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

Campus Name: RISING STAR EL Campus ID: 067908101 District Name: RISING STAR 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		Econ Disadv	Special Educ	EL (Current and Former)
Academic Performance (At Meets		Baseline 2016-17											
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through 2021- 22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-		0270	0.70	0070	1070	, 0	1070	0070	0070	1070	2070
		27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-		- 40/	= 00/	-00/	200/	222/	200/	=00/		4=0/	=00/
		32 2032-33	62% 72%	54% 66%	58% 69%	73% 80%	62% 72%	82% 87%	63% 73%	70% 78%	55% 67%	45% 60%	52% 65%
		Baseline 2016-17	1270	00%	09%	00%	1270	0170	13%	1070	07 70	00%	0370
	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%	440/	49%	65%	53%	0.50/	E 7 0/	640/	450/	2.40/	400/
		2027-28 through 2031-		41%	4970	05%	33%	85%	57%	61%	45%	34%	49%
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
		Baseline 2016-17											
EL Progress		Rates											41%
		2017-18 through 2021- 22	-										42%
		2022-23 through 2026-	-										12 /0
		27											44%
		2027-28 through 2031-	-										400/
Graduation Rate:4-Year Longitudinal		32 Baseline 2016-17											46%
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-		00 /0	31 /0	0070	0070	30 /0	00 /0	J2 /0	00 /0	1070	12/0
		22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%

								Two or			EL (Current	
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander			Special Educ	and Former)	
2022-23 through 2026- 27 2027-28 through 2031-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	
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 (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

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

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

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

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

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

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C)

on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

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

Part (ii): Student Achievement by Proficiency Level

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

											Two		N									
					African			Americar	,	Pacific	or More	Fcon	Non								Foster	•
		State	District	tCampus		nHispani				nislander				CWE	CWOD	EL	Male	Female	Migrant	Homeles		
STAAR Percent	at Appro	aches	Grade	Level or	r Above																	
Grade 3	•																					
Reading	All	77%	63%	63%	-	*	71%	-	-	=	-	*	*	*	*	*	*	*	-	-	-	-
	Students																					
	CWD	51%	*	*	-	-	*	=	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	79%	*	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	70%	*	*	-	*	_	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	74%	*	*	-	*	*	-	_	-	-	*	*	*	*	*	*	-	-	-	-	-
	Female		*	*	-	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Mathematics	. All	77%	75%	75%	_	*	86%	_	_	_	_	*	*	*	83%	*	*	*	_	_	_	_
Matromation	Students		. 0 / 0	. 0 / 0			0070								0070							
	CWD	52%	*	*	_	_	*	_	_	_	_	*	*	*	_	_	*	_	_	_	_	_
	CWOD		83%	83%	_	*	100%	_	_	_	_	*	*	_	83%	*	*	*	_	_	_	_
	EL	74%	*	*	_	*	100 /0	=	_	_	_	*		_	*	*	*		_	_	=	_
	Male	77%	*	*	-	*	*	-	_	-	-	*	*	*	*	*	*	_	-	-	-	-
	Female		*	*	-	_	*	-	-	-	-	*	*	_	*	_	-	*	=	-	-	-
0																						
Grade 4	ΛII	720/	020/	020/		1000/	020/				*	000/	*		92%	*	*	88%				*
Reading	All	12%	92%	92%	-	100%	83%	-	-	-		88%	**	-	92%	-	**	88%	-	-	-	
	Students	400/																				
	CWD	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	92%	92% *	-	100%	83%	-	-	-	*	88%	*	-	92%	*	*	88%	-	-	-	*
	EL	60%			-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	70%	*	*	-	*	*	=	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	Female	75%	88%	88%	-	*	*	-	-	-	-	83%	*	-	88%	*	-	88%	-	-	-	*
Mathematics	All	77%	83%	83%	_	100%	*	-	-	-	*	100%	*	_	83%	*	*	88%	_	_	_	*
	Students																					
	CWD	49%	-	-	-	-	-	-	_	-	-	-	_	-	_	_	_	-	-	-	-	-
	CWOD		83%	83%	_	100%	*	_	_	_	*	100%	*	_	83%	*	*	88%	_	_	_	*
	EL	72%	*	*	_	*	_	_	_	_	_	*	_	_	*	*	*	*	_	_	_	_
	Male	77%	*	*	_	*	*	_	_	_	*	*	*	_	*	*	*	_	_	_	_	_
	Female		88%	88%	-	*	*	-	-	-	-	100%	*	-	88%	*	-	88%	-	-	-	*
Grade 5																						
Reading	All	83%	83%	83%	-	*	88%	-	-	-	-	75%	*	*	90%	*	83%	83%	*	-	-	=
	Students																					
	CWD	54%	*	*	-	-	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-

