

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

Campus Name: JOE V HART EL

Campus ID: 043919102

District Name: LOVEJOY 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)	
Academic Performance (At Meets Grade Level or Above)	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												
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17												
		Rates												41%
EL Progress	2017-18 through 2021-22												42%	
	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17													
Graduation Rate:4-Year Longitudinal Rate	Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%		
	Baseline 2016-17													

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
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;

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.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	44%	81%	72%	-	83%	70%	-	*	-	86%	*	73%	-	72%	*	71%	73%	-	-	-	*	
	EL	32%	63%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	40%	74%	67%	-	*	67%	-	*	-	*	*	68%	44%	71%	*	67%	-	-	-	-	*	
	Female	45%	80%	72%	-	*	67%	-	*	-	100%	*	72%	*	73%	*	-	72%	-	-	-	*	
Mathematics	All	46%	85%	80%	-	57%	82%	-	*	-	75%	*	82%	64%	83%	*	80%	80%	-	-	-	*	
	Students																						
	CWD	30%	65%	64%	-	*	75%	-	-	-	*	*	69%	64%	-	*	67%	60%	-	-	-	-	
	CWOD	48%	88%	83%	-	67%	83%	-	*	-	86%	*	84%	-	83%	*	83%	83%	-	-	-	-	
	EL	39%	75%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	47%	88%	80%	-	*	83%	-	*	-	*	*	82%	67%	83%	*	80%	-	-	-	-	*	
	Female	45%	83%	80%	-	*	81%	-	*	-	83%	*	81%	60%	83%	*	-	80%	-	-	-	*	
Grade 4	All	45%	77%	74%	*	75%	74%	*	*	-	100%	50%	76%	80%	73%	*	78%	70%	-	-	-	-	
	Students																						
	CWD	28%	53%	80%	*	*	100%	*	*	-	*	*	78%	80%	-	-	100%	*	-	-	-	-	
	CWOD	47%	79%	73%	*	71%	73%	*	*	-	100%	44%	76%	-	73%	*	75%	71%	-	-	-	-	
	EL	29%	44%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	43%	75%	78%	-	*	73%	*	*	-	*	*	80%	100%	75%	*	78%	-	-	-	-	-	
	Female	47%	79%	70%	*	*	76%	*	*	-	*	50%	73%	*	71%	*	-	70%	-	-	-	-	
Mathematics	All	48%	83%	75%	*	67%	78%	*	40%	-	100%	50%	78%	36%	80%	*	82%	69%	-	-	-	-	
	Students																						
	CWD	29%	54%	36%	*	*	60%	*	*	-	*	*	40%	36%	-	-	50%	*	-	-	-	-	
	CWOD	50%	87%	80%	*	86%	80%	*	*	-	100%	56%	82%	-	80%	*	87%	73%	-	-	-	-	
	EL	38%	70%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	
	Male	48%	86%	82%	-	*	83%	*	*	-	*	*	85%	50%	87%	*	82%	-	-	-	-	-	
	Female	47%	81%	69%	*	*	73%	*	*	-	*	*	71%	*	73%	*	-	69%	-	-	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3	All	24%	57%	46%	-	29%	46%	-	*	-	63%	*	46%	36%	48%	*	41%	52%	-	-	-	*	
	Students																						
	CWD	9%	22%	36%	-	*	42%	-	-	-	*	*	38%	36%	-	*	33%	*	-	-	-	-	
	CWOD	26%	62%	48%	-	33%	47%	-	*	-	71%	*	48%	-	48%	*	43%	54%	-	-	-	*	
	EL	15%	38%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	22%	54%	41%	-	*	43%	-	*	-	*	*	42%	33%	43%	*	41%	-	-	-	-	*	
	Female	26%	61%	52%	-	*	50%	-	*	-	67%	*	51%	*	54%	*	-	52%	-	-	-	*	
Mathematics	All	22%	56%	49%	-	43%	46%	-	*	-	63%	*	49%	29%	53%	*	47%	52%	-	-	-	*	
	Students																						
	CWD	12%	24%	29%	-	*	33%	-	-	-	*	*	31%	29%	-	*	33%	20%	-	-	-	-	
	CWOD	24%	61%	53%	-	50%	48%	-	*	-	71%	*	53%	-	53%	*	50%	56%	-	-	-	*	
	EL	17%	63%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	23%	57%	47%	-	*	45%	-	*	-	*	*	48%	33%	50%	*	47%	-	-	-	-	*	
	Female	21%	55%	52%	-	*	47%	-	*	-	67%	*	51%	20%	56%	*	-	52%	-	-	-	*	

