en el año escolar después de que se graduaron de la secundaria.

**Parte VI: Resultados Estatales de La Evaluación Nacional del Progreso Educativo (NAEP, por sus siglas en inglés)** - proporciona los resultados de NAEP más recientes en Texas del rendimiento en matemáticas y lectura y la tasa de participación, separados por grupos de alumnos.

Si usted tiene dificultad obteniendo esta información del sitio de internet, copias impresas de los informes están disponibles en la oficina central del distrito o a través de la escuela en la oficina del principal. Si usted tiene preguntas acerca de la información, por favor comuníquese con Yolanda Gavina al 806-363-7600].

Atentamente,

Richard Saucedo, Principal Escuela Secundaria De Hereford High School

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

**Campus Name:** HEREFORD H S

**Campus ID:** 059901001

**District Name:** HEREFORD 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);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	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%	
		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%	
	Mathematics	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
		2022-23 through 2026-27												44%
		2027-28 through 2031-32												46%
<b>EL Progress</b>	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%		
	Baseline 2016-17 Rates												72%	
	2017-18 through 2021-22												78%	
<b>Graduation Rate:4-Year Longitudinal Rate</b>	2022-23 through 2026-27												90%	
	2027-28 through 2031-32												92%	
	Baseline 2016-17 Rates												92%	
	2017-18 through 2021-22												92%	
	2022-23 through 2026-27												92%	
	2027-28 through 2031-32												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;

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 (90-100), 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.