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					AmericanH	lispani		Indian	Asian	Islander	Races		Disadv	CWL		EL		Female	Migrant	Homeles	s Care	Military
	CWOD			90%	-	*	100%	-	-	-	-	83%	*	-	90%	*	100%	*	*	-	-	-
	EL	73%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	81%	83%	83%	-	*	*	-	-	-	-	*	*	*	100%	-	83%	-	-	-	-	-
	Female	86%	83%	83%	-	*	*	-	-	-	-	*	*	*	*	*	-	83%	*	-	-	-
Mathematics		90%	82%	82%	-	*	86%	-	-	-	-	71%	*	*	90%	*	83%	*	*	-	-	-
	Students																					
	CWD	70%	*	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD		90%	90%	=	*	100%	-	-	-	-	83%	*	-	90%	*	100%	*	*	-	-	-
	EL	86%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	89%	83%	83%	-	*	*	-	-	-	-	*	*	*	100%	-	83%	-	-	-	-	-
	Female	91%	*	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	*	-	-	-
Science	All	75%	67%	67%	_	*	75%	-	-	-	-	*	*	*	80%	*	83%	*	*	-	-	-
	Students																					
	CWD	48%	*	*	-	_	*	_	-	_	-	*	-	*	-	_	*	*	_	_	-	_
	CWOD		80%	80%	_	*	100%	_	_	-	_	*	*	_	80%	*	100%	*	*	-	_	-
	EL	62%	*	*	_	*	-	_	_	_	_	*	_	_	*	*	-	*	_	_	_	_
	Male	76%	83%	83%	_	*	*	_	_	_	_	*	*	*	100%	_	83%	_	_	_	_	_
	Female		*	*	_	*	*	_	_	_	_	*	*	*	*	*	-	*	*	_	_	_
	i Ciliaic	, 1070																				
Grade 6																						
Reading	All	68%	63%	63%	_	*	58%	_	_	_	_	70%	*	_	63%	_	56%	71%	_	_	_	_
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	CWOD		63%	63%	-		58%	-	-	-	-	70%		-	63%	-	56%	71%	-	-	-	-
	EL	42%	-	-	-	-	*	-	-	-	-	*	*	-	-	-	-	-	-	-	-	-
	Male	63%	56%	56%	-			-	-	-	-		_	-	56%	-	56%	-	-	-	-	-
	Female	272%	71%	71%	-	^	^	-	-	-	-	83%	^	-	71%	-	-	71%	-	-	-	-
	A 11	700/	000/	000/			500 /					000/			000/		070/	740/				
Mathematics			69%	69%	-	^	58%	-	-	-	-	80%	^	-	69%	-	67%	71%	-	-	-	-
	Students																					
	CWD	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	79%	69%	69%	-	*	58%	-	-	-	-	80%	*	-	69%	-	67%	71%	-	-	-	-
	EL	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	76%	67%	67%	-	*	*	-	-	-	-	*	*	-	67%	-	67%	-	-	-	-	-
	Female	e 77%	71%	71%	-	*	*	-	-	-	-	83%	*	-	71%	-	-	71%	-	-	-	-
					_																	
STAAR Percent	at Meets	Grad	e Level	or Above	e																	
Grade 3																						
Reading	All	43%	63%	63%	=	*	71%	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Students																					
	CWD		*	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	44%	*	*	=	*	*	-	-	-	-	*	*	-	*	*	*	*	_	_	-	-
	EL	32%	*	*	-	*	_	_	_	_	_	*	_	_	*	*	*	_	_	_	_	_
	Male	40%	*	*	_	*	*	_	_	_	_	*	*	*	*	*	*	_	_	_	_	_
	Female		*	*	_	_	*	_	_	_	_	*	*	_	*	_	_	*	_	_	_	_
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		Ctoto	Dietriet	Campus	African	Llianani		Americar		Pacific				CWD	CWOD		Mala	Camala N	Minuo na Li		Foster	
Mathematics		46%	20%	38%	American	nispani *	43%	mulan	Asian	isianuer	Races	SDISAUV *	DISAUV *	CWD	33%	EL	waie *	remaier	/iigraniin	omeiess	Care	willtary
	Students	40 /0	30 /0	30 /0	-		43 /0	-	-	-	-				JJ /0				-	-	-	-
	CWD	30%	*	*	_	_	*	_	_	_	_	*	*	*	_	_	*	_	_	_	_	_
	CWOD		33%	33%	_	*	40%	_	_	_	_	*	*	_	33%	*	*	*	_	_	_	_
	EL	39%	*	*	_	*	-070	_	_	_	_	*	_	_	*	*	*	_	_	_	_	_
	Male	47%	*	*	_	*	*	_	_	_	_	*	*	*	*	*	*	_	_	_	_	_
	Female		*	*	-	-	*	-	-	-	-	*	*	-	*	-	-	*	-		-	-
Grade 4	A 11	450/	050/	0.50/		00/	500 /					050/			050/			000/				+
Reading	All	45%	25%	25%	-	0%	50%	-	-	-	•	25%	•	-	25%		•	38%	-	-	-	
	Students	200/																				
	CWD	28%	- 250/	- 250/	-	-	- E00/	-	-	-	-	250/	*	-	250/	-	*	200/	-	-	-	*
	CWOD		25%	25% *	-	0%	50%	-	-	-		25%		-	25%	*	*	38%	-	-	-	
	EL	29%	*	*	-	*	*	-	-	-	-	*	*	-	*	*	*		-	-	-	-
	Male	43%			-	*	*	-	-	-			*	-	200/	*		200/	-	-	-	*
	Female	4/%	38%	38%	-			-	-	-	-	33%		-	38%		-	38%	-	-	-	
Mathematics	All Students	48%	33%	33%	-	20%	*	-	-	-	*	38%	*	-	33%	*	*	38%	-	-	-	*
	CWD	29%	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD		33%	33%	_	20%	*	_	_	_	*	38%	*	_	33%	*	*	38%	_	_	_	*
	EL	38%	*	*	_	*	_	_	_	_	_	*	_	_	*	*	*	*	_	_	_	_
	Male	48%	*	*	_	*	*	_	_	_	*	*	*	_	*	*	*	_	_	_	_	_
	Female		38%	38%	-	*	*	-	-	-	-	33%	*	-	38%	*	-	38%	-	-	-	*
Grade 5	A.II	500 /	500 /	500 /		+	000/					000/			700/		070/	500 /	+			
Reading	All Students	53%	58%	58%	-	•	63%	-	-	-	-	38%	^	^	70%	•	67%	50%	^	-	-	-
	CWD	30%	*	*			*					*		*			*	*				
	CWOD		70%	70%	_	*	83%	-	-	-	_	50%	*		70%	*	80%	*	*	-	-	-
	EL	35%	*	*	_	*	-	_	_	_	_	*	_	_	*	*	-	*	_	_	_	_
	Male	50%	67%	67%	_	*	*	_	_		_	*	*	*	80%	_	67%	_	_	_	_	_
	Female		50%	50%	-	*	*	-	_	-	_	*	*	*	*	*	-	50%	*	_	_	-
	· omaio	0070	0070	0070														0070				
Mathematics		57%	55%	55%	-	*	43%	-	-	-	-	43%	*	*	60%	*	67%	*	*	-	-	-
	Students																					
	CWD	34%	*	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD		60%	60%	-	*	50%	-	-	-	-	50%	*	-	60%	*	80%	*	*	-	-	-
	EL	46%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
		57%		67%	-	*	*	-	-	-	-	*	*	*	80%	-	67%	-	-	-	-	-
	Female	58%	*	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	*	-	-	-
Science	All	40%	33%	33%	-	*	25%	-	_	_	_	*	*	*	40%	*	50%	*	*	_	_	_
	Students																					
	CWD		*	*	-	_	*	_	-	-	-	*	-	*	-	-	*	*	_	_	_	_
	CWOD		40%	40%	-	*	33%	-	-	-	-	*	*	-	40%	*	60%	*	*	-	-	-
	EL	24%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
		42%	50%	50%	-	*	*	-	-	-	-	*	*	*	60%	-	50%	-	-	-	-	-
	Female		*	*	-	*	*	-	-	-	-	*	*	*	*	*	-	*	*	-	-	-