Grade 4

		State	District	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	Homeless	Foster Care	Military	
Reading	All	23%	52%	50%	*	63%	49%	*	*	-	67%	30%	53%	40%	52%	*	51%	50%	-	-	-	-	
	Students																						
	CWD	9%	20%	40%	*	*	20%	*	*	-	*	*	44%	40%	-	-	60%	*	-	-	-	-	
	CWOD	25%	55%	52%	*	57%	51%	*	*	-	60%	33%	54%	-	52%	*	50%	53%	-	-	-	-	
	EL	12%	22%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Female	25%	55%	50%	*	*	54%	*	*	-	*	33%	52%	*	53%	*	-	50%	-	-	-	-	-
Mathematics	All	26%	66%	57%	*	56%	59%	*	20%	-	83%	40%	59%	27%	61%	*	61%	54%	-	-	-	-	
	Students																						
	CWD	11%	29%	27%	*	*	40%	*	*	-	*	*	30%	27%	-	-	50%	*	-	-	-	-	
	CWOD	28%	71%	61%	*	71%	61%	*	*	-	80%	44%	62%	-	61%	*	62%	59%	-	-	-	-	
	EL	18%	50%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-	-
	Female	25%	62%	54%	*	*	57%	*	*	-	*	*	56%	*	59%	*	-	54%	-	-	-	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades

All Subjects	All	77%	97%	94%	63%	90%	95%	*	94%	-	96%	79%	95%	84%	95%	80%	95%	93%	-	-	-	*	
	Students																						
	CWD	45%	78%	84%	*	*	94%	*	*	-	*	*	87%	84%	-	*	86%	80%	-	-	-	-	
	CWOD	80%	99%	95%	83%	100%	95%	*	100%	-	96%	83%	96%	-	95%	100%	97%	94%	-	-	-	*	
	EL	60%	84%	80%	-	*	*	-	*	-	-	*	100%	*	100%	80%	*	*	-	-	-	-	-
	Female	79%	97%	93%	63%	100%	93%	*	92%	-	100%	78%	95%	80%	94%	*	-	93%	-	-	-	-	*
Reading	All	73%	96%	94%	*	93%	94%	*	89%	-	93%	86%	94%	79%	95%	*	94%	93%	-	-	-	*	
	Students																						
	CWD	39%	71%	79%	*	*	88%	*	*	-	*	*	82%	79%	-	*	86%	70%	-	-	-	-	
	CWOD	77%	98%	95%	*	100%	95%	*	100%	-	92%	92%	96%	-	95%	*	95%	96%	-	-	-	*	
	EL	52%	81%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Female	77%	97%	93%	*	100%	93%	*	83%	-	100%	89%	93%	70%	96%	*	-	93%	-	-	-	-	*
Mathematics	All	80%	98%	95%	*	88%	96%	*	100%	-	100%	71%	96%	88%	95%	*	96%	93%	-	-	-	*	
	Students																						
	CWD	52%	88%	88%	*	*	100%	*	*	-	*	*	91%	88%	-	*	87%	90%	-	-	-	-	
	CWOD	83%	99%	95%	*	100%	95%	*	100%	-	100%	75%	97%	-	95%	*	98%	93%	-	-	-	*	
	EL	70%	94%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Female	82%	98%	93%	*	100%	93%	*	100%	-	100%	67%	96%	90%	93%	*	-	93%	-	-	-	-	*

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All	47%	85%	75%	50%	68%	75%	*	61%	-	89%	50%	76%	57%	77%	70%	77%	73%	-	-	-	*	
	Students																						
	CWD	23%	49%	57%	*	*	68%	*	*	-	*	*	60%	57%	-	*	62%	50%	-	-	-	-	
	CWOD	50%	88%	77%	67%	77%	76%	*	69%	-	92%	54%	79%	-	77%	88%	79%	75%	-	-	-	*	