		State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWD	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																					
<b>End of Course</b>																					
English I	All Students	64%	50%	52%	*	50%	69%	-	-	*	49%	63%	17%	55%	22%	40%	63%	60%	*	-	*
	CWD	25%	17%	17%	*	15%	*	-	-	*	16%	*	17%	-	*	*	*	-	-	-	-
	CWOD	68%	54%	55%	*	54%	73%	-	-	*	52%	71%	*	55%	23%	44%	66%	60%	*	-	*
	EL	30%	23%	22%	-	22%	-	-	-	-	22%	*	*	23%	22%	*	32%	*	*	-	-
	Male	57%	39%	40%	*	40%	42%	-	-	*	41%	39%	*	44%	*	40%	-	40%	*	-	*
	Female	71%	61%	63%	*	61%	80%	-	-	*	58%	77%	*	66%	32%	-	63%	78%	*	-	*
English II	All Students	66%	50%	53%	*	52%	70%	*	*	-	50%	62%	18%	56%	26%	50%	57%	51%	*	-	*
	CWD	25%	17%	18%	-	*	*	-	-	*	*	*	18%	-	*	*	*	*	-	-	-
	CWOD	71%	53%	56%	*	54%	78%	*	*	-	52%	67%	-	56%	26%	52%	60%	52%	*	-	*
	EL	27%	24%	26%	-	26%	-	-	*	-	26%	*	*	26%	26%	26%	26%	26%	*	-	-
	Male	61%	46%	50%	-	46%	75%	*	*	-	45%	61%	*	52%	26%	50%	-	60%	*	-	*
	Female	72%	55%	57%	*	58%	63%	*	*	-	55%	63%	*	60%	26%	-	57%	44%	-	-	*
Algebra I	All Students	82%	76%	74%	*	74%	83%	-	-	*	75%	72%	42%	81%	66%	70%	79%	81%	*	-	*
	CWD	47%	42%	42%	*	39%	71%	-	-	*	41%	44%	42%	-	*	43%	41%	*	-	-	
	CWOD	86%	81%	81%	*	80%	86%	-	-	*	81%	81%	-	81%	68%	76%	86%	83%	*	-	*
	EL	67%	67%	66%	-	66%	-	-	-	-	73%	*	*	68%	66%	60%	71%	71%	-	-	-
	Male	78%	72%	70%	*	70%	75%	-	-	-	72%	61%	43%	76%	60%	70%	-	82%	*	-	*
	Female	87%	80%	79%	*	80%	88%	-	-	*	79%	80%	41%	86%	71%	-	79%	80%	-	-	-
Biology	All Students	86%	86%	89%	*	87%	100%	*	-	-	87%	92%	65%	91%	65%	83%	93%	86%	-	-	*
	CWD	56%	68%	65%	-	57%	*	-	-	-	62%	*	65%	-	*	67%	63%	*	-	-	
	CWOD	89%	88%	91%	*	89%	100%	*	-	-	89%	93%	-	91%	69%	85%	95%	90%	-	-	*
	EL	64%	67%	65%	-	65%	-	-	-	-	65%	-	*	69%	65%	*	70%	*	-	-	-
	Male	83%	82%	83%	*	81%	100%	*	-	-	81%	89%	67%	85%	*	83%	-	78%	*	-	*
	Female	88%	90%	93%	-	91%	100%	*	-	-	92%	94%	63%	95%	70%	-	93%	92%	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																					
<b>End of Course</b>																					
English I	All Students	43%	27%	28%	*	25%	64%	-	-	*	24%	43%	13%	30%	0%	19%	37%	33%	*	-	*
	CWD	14%	13%	13%	*	10%	*	-	-	*	10%	*	13%	-	*	*	*	-	-	-	-
	CWOD	47%	29%	30%	*	26%	68%	-	-	*	26%	47%	-	30%	0%	20%	39%	33%	*	-	*
	EL	10%	0%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	*	0%	*	*	-	-
	Male	37%	19%	19%	*	18%	42%	-	-	-	18%	29%	*	20%	*	19%	-	15%	*	-	*
	Female	51%	36%	37%	*	32%	73%	-	-	*	32%	52%	*	39%	0%	-	37%	48%	*	-	*
English II	All Students	47%	25%	27%	*	24%	49%	*	*	-	23%	38%	14%	28%	7%	23%	32%	31%	*	-	*
	CWD	14%	14%	14%	-	*	*	-	-	*	*	*	14%	-	*	*	*	*	-	-	-
	CWOD	51%	26%	28%	*	25%	54%	*	*	-	23%	41%	-	28%	8%	24%	33%	32%	*	-	*
	EL	9%	7%	7%	-	8%	-	-	-	-	6%	*	*	8%	7%	4%	11%	*	-	-	-
	Male	41%	21%	23%	*	18%	54%	*	*	-	19%	33%	*	24%	4%	23%	-	25%	*	-	*
	Female	54%	29%	32%	*	31%	42%	*	*	-	28%	44%	*	33%	11%	-	32%	36%	-	-	*
Algebra I	All Students	53%	42%	36%	*	34%	52%	-	-	*	35%	40%	22%	38%	14%	32%	40%	42%	*	-	*
	CWD	19%	22%	22%	*	22%	29%	-	-	*	24%	19%	22%	-	*	25%	18%	*	-	-	
	CWOD	58%	45%	38%	*	36%	59%	-	-	*	36%	46%	-	38%	16%	33%	44%	46%	*	-	*
	EL	29%	12%	14%	-	14%	-	-	-	-	15%	*	*	16%	14%	13%	14%	29%	-	-	-
	Male	49%	37%	32%	*	30%	42%	-	-	-	32%	29%	25%	33%	13%	32%	-	36%	*	-	*
	Female	58%	47%	40%	*	39%	59%	-	-	*	37%	48%	18%	44%	14%	-	40%	47%	-	-	-
Biology	All Students	57%	42%	46%	*	41%	74%	*	-	-	41%	58%	18%	49%	6%	45%	48%	43%	-	-	*
	CWD	22%	16%	18%	-	7%	*	-	-	-	15%	*	18%	-	*	11%	25%	*	-	-	
	CWOD	61%	44%	49%	*	43%	74%	*	-	-	43%	60%	-	49%	6%	48%	49%	45%	-	-	*
	EL	20%	5%	6%	-	6%	-	-	-	-	6%	-	*	6%	*	0%	*	*	-	-	-
	Male	55%	41%	45%	*	41%	70%	*	-	-	40%	57%	11%	48%	*	45%	-	33%	-	-	*
	Female	59%	43%	48%	-	40%	75%	*	-	-	42%	58%	25%	49%	0%	-	48%	50%	-	-	*