Non

					African			American		Pacific	More	Econ	NOII								Foster	
		Stato	Dietric	tCampu	sAmerican	Hienani		Americar							CWOD	EI	Malo	Fomalo	Migrapt	Homologi		
Grade 6		State	District	Campu	SAIIIEIICAII	ilispail	CVVIIILE	illulali	Asiaii	iisiaiiue	INACES	Disauv	Disau	VCVVL	CVVOD		IVIAIC	i eiliale	wiigiaiit	Homeles	Care	wiiiitai y
Reading	All	38%	31%	31%	_	*	25%	_	_	_	_	50%	*	_	31%	_	0%	71%	_	_	_	_
Reading	Students		J 1 /0	31/0	-		23 /0	-	-	-	-	JU /0		_	3170	_	0 70	1 1 70	_	-	_	_
	CWD	22%	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD		31%	31%	_	*	25%	_	_	_	_	50%	*	_	31%	_	0%	71%	_	_	_	_
	EL	14%	-	-	_	_	2570	_	_	_	_	30 70	_	_	-	_	-	-	_	_	_	_
	Male	34%	0%	0%	_	*	*	_	_	_	_	*	*	_	0%	_	0%	_	_	_	_	_
	Female			71%	_	*	*	_	_	_	_	83%	*	_	71%	_	-	71%	_	_	_	_
	i ciliale	J 72 /0	7 1 70	1 1 70	_			_	_	=	_	0370		_	1 1 70	_	_	1170	_	=	=	_
Mathematic	re All	43%	44%	44%	_	*	33%	_	_	_	_	50%	*	_	44%	_	33%	57%	_	_	_	_
Matricinatio	Students		7770	77/0			00 /0					30 70			7770		00 /0	01 /0				
	CWD	23%	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD			44%	_	*	33%	_	_	_	_	50%	*	_	44%	_	33%	57%	_	_	_	_
	EL	24%	-		_	_	-	_	_	_	_	-	_	_	-	_	-	-	_	_	_	_
	Male	44%		33%	-	*	*	-	-	-	_	*	*	-	33%	_	33%	-	_	-	-	-
	Female			57%	-	*	*	-	-	-	-	67%	*	_	57%	-	33 /0	- 57%	-	-	-	-
	гентан	3 42 70	37 70	5/ 7/0	-			-	-	-	-	07 70		-	37 70	-	-	37 70	-	-	-	-
STAAR Percer	nt at Maste	are Gr	ada I ah	امر																		
Grade 3	it at mast	013 010	uuc Ec	, C1																		
Reading	All	24%	25%	25%	_	*	29%	_	_	_	_	*	*	*	*	*	*	*	_	_	_	_
reading	Students		20 /0	20 /0			25 /0															
	CWD	9%	*	*			*					*	*	*			*					
	CWD		*	*	-	*	*	-	-	-	-	*	*		*	*	*	*	-	-	-	-
	EL	15%	*	*	-	*		-	-	-	-	*		_	*	*	*		-	-	-	-
			*		-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	22%			-			-	-	-	-						-	-	-	-	-	-
	Female	20%			-	-		-	-	-	-			-		-	-		-	-	-	-
Mathematic	a AII	220/	250/	250/		*	200/					*	*	*	170/	*	*	*				
Mathematic			25%	25%	-		29%	-	-	-	-				17%				-	-	-	-
	Students		*	*			*					*	*	*			*					
	CWD	12%			-	-		-	-	-	-			-	-	-		-	-	-	-	-
	CWOD		17%	17%	-	*	20%	-	-	-	-	*	*	-	17%	*	*	*	-	-	-	-
	EL	17%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	23%	*	*	-	*	*	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Female	e 21%	*	*	-	-	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
Grade 4																						
Reading	All	23%	8%	8%	-	0%	17%	-	-	-	*	0%	*	-	8%	*	*	13%	-	-	-	*
	Students																					
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		8%	8%	-	0%	17%	-	-	-	*	0%	*	-	8%	*	*	13%	-	-	-	*
	EL	12%		*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male			*	-	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
	Female	e 25%	13%	13%	-	*	*	-	-	-	-	0%	*	-	13%	*	-	13%	-	-	-	*