				African	American	Pacific	Two or More Econ	Non Econ											Foster		
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	EL	26%	51%	70%	-	*	*	-	*	-	*	100%	*	88%	70%	*	*	-	-	-	-
	Male	45%	83%	77%	-	74%	77%	*	83%	-	75%	40%	79%	62%	79%	*	77%	-	-	-	*
	Female	50%	87%	73%	50%	58%	74%	*	50%	-	95%	56%	74%	50%	75%	*	-	73%	-	-	*
Reading	All	46%	84%	72%	*	73%	71%	*	56%	-	93%	50%	73%	63%	73%	*	72%	71%	-	-	*
	Students																				
	CWD	22%	42%	63%	*	*	65%	*	*	-	*	*	64%	63%	-	*	64%	60%	-	-	-
	CWOD	48%	87%	73%	*	77%	71%	*	63%	-	92%	50%	74%	-	73%	*	73%	72%	-	-	*
	EL	21%	50%	*	-	*	*	-	*	-	*	*	*	*	*	*	*	*	-	-	-
	Male	41%	81%	72%	-	89%	70%	*	*	-	*	*	74%	64%	73%	*	72%	-	-	-	*
	Female	50%	87%	71%	*	50%	71%	*	50%	-	100%	56%	73%	60%	72%	*	-	71%	-	-	*
Mathematics	All	48%	88%	78%	*	63%	80%	*	67%	-	86%	50%	80%	52%	81%	*	81%	74%	-	-	*
	Students																				
	CWD	26%	60%	52%	*	*	71%	*	*	-	*	*	57%	52%	-	*	60%	40%	-	-	-
	CWOD	51%	91%	81%	*	77%	81%	*	75%	-	92%	58%	83%	-	81%	*	85%	78%	-	-	*
	EL	33%	62%	*	-	*	*	-	*	-	*	*	*	*	*	*	*	*	-	-	-
	Male	47%	89%	81%	-	60%	83%	*	*	-	*	*	84%	60%	85%	*	81%	-	-	-	*
	Female	49%	87%	74%	*	67%	77%	*	50%	-	90%	56%	76%	40%	78%	*	-	74%	-	-	*

STAAR Percent at Masters Grade Level

All Grades

All Subjects	All	21%	56%	51%	25%	48%	50%	*	50%	-	68%	39%	52%	33%	54%	60%	50%	52%	-	-	-	*
	Students																					
	CWD	8%	25%	33%	*	*	35%	*	*	-	*	*	36%	33%	-	*	41%	20%	-	-	-	
	CWOD	23%	59%	54%	33%	54%	52%	*	56%	-	71%	46%	54%	-	54%	75%	51%	56%	-	-	*	
	EL	9%	31%	60%	-	*	*	-	*	-	*	*	83%	*	75%	60%	*	*	-	-	-	
	Male	20%	52%	50%	-	58%	49%	*	50%	-	50%	30%	51%	41%	51%	*	50%	-	-	-	*	
	Female	22%	59%	52%	25%	33%	52%	*	50%	-	75%	44%	53%	20%	56%	*	-	52%	-	-	*	
Reading	All	19%	50%	49%	*	47%	47%	*	44%	-	64%	36%	49%	38%	50%	*	46%	51%	-	-	-	*
	Students																					
	CWD	7%	20%	38%	*	*	35%	*	*	-	*	*	41%	38%	-	*	43%	30%	-	-	-	
	CWOD	20%	52%	50%	*	46%	49%	*	50%	-	67%	42%	51%	-	50%	*	47%	53%	-	-	*	
	EL	7%	28%	*	-	*	*	-	*	-	*	*	*	*	*	*	*	*	-	-	-	
	Male	16%	44%	46%	-	67%	43%	*	*	-	*	*	47%	43%	47%	*	46%	-	-	-	*	
	Female	22%	56%	51%	*	17%	52%	*	50%	-	70%	44%	52%	30%	53%	*	-	51%	-	-	*	
Mathematics	All	23%	65%	53%	*	50%	53%	*	56%	-	71%	43%	54%	28%	57%	*	54%	53%	-	-	-	*
	Students																					
	CWD	10%	32%	28%	*	*	35%	*	*	-	*	*	30%	28%	-	*	40%	10%	-	-	-	
	CWOD	25%	69%	57%	*	62%	55%	*	63%	-	75%	50%	58%	-	57%	*	56%	58%	-	-	*	
	EL	13%	44%	*	-	*	*	-	*	-	*	*	*	*	*	*	*	*	-	-	-	
	Male	23%	65%	54%	-	50%	54%	*	*	-	*	*	55%	40%	56%	*	54%	-	-	-	*	
	Female	24%	65%	53%	*	50%	52%	*	50%	-	80%	44%	54%	10%	58%	*	-	53%	-	-	*	