STAAR Percent at Masters Grade Level



	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	51%	44%	38%	*	36%	59%	-	-	-	36%	46%	-	38%	16%	33%	44%	46%	*	*
	EL	33%	27%	14%	-	14%	-	-	-	-	15%	*	*	16%	14%	13%	14%	29%	-	-
	Male	47%	41%	32%	*	30%	42%	-	-	-	32%	29%	25%	33%	13%	32%	-	36%	*	*
	Female	49%	44%	40%	*	39%	59%	-	-	-	37%	48%	18%	44%	14%	-	40%	47%	-	-
Science	All Students	49%	34%	46%	*	41%	74%	*	-	-	41%	58%	18%	49%	6%	45%	48%	43%	-	-
	CWD	23%	22%	18%	-	7%	*	-	-	-	15%	*	18%	-	*	11%	25%	*	-	-
	CWOD	52%	35%	49%	*	43%	74%	*	-	-	43%	60%	-	49%	6%	48%	49%	45%	-	-
	EL	21%	9%	6%	-	6%	-	-	-	-	6%	-	*	6%	6%	*	0%	*	-	-
	Male	50%	36%	45%	*	41%	70%	*	-	-	40%	57%	11%	48%	*	45%	-	33%	-	-
	Female	49%	32%	48%	-	40%	75%	*	-	-	42%	58%	25%	49%	0%	-	48%	50%	-	-

**STAAR Percent at Masters Grade Level**

All Grades

	All	CWD	CWOD	EL	Male	Female
All Subjects	21%	16%	6%	*	4%	15%
Students	8%	8%	6%	*	3%	29%
CWD	23%	17%	6%	*	5%	13%
CWOD	9%	8%	1%	-	1%	-
EL	20%	16%	5%	*	4%	16%
Male	22%	16%	6%	*	5%	15%
Female	19%	15%	2%	*	2%	9%
Reading	7%	7%	4%	*	0%	*
Students	20%	16%	2%	*	2%	7%
CWD	7%	9%	0%	-	0%	-
CWOD	16%	15%	2%	*	1%	11%
EL	22%	15%	3%	*	2%	8%
Male	23%	19%	10%	*	10%	14%
Female	23%	19%	10%	*	10%	14%
Mathematics	10%	8%	10%	*	7%	29%
Students	25%	20%	10%	*	10%	9%
CWD	13%	10%	3%	-	3%	-
CWOD	23%	19%	10%	*	9%	8%
EL	23%	19%	10%	*	9%	8%
Male	24%	19%	11%	*	10%	18%
Female	22%	10%	12%	*	8%	29%
Science	7%	8%	6%	-	0%	*
Students	24%	10%	13%	*	9%	29%
CWD	5%	2%	0%	-	0%	-
CWOD	24%	10%	13%	*	9%	29%
EL	5%	2%	0%	-	0%	-
Male	23%	10%	11%	*	7%	40%
Female	21%	10%	13%	-	9%	25%

\* 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.

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Reading</b>											
All Students	59	-	58	67	*	*	-	*	58	53	50
CWD	53	-	42	*	*	-	-	*	63	53	-
CWOD	59	-	59	65	*	*	-	-	58	-	50
EL	50	-	52	-	*	-	-	-	50	-	50
Male	57	-	56	67	-	*	-	-	59	71	58
Female	61	-	60	68	*	*	-	*	58	*	42
<b>Mathematics</b>											
All Students	63	*	63	63	-	-	-	-	64	21	*
CWD	21	*	23	*	-	-	-	-	26	21	*
CWOD	71	*	71	68	-	-	-	-	70	-	*
EL	*	-	*	-	-	-	-	-	*	*	*
Male	61	*	60	*	-	-	-	-	58	*	*
Female	66	*	67	60	-	-	-	-	70	*	*

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

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	90.0%	-	88.7%	97.1%	-	-	-	*	91.1%	84.6%	66.7%	*	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
CWD	84.6%	-	83.3%	*	-	-	-	-	80.0%	84.6%	-	*	-
CWOD	90.4%	-	89.1%	97.1%	-	-	-	*	91.8%	-	66.7%	-	-
EL	66.7%	-	66.7%	-	-	-	-	-	78.6%	-	66.7%	-	-
Male	85.2%	-	82.5%	100.0%	-	-	-	*	87.5%	100.0%	50.0%	*	-
Female	95.4%	-	95.7%	94.1%	-	-	-	-	94.8%	*	87.5%	-	-

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - 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
91	9	10%

\* 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 Achievement Domain Score: STAAR Component Only)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	34	*	31	52	*	*	-	*	31	18	*
School Quality (College, Career, and Military Readiness Performance)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
%Students meeting CCMR	51%	-	48%	67%	-	-	-	-	45%	35%	*

\* 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	N	N	N	N	N	N	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	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
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	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	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 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	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	Y	Y	Y	Y	Y	Y	N	Y	Y
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Econ Disadv</b>	<b>CWD</b>	<b>EL +</b>
Target Met	N		N	Y					N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N	Y					N		

\*' 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.