Mathematic			17%	17%	-	0%	*	-	-	-	*	25%	*	-	17%	*	*	25%	-	-	-	*
	Students																					
	CWD			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD			17%	-	0%	*	-	-	-	*	25%	*	-	17%	*	*	25%	-	-	-	*
	EL	18%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-

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	Male	27%	*	*	-	*	*	-	- -	-	*	*	*	-	*	*	*	-	- -	-		- -
	Female		25%	25%	_	*	*	_	_	_	_	33%	*	_	25%	*	_	25%	_	_	_	*
Grade 5																						
Reading	All	26%	33%	33%	-	*	38%	-	-	-	-	13%	*	*	40%	*	50%	17%	*	-	-	-
	Students																					
	CWD	9%	*	*	-	-	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD		40%	40%	-	*	50%	-	-	-	-	17%	*	-	40%	*	60%	*	*	-	-	-
	EL	12%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	24%	50%	50%	-	*	*	-	-	-	-	*	*	*	60%	-	50%	-	-	-	-	-
	Female	28%	17%	17%	-	*	*	-	-	-	-	*	*	*	*	*	-	17%	*	-	-	-
Mathematics		30%	18%	18%	-	*	14%	-	-	-	-	14%	*	*	20%	*	17%	*	*	-	-	-
	Students																					
		13%	*	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD		20%	20% *	=	·	17%	-	-	-	-	17%	•	-	20%	•	20%	·	^	-	-	-
	EL	19%			-	, +	- *	-	-	-	-	· •	-	*	000/		470/	•	-	-	-	-
	Male	29%	17% *	17% *	-	*	*	-	-	-	-	*	*		20%	-	17%	*	*	-	-	-
	Female	30%	-		-	-		-	-	-	-			-		-	-			-	-	-
Science	ΛII	16%	0%	0%		*	0%					*	*	*	0%	*	0%	*	*			
	All Students	10 /0	0 /0	U /0	-		0 /0	-	-	-	-				0 /6		0 /6			-	-	-
	CWD	9%	*	*			*					*		*			*	*				
	CWOD		0%	0%	_	*	0%	_	_	_	_	*	*	_	0%	*	0%	*	*	_	_	_
	EL	7%	*	*	_	*	-	_	_	_	_	*	_	_	*	*	-	*	_	_	_	_
	Male	18%	0%	0%	_	*	*	_	_	_	_	*	*	*	0%	_	0%	_	_	_	_	_
	Female		*	*	_	*	*	_	_	_	_	*	*	*	*	*	-	*	*	_	_	_
	i omalo	1070																				
Grade 6																						
Reading	All	18%	19%	19%	-	*	8%	_	_	_	_	30%	*	_	19%	_	0%	43%	_	_	_	_
	Students																					
	CWD	8%	-	-	=	_	_	-	-	-	_	_	_	_	-	_	_	-	_	_	-	_
	CWOD		19%	19%	_	*	8%	-	_	-	-	30%	*	-	19%	-	0%	43%	-	-	-	-
	EL	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	0%	0%	-	*	*	-	-	-	-	*	*	-	0%	-	0%	-	-	-	-	-
	Female	22%	43%	43%	-	*	*	-	-	-	-	50%	*	-	43%	-	-	43%	-	-	-	-
Mathematics		18%	0%	0%	-	*	0%	-	-	-	-	0%	*	-	0%	-	0%	0%	-	-	-	-
	Students																					
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		0%	0%	-	*	0%	-	-	-	-	0%	*	-	0%	-	0%	0%	-	-	-	-
	EL	6%	-	-	-	-	-	-	-	-	-	- *	-	-	-	-	-	-	-	-	-	-
	Male	18%	0%	0%	-	*	*	-	-	-	-		*	-	0%	-	0%	-	-	-	-	-
	Female	17%	0%	0%	-	*	*	-	-	-	-	0%	*	-	0%	-	-	0%	-	-	-	-
STAAD Dorocut	at Annra	achas	Grade	Loveler	Above																	
STAAR Percent All Grades	at Appro	aciies	Graue	Level or	Above																	
	All	77%	74%	75%	_	78%	73%	_	_	_	*	72%	79%	*	79%	81%	60%	80%	*	_	_	*
	Students	11/0	1 7 /0	1 0 /0		10/0	1 0 /0	-	-	-		1 2 /0	1 3 /0		1 3 /0	01/0	00/0	OO 70		•	-	
	Cidacino																					