Two or More Races **Non Econ** **Foster Care**
African American **American Indian** **Pacific Islander** **Disadv** **CWD** **CWOD** **EL** **Male** **Female** **Migrant** **Homeless** **Care** **Military**

** Indicates results are masked due to small numbers to protect student confidentiality.
 'L' 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											
Reading											
All Students	67	*	79	67	*	*	-	*	50	90	*
CWD	90	*	*	*	*	*	-	*	*	90	-
CWOD	64	*	*	66	*	*	-	*	*	-	*
EL	*	-	*	*	-	-	-	-	*	-	*
Male	63	-	*	59	*	-	-	*	*	100	*
Female	71	*	*	75	*	*	-	*	*	*	*
Mathematics											
All Students	77	*	88	79	*	*	-	100	70	77	*
CWD	77	*	*	*	*	*	-	*	*	77	-
CWOD	77	*	92	78	*	*	-	100	67	-	*
EL	*	-	*	*	-	-	-	-	*	-	*
Male	82	-	*	79	*	-	-	*	*	92	*
Female	74	*	*	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 Graduation Rate (Gr 9-12): Class of 2017													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

All Students **African American** **Hispanic** **White** **American Indian** **Asian** **Pacific Islander** **Two or More Races** **Econ Disadv** **CWD** **EL** **Homeless** **Foster Care**

'**' 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
9	7	-

'**' 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 Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	73	*	69	73	*	68	-	84	56	58	70
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'**' Indicates results are masked due to small numbers to protect student confidentiality.
 '.' Indicates there are no students in the group.

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y			Y							
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	Y			Y							
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y			N							
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y			N							
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y			Y						Y	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y			Y						Y	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y			Y						Y	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y			Y						N	

English Learner Language Proficiency Status

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%	90%
Target Met												
Interim Goals (2023-2027)	92%	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%	94%
Target Met												
Long-Term Goals	94%	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.

		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 Rate																		
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%	-	
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	*	*	-	*	-	-	*	100%	*	100%	100%	100%	*	-	
	Male	100%	-	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	*	-	100%	-
Reading	All Students	100%	*	100%	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%	100%	-	
	EL	100%	-	*	*	-	*	-	-	*	*	*	*	100%	*	*	-	
	Male	100%	-	100%	100%	*	*	-	*	100%	100%	100%	100%	*	100%	-	-	
	Female	100%	*	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	*	-	100%	-
Mathematics	All Students	100%	*	100%	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%	100%	-	
	EL	100%	-	*	*	-	*	-	-	*	*	*	*	100%	*	*	-	
	Male	100%	-	100%	100%	*	*	-	*	100%	100%	100%	100%	*	100%	-	-	
	Female	100%	*	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	*	-	100%	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Participation 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%	-	
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	*	*	-	*	-	-	*	0%	*	0%	0%	0%	*	-	
	Male	0%	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-	
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	*	-	0%	-
Reading	All Students	0%	*	0%	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%	0%	-	
	EL	0%	-	*	*	-	*	-	-	*	*	*	*	0%	*	*	-	
	Male	0%	-	0%	0%	*	*	-	*	0%	0%	0%	0%	*	0%	-	-	
	Female	0%	*	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	*	-	0%	-
Mathematics	All Students	0%	*	0%	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%	0%	-	
	EL	0%	-	*	*	-	*	-	-	*	*	*	*	0%	*	*	-	
	Male	0%	-	0%	0%	*	*	-	*	0%	0%	0%	0%	*	0%	-	-	
	Female	0%	*	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	*	-	0%	-