Participation Rate		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	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%
	EL	100%	-	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	*	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%	100%
	CWD	100%	*	100%	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%	100%
	Male	100%	*	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	*	100%	100%	*	*	-	99%	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%	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%	100%	-	100%
	Female	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	*	100%	100%	*	-	-	99%	100%	100%	100%	100%	99%	100%	100%
	CWD	100%	-	100%	*	-	-	-	100%	*	100%	-	*	100%	100%	*
	CWOD	100%	*	99%	100%	-	-	-	99%	100%	-	100%	100%	99%	100%	100%
	EL	100%	-	100%	-	-	-	-	100%	-	100%	100%	100%	100%	100%	*
	Male	99%	*	99%	100%	*	-	-	99%	100%	100%	99%	100%	99%	-	100%
	Female	100%	-	100%	100%	*	-	-	100%	100%	100%	100%	100%	-	100%	
Non-Participation Rate																
All Subjects	All Students	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%	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%	0%
	CWD	0%	*	0%	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%
	Female	0%	*	0%	0%	*	*	-	1%	0%	0%	0%	0%	0%	-	0%
Mathematics	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%	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%
Science	All Students	0%	*	0%	0%	*	-	-	1%	0%	0%	0%	0%	1%	0%	0%
	CWD	0%	-	0%	*	-	-	-	0%	*	0%	-	*	0%	0%	*
	CWOD	0%	*	1%	0%	*	-	-	1%	0%	-	0%	0%	1%	0%	0%
	EL	0%	-	0%	-	-	-	-	0%	-	*	0%	0%	0%	0%	*
	Male	1%	*	1%	0%	*	-	-	1%	0%	0%	1%	0%	1%	-	0%
	Female	0%	-	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.



Part (viii): Civil Rights Data

Part (viii)(f) 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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	93	*	89	*	*	*	*	*	20		
	Female	49	*	47	*	*	*	*	*	5		
	Total	142	*	136	*	*	*	*	*	25		
<b>Out-of-School Suspensions</b>												
	Male	13	*	13	*	*	*	*	*	*		
	Female	5	*	5	*	*	*	*	*	*		
	Total	18	*	18	*	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Under Zero Tolerance Policies</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>School-Related Arrests</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Referrals to Law Enforcement</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	13	*	11	*	*	*	*	*	*		5
	Female	7	*	5	*	*	*	*	*	*		*
	Total	20	*	16	*	*	*	*	*	*		7
<b>Out-of-School Suspensions</b>												
	Male	5	*	5	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	7	*	7	*	*	*	*	*	*		*
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>Under Zero Tolerance Policies</b>												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>School-Related Arrests</b>												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>Referrals to Law Enforcement</b>												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	89	*	77	5	*	*	*	5	8	11	5
	Female	90	*	83	5	*	*	*	*	8	8	*
	Total	179	*	160	10	*	*	*	5	16	19	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	9
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	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework Advanced Placement Courses	Male	59	*	35	20	*	*	*	*	*	*
	Female	67	*	41	26	*	*	*	*	*	*
	Total	126	*	76	46	*	*	*	*	*	*
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\* 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 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
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	5.0	6.1%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.4	1.8%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	10.1	13.0%

- 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 3 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%	*	*	-	-
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%	*	*	-	-

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	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,677	1%	*	*	-	-
Grade 7 Reading	5,298	1%	*	*	-	-
Mathematics	5,294	1%	*	*	-	-
Grade 8 Reading	5,088	1%	5	2%	-	-
Mathematics	5,087	2%	5	2%	-	-
Science	5,087	1%	5	2%	-	-
End of Course English I	4,868	1%	5	1%	5	1%
English II	4,556	1%	*	*	*	*
Algebra I	4,884	1%	6	2%	6	2%
Biology	4,861	1%	-	-	-	-
All Grades All Subjects	99,020	1%	56	1%	13	1%
Reading	43,730	1%	24	1%	7	1%
Mathematics	39,178	1%	23	1%	6	2%
Science	16,112	1%	9	1%	-	-

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates zero observations 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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced		
			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	
	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			

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Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
		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

\*\*\* 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.