Non

					African			America	n	Pacific	More	Econ	Fcon								Foste	,
		State	Dietrict	Campus	American	Hienani								CWD	CWOD	FI	Mala	Fomalo	Migrantl	Homolos		
	CWD	45%	35%	.campus *	-		*	-	Asiai	-	-	*	*	*	-		*	*		_	- Care	-
	CWOD		77%	79%	_	78%	78%	_	_	_	*	79%	78%		79%	010/	76%	81%	*	_	_	*
			81%		-		10/0	-	-	-				-						-	-	
	EL	60%		81% 60%	-	81%	- CE0/	-	-	-	*	81%	- 80%	*	81%	81%		92%	-	-	-	-
	Male	74%	76%	69%	-	77%	65%	-	-	-		59%		*	76%	000/	69%	-	*	-	-	*
	Female	79%	72%	80%	-	79%	81%	-	-	=	-	81%	77%	•	81%	92%	-	80%		=	-	
Reading	All Students		75%	75%	-	79%	73%	-	-	-	*	71%	82%	*	77%	86%	65%	84%	*	-	-	*
	CWD	39%	*	*		_	*					*	*	*			*	*				
	CWDD		78%	77%	_	79%	76%	-	-	-	*	75%	81%		- 77%	960/	70%	83%	*	-	_	*
		52%			-		10/0	-	-	-			01/0	-		86%				-	-	
	EL		86%	86%	-	86%	-	-	-	-	*	86%		-	86%	*		100%	-	-	-	-
	Male	69%	72%	65%	-		63%	-	-	-		50%	82%		70%		65%	-	-	-	-	-
	Female	77%	77%	84%	-	88%	82%	-	-	-	-	84%	83%	*	83%	100%	o -	84%	*	-	-	*
Mathematics			75%	77%	-	86%	72%	-	-	-	*	80%	71%	*	80%	86%	70%	83%	*	-	-	*
	Students		*	*								*										
	CWD	52%			-	-		-	-	-	-		*	*	-	-		-	-	-	-	-
	CWOD		79%	80%	-	86%	76%	-	-	-	*	86%	69%	-	80%		75%	83%	*	-	-	*
	EL	70%	86%	86%	-	86%	-	-	-	-	-	86%	-	-	86%	86%	*	100%	-	-	-	-
	Male	78%	73%	70%	-	83%	63%	-	-	-	*	67%	73%	*	75%	*	70%	-	-	-	-	-
	Female	82%	76%	83%	-	88%	81%	-	-	-	-	89%	*	-	83%	100%		83%	*	-	-	*
Science	All	79%	67%	67%	-	*	75%	-	-	-	-	*	*	*	80%	*	83%	*	*	-	-	-
	Students		*				*					*		*			*	*				
	CWD	48%	- 40/		-	-		-	-	-	-		-		-	-			-	-	-	-
	CWOD		71%	80%	-	*	100%	-	-	-	-	*	*	-	80%		100%		*	-	-	-
	EL	58%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	78%	93%	83%	-	*	*	-	-	-	-	*	*	*	100%	-	83%	-	-	-	-	-
	Female	80%	52%	*	-	*	*	-	-	-	-	*	*	*	*	*	-	*	*	-	=	-
STAAR Percen	t at Meets	Grade	e Level	or Abov	'e																	
All Grades					_																	
All Subjects	All Students		42%	41%	-	41%	42%	-	-	-	*	38%	47%	*	43%	31%	33%	49%	*	-	-	*
	CWD	23%	25%	*	_	_	*	_	_	_	_	*	*	*	_	_	*	*	_	_	_	_
	CWOD		43%	43%	_	41%	45%	_	_	_	*	42%	44%	_	43%	31%	33%	51%	*	_	_	*
	EL	26%	31%	31%	_	31%							-			31%		33%				
					-			-	-	-	*	31%		-	31%	3170			-	-	-	-
	Male	45%	41%	33%	-	38%	32%	-	-	-		22%	44%		33%		33%	-	-	-	-	-
	Female	50%	41%	49%	-	42%	53%	-	-	-	-	48%	54%	*	51%	33%	-	49%	*	-	-	*
Reading	All	46%	46%	42%	-	29%	48%	-	-	-	*	39%	47%	*	43%	14%	22%	60%	*	-	-	*
	Students		*	*			*					*	*	*			*	*				
	CWD	22%			-	-	F00/	-	-	-	- *		4.407		400/	4 401	000/	000/	-	-	-	_
	CWOD		48%	43%	-	29%	52%	-	-	-	*	43%	44%	-	43%		20%	63%	^	-	-	~
	EL	21%	14%	14%	-	14%	-	-	-	-	-	14%	-	-	14%	14%		20%	-	-	-	-
	Male	41%	33%	22%	-	*	25%	-	-	-	*	8%	36%	*	20%	*	22%	-	-	-	-	-
	Female	50%	55%	60%	-	38%	71%	-	-	-	-	58%	67%	*	63%	20%	-	60%	*	-	-	*