		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
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

** 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)(l) 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 504)	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	5	0	0	5	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	5	0	0	5	0	0	0	0	0		
Out-of-School Suspensions												
	Male	2	0	0	2	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	0	2	0	0	0	0	0		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities (Section 504)
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions	Male	0	0	0	0	0	0	0	0	0		0
With Educational Services	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism	Male	4	0	0	2	0	2	0	0	0	2	0
	Female	8	0	0	8	0	0	0	0	0	2	0
	Total	12	0	0	10	0	2	0	0	0	4	0

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0

	Total
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

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		Pacific	Two or More		Students
		students	American	Hispanic	White	Alaska	Asian	Islander	Races	EL	with
						Native					Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
	Advanced Placement Courses										
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

Low Poverty

**All School
 Number Percent**

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.6	12.2%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.2	0.6%

'-' 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%	*	*	-	-
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						

	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	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%	*	*	-	-
End of Course						
English I	4,868	1%	5	1%	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	*	*	-	-
Biology	4,861	1%	*	*	-	-
All Grades						
All Subjects	99,020	1%	39	1%	-	-
Reading	43,730	1%	17	1%	-	-
Mathematics	39,178	1%	16	1%	-	-
Science	16,112	1%	6	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 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	60	68	29	37	5	9
		Black	44	49	56	51	22	20	3	3
		Hispanic	49	46	51	54	19	23	3	4

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced		
			TX	US	TX	US	TX	US	TX	US	
		White	21	22	79	78	45	47	10	13	
		American Indian	*	52	*	48	*	20	*	3	
		Asian	16	16	84	84	61	59	19	22	
		Pacific Islander	*	42	*	58	*	27	*	4	
		Two or More Races	33	27	67	73	38	42	8	11	
		Econ Disadv	50	46	50	54	18	22	2	3	
		Students with Disabilities	75	70	25	30	7	11	1	2	
		English Language Learners	63	68	37	32	12	9	1	1	
		Mathematics	Overall	18	20	82	80	41	40	8	8
			Black	30	37	70	63	24	19	3	2
	Hispanic		21	29	79	71	33	26	5	3	
	White		9	12	91	88	59	51	13	11	
	American Indian		*	31	*	69	*	24	*	3	
	Asian		8	8	92	92	74	67	34	25	
	Pacific Islander		*	29	*	71	*	29	*	4	
	Two or More Races		13	15	87	85	57	45	17	11	
	Econ Disadv		25	31	75	69	29	25	4	3	
	Students with Disabilities		50	55	50	45	16	15	2	2	
	English Language Learners		29	47	71	53	27	14	4	2	
	Grade 8	Reading	Overall	29	24	71	76	28	36	2	4
			Black	42	40	58	60	14	18	n/a	1
Hispanic			34	33	66	67	21	23	1	1	
White			17	16	83	84	40	45	3	6	
American Indian			*	37	*	63	*	22	*	1	
Asian			8	13	92	87	63	57	10	12	
Pacific Islander			*	35	*	65	*	23	*	2	
Two or More Races			23	18	77	82	35	42	5	6	
Econ Disadv			38	35	62	65	17	21	1	1	
Students with Disabilities			74	65	26	35	4	8	n/a	1	
English Language Learners		62	68	38	32	5	5	n/a	n/a		
Mathematics		Overall	30	30	70	70	33	34	9	10	
		Black	44	53	56	47	14	13	1	2	
		Hispanic	38	43	62	57	23	20	4	4	
		White	16	20	84	80	51	44	16	13	
		American Indian	*	44	*	56	*	18	*	4	
		Asian	3	12	97	88	77	64	40	32	
		Pacific Islander	*	36	*	64	*	25	*	6	
		Two or More Races	24	27	76	73	33	37	8	13	
		Econ Disadv	40	45	60	55	20	18	3	3	
		Students with Disabilities	78	73	22	27	5	7	1	1	
	English Language Learners	61	71	39	29	7	6	1	1		

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

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	81%
		English Learners	94%

Grade	Subject	Student Group	Rate
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	94%
	Reading	Students with Disabilities	81%
		English Learners	94%
Mathematics	Students with Disabilities	82%	
	English Learners	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.