Non

					African			American	1	Pacific	More	Econ	Econ								Foster	
		State	District(Campus	American	Hispani								CWE	CWOD	EL	Male	Female	Migranth	lomeless		Military
Mathematics		48%		43%	-	50%	41%	-	-	-	*	37%	53%	*				46%	*	-	-	*
	Students																					
	CWD	26%	*	*	_	_	*	-	_	_	_	*	*	*	_	_	*	_	_	_	_	_
	CWOD		39%	43%	_	50%	41%	-	_	_	*	39%	50%	_	43%	43%	40%	46%	*	_	_	*
	EL	33%	43%	43%	_	43%	-	-	_	_	_	43%	-	_	43%	43%		40%	_	_	_	_
		47%	43%	39%	_	50%	38%	-	_	_	*	25%	55%	*	40%	*	39%	-	_	_	_	_
	Female		35%	46%	_	50%	44%	-	_	_	_	44%	*	_	46%	40%	-	46%	*	_	_	*
Science	All	49%	36%	33%	_	*	25%	_	_	_	_	*	*	*	40%	*	50%	*	*	_	_	_
	Students	.0,0	0070	0070			_0,0										0070					
		23%	*	*	_	_	*	-	_	_	_	*	_	*	_	_	*	*	_	_	_	_
	CWOD		37%	40%	_	*	33%	-	_	_	_	*	*	_	40%	*	60%	*	*	_	_	_
	EL	21%	*	*	_	*	-	_	_	_	_	*	_	_	*	*	-	*	_	_	_	_
	Male	50%	64%	50%	_	*	*	_	_	_	_	*	*	*	60%	_	50%	_	_	_	_	_
	Female			*	_	*	*	_	_	_	_	*	*	*	*	*	-	*	*	_	_	_
	i cilialo	10 /0	2070																			
STAAR Percent	at Maste	rs Gra	de Leve	el																		
All Grades																						
All Subjects	All	21%	13%	15%	_	13%	16%	_	_	_	*	10%	24%	*	14%	6%	12%	18%	*	_	_	*
	Students																					
	CWD	8%	20%	*	_	_	*	_	_	_	_	*	*	*	_	_	*	*	_	_	_	_
	CWOD		12%	14%	_	13%	16%	_	_	_	*	11%	19%	_	14%	6%	9%	19%	*	_	_	*
	EL	9%	6%	6%	_	6%	-	_	_	_	_	6%	-	_	6%	6%	*	8%	_	_	_	_
		20%	15%	12%	_	8%	14%	-	_	_	*	4%	20%	*	9%	*	12%	-	_	_	_	_
	Female		11%	18%	_	16%	19%	_	_	_	_	14%	31%	*	19%	8%	-	18%	*	_	_	*
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Reading	All	19%	16%	21%	_	21%	21%	_	_	_	*	13%	35%	*	20%	0%	17%	24%	*	_	_	*
	Students															- / -						
	CWD	7%	*	*	_	_	*	-	_	_	_	*	*	*	_	_	*	*	_	_	_	_
	CWOD		15%	20%	_	21%	21%	_	_	_	*	14%	31%	_	20%	0%	15%	25%	*	_	_	*
	EL	7%	0%	0%	_	0%		_	_	_	_	0%	-	_	0%	0%	*	0%	_	_	_	_
		16%	19%	17%	_	*	19%	_	_	_	*	8%	27%	*	15%	*	17%	-	_	_	_	_
	Female		14%	24%	_	25%	24%	_	_	_	_	16%	50%	*	25%	0%	-	24%	*	_	_	*
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Mathematics	All	23%	13%	13%	_	7%	16%	_	_	_	*	10%	18%	*	11%	14%	9%	17%	*	_	_	*
	Students																					
		10%	*	*	_	_	*	-	_	_	_	*	*	*	_	_	*	_	_	_	_	_
	CWOD		13%	11%	_	7%	14%	_	_	_	*	11%	13%	_	11%	14%	5%	17%	*	_	_	*
	EL	13%	14%	14%	_	14%	-	_	_	_	_	14%	-	_	14%	14%	*	20%	_	_	_	_
	Male	23%	14%	9%	_	0%	13%	_	_	_	*	0%	18%	*	5%	*	9%	-	_	_	_	_
	Female			17%	_	13%	19%	-	_	_	_	17%	*	_		20%		17%	*	_	_	*
		, ,	, 0	,•								,			,	_0,0		,				
Science	All	22%	3%	0%	_	*	0%	_	_	_	_	*	*	*	0%	*	0%	*	*	_	_	_
	Students		-,0	- 70			- 70								2 / 0		2 / 0					
	CWD		*	*	_	_	*	_	_	_	_	*	_	*	_	_	*	*	_	_	_	_
	CWOD		0%	0%	_	*	0%	_	_	_	_	*	*	_	0%	*	0%	*	*	_	_	_
	EL	5%	*	*	_	*	-	_	_	_	_	*	_	_	*	*	-	*	_	_	_	_
	Male		7%	0%	_	*	*	_	_	_	_	*	*	*	0%	_	0%	_	_	_	_	_
	Female		0%	*	_	*	*	_	_	_	_	*	*	*	*	*	-	*	*	_	_	_
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African American Pacific More Econ Econ Foster
State District Campus American Hispanic White Indian Asian Islander Races Disadv Disadv CWDCWOD EL Male Female Migrant Homeless Care Military

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	61	-	69	54	-	-	-	*	60	*	*
CWD	*	-	-	*	-	-	-	_	*	*	-
CWOD	58	-	69	50	-	-	-	*	56	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	53	-	*	45	-	-	-	*	*	*	*
Female	67	-	75	62	-	-	-	-	68	*	*
Mathematics											
All Students	64	-	88	48	-	-	-	*	72	*	92
CWD	*	-	-	*	-	-	-	-	*	*	-
CWOD	63	-	88	45	-	-	-	*	71	-	92
EL	92	-	92	-	-	-	-	-	92	-	92
Male	62	-	*	50	-	-	-	*	61	*	*
Female	65	-	94	46	-	-	-	-	78	-	*

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates			Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort G	Fraduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	_	_	-	-	-	_	-	-	_	-	_	-
CWOD	=	_	_	_	_	_	=	=	-	-	-	=	-
EL	-	_	_	_	-	_	=	-	-	-	-	-	-
Male	_	_	-	-	-	-	_	-	-	-	-	_	-
Female	=	_	_	_	_	_	=	=	-	-	-	=	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;-' Indicates zero observations reported for this group.

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

- 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			Hispanic	White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL		
STAAR Component Score	44	-	*	44	-	-	-	*	40	*	*		
School Quality (College, Career, and Military Readiness Performance)													
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-		

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ										

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;n/a' Indicates the student group is not applicable to this report.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N										
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N										
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N										
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ										
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N										
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N										
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	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) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^{&#}x27;+' 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.

		Camnus	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat		oumpuo	Amonoun	Поратно	***************************************	maian	Aoidii	ioiaiiaoi	racco	Diouar	Diodav	OND	01102		Maio	Tomaio	mgrant
All Subjects	All Students	100%	-	100%	100%	-	-	_	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	-	100%	-	-	-	-	100%	*	100%	-	-	100%	*	-
	CWOD	100%	-	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	-	-	100%	100%	*	100%	-
	Male	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	^	100%	100%	-	100%	•
Reading	All Students CWD	100% *	-	100% -	100%	- -	-	-	*	100%	100%	*	100% -	100% -	100%	100%	*
	CWOD	100%	-	100%	100%	-	_	_	*	100%	100%	_	100%	100%	100%	100%	*
	EL	100%	_	100%	-	_	_	_	_	100%	-	-	100%	100%	*	100%	_
	Male	100%	_	100%	100%	_	_	_	*	100%	100%	*	100%	*	100%	-	_
	Female	100%	_	100%	100%	_	_	_	_	100%	100%	*	100%	100%	-	100%	*
												*			4000/		
Mathematics	All Students	100% *	-	100%	100%	-	-	=	*	100%	100%	*	100%	100%	100%	100%	*
	CWD		-	-		-	-	-	*				-	-		-	-
	CWOD	100%	-	100%	100%	=	-	-		100%	100%	-	100%	100%	100%	100%	•
	EL	100%	-	100%	-	-	-	-	*	100%	-	- *	100%	100%		100%	-
	Male	100%	-	100%	100%	-	-	-	*	100%	100%	*	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	-	100%	*
Science	All Students	100% *	-	*	100%	-	-	-	-	100%	*	*	100%	*	100%	100%	*
	CWD		-	- *		-	-	-	-		-	*	-	- *			-
	CWOD EL	100% *	-	*	100%	-	-	-	-	100% *	*	-	100% *	*	100%	100%	*
	Male	100%	_	*	100%	_	_	_	_	*	*	*	100%	_	100%	_	_
	Female	100%	_	*	*	_	_	_	_	100%	*	*	100%	*	-	100%	*
Non-Participation		100 /0								10070			10070			100 /0	
All Subjects	All Students	0%	_	0%	0%	_	_	_	*	0%	0%	0%	0%	0%	0%	0%	*
, Gazjecte	CWD	0%	_	-	0%	_	_	_	_	0%	*	0%	-	-	0%	*	_
	CWOD	0%	_	0%	0%	_	_	_	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	_	0%	-	_	_	_	_	0%	-	_	0%	0%	*	0%	_
	Male	0%	_	0%	0%	_	_	_	*	0%	0%	0%	0%	*	0%	-	_
	Female	0%	_	0%	0%	_	_	_	_	0%	0%	*	0%	0%	-	0%	*
Reading	All Students	0%	-	0%	0%	-	-	-	*	0%	0%	*	0%	0%	0%	0%	*
	CWD	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	0%	-
	Male	0%	-	0%	0%	-	-	-	*	0%	0%	*	0%	*	0%	-	-
	Female	0%	-	0%	0%	-	-	-	=	0%	0%	*	0%	0%	-	0%	*
Mathematics	All Students	0%	-	0%	0%	-		-	*	0%	0%	*	0%	0%	0%	0%	*
	CWD	*	-	-	*	-	-	-	-	*	*	*	-	-	*	-	-
	CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	0%	-
	Male	0%	-	0%	0%	-	-	-	*	0%	0%	*	0%	*	0%	-	-
	Female	0%	-	0%	0%	-	-	-	=	0%	0%	-	0%	0%	-	0%	*

		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
Science	All Students	0%	_	*	0%	_	_	_	_	0%	*	*	0%	*	0%	0%	*
	CWD	*	-	_	*	-	_	=	_	*	_	*	-	_	*	*	=
	CWOD	0%	-	*	0%	-	_	-	-	0%	*	-	0%	*	0%	0%	*
	EL	*	_	*	-	-	_	_	-	*	-	-	*	*	-	*	_
	Male	0%	-	*	0%	-	-	-	-	*	*	*	0%	-	0%	-	-
	Female	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)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
Students Without Disabilities		Students	Amorioan	mopumo	***********	Hativo	Aoian	ioiaiiaoi	114000		Disabilities (Section 554)
In-School Suspensions											
•	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions											
•	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
School-Related Arrests											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Referrals to Law Enforcement											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Students With Disabilities											

In-School Suspensions

^{&#}x27;_'

						Indian or					Students with
		Total	African			Alaska			Two or More		with Disabilities
		students	American	Hispanic	White	Native *	Asian *	Islander *	Races	EL *	Disabilities (Section 504)
	Male		*	*							*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Out-of-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
School-Related Arrests											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement											
reservate to Law Emercement	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
All Students	Total										
Chronic Absenteeism											
On one Absenceism	Male	*	*	*	*	*	*	*	*	*	* *
	Female	*	*	*	*	*	*	*	*	*	* *
	Total	*	*	*	*	*	*	*	*	*	* *
	าบเลเ										

Students

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

	Total
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
r resembler regrams	Male	*	*	*	*	*	*	*	*	*	*
	Female	7	*	*	5	*	*	*	*	*	*
	Total	11	*	*	7	*	*	*	*	*	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	_	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	=	-	-	-	-	-	-	=	-	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

Part (ix): Teacher Quality Data

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

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.1	13.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
		0.00/
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.5	6.8%

^{&#}x27;**' When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

^{&#}x27;-' Indicates there are no students in the group.

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

All School Number Percent

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 Reading	5,678	1%	-	-	-	-
Mathematics	5,677	1%	-	-	-	-
Grade 7 Reading	5,298	1%	-	-	-	-

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

			% Belo	w Basic	% At or Ab	oove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	_	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2

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

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

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

Grade	Subject	Student Group	%	
	Mathematics	Students with Disabilities	82	
		Limited English Proficient	96	

Source: TEA Division of Student Assessment

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

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

Data are not available.

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^{&#}x27;*' Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.