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

Campus Name: COAHOMA EL Campus ID: 114902101 District Name: COAHOMA ISD

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

Part (i)(1) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

										Two			EL
			All	African			American		Pacific	or More	Econ	Special	(Current and
				American	Hispanic	White	Indian	Asian				Educ	Former)
Academic Performance (At		Baseline 2016-17											,
Meets Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through											
		2021-22 2022-23 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2026-27 2027-28 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
		Baseline 2016-17											
EL Progress		Rates 2017-18 through											41%
		2021-22 2022-23 through											42%
		2026-27											44%
		2027-28 through											400/
Graduation Rate:4-Year		2031-32 Baseline 2016-17											46%
Longitudinal Rate		Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2021-22 2022-23 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2001 02	U-T /U	U-7/0	J-7/0	J-770	J-7 /0	J-7/0	U-F /U	J-7 /U	J-770	J-F /U	J-7 /0

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.

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.

or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

Two

											or		Non							
					African			Americar		Pacific		Fron								Fc
		State	District	Campus		Hispanio	·White							/CWD	CWOD	EL	Malei	Female	Migrant	Homeless C
STAAR Percent	t at Appro	aches	Grade	Level or	r Above															
Grade 3																				
Reading	All	77%	70%	70%	*	57%	78%	-	-	-	-	52%	79%	*	74%	*	54%	80%	-	-
	Students			*		*						*								
		51%	740/		-		050/	-	-	-	-		000/	•	740/	-	200/	000/	-	-
	CWOD EL	79%	74%	74% *		57% *	85%	-	-	-	-	53%	82%	-	74%	*	63%	80%	-	-
	Male	74%	54%	54%	*	*	59%		-	-		42%	63%	*	63%	*	54%	_		-
	Female		80%	80%	_	65%	90%	_	_	_	_	62%	86%	*	80%	*	-	80%	_	-
		. 0 / 0	0070	0070		0070	0070					0270	00,0		0070			0070		
Mathematics	s All	77%	71%	71%	*	63%	75%	-	-	-	-	56%	78%	*	76%	*	57%	80%	-	-
	Students																			
	CWD	52%	*	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-
	CWOD		76%	76%	*	68%	81%	-	-	-	-	63%	81%	-	76%		65%	82%	-	-
	EL	74%	E70/	57%	*	E00/	-	-	-	-	-	E00/	640/	*	CEN/	*	E70/	-	-	-
	Male Female	77%	57% 80%	80%	_	50% 70%	58% 86%		-	-	-	50% 62%	61% 86%	*	65% 82%	*	57%	80%	-	-
	1 Ciliaic	1070	0070	00 /0		1070	00 /0					02 /0	00 /0		02 /0			0070		
Grade 4																				
Reading	All	72%	56%	56%	-	59%	53%	-	-	-	*	45%	63%	*	58%	-	51%	63%	-	-
_	Students																			
	CWD	46%	*	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-
	CWOD		58%	58%	-	61%	56%	-	-	-	*	47%	66%	-	58%	-	55%	63%	-	-
	EL	60%	-	-	-	-	400/	-	-	-	-	450/	-	-	-	-	-	-	-	-
	Male Female	70%	51% 63%	51% 63%	-	63% 56%	43% 68%	-	-	-	-	45% *	56% 69%	-	55% 63%	-	51%	63%	-	-
	remale	15%	03%	03 %	-	30 %	0070	-	-	-	-		0976	-	03%	-	-	03%	-	-
Mathematics	: All	77%	62%	62%	_	64%	61%	_	_	_	*	61%	63%	*	65%	_	57%	69%	_	_
mati ioinatio	Students	,	0270	02 / 0		0.70	0.70					0.70	00,0		0070		0.70	0070		
	CWD	49%	*	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-
	CWOD		65%	65%	-	66%	64%	-	-	-	*	63%	66%	-	65%	-	61%	69%	-	-
	EL	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	57%	57%	-	59%	55%	-	-	-	*	68%	48%	*	61%	-	57%	-	-	-
	Female	78%	69%	69%	-	69%	70%	-	-	-	-	*	78%	-	69%	-	-	69%	-	-
Grade 5																				
Reading	All	83%	80%	80%	_	68%	87%	_	_	_	*	66%	86%	45%	84%	*	73%	88%	_	*
reading	Students	00 /0	00 /0	00 /0	-	0070	01 /0	_	-	_		0070	00 /0	4570	0470		1570	0070	_	
	CWD	54%	45%	45%	-	*	*	-	_	_	-	56%	*	45%	_	_	*	*	-	-
	CWOD		84%	84%	-	71%	93%	-	-	-	*	70%	89%	-	84%	*	80%	89%	-	*
	EL	73%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-
	Male	81%	73%	73%	-	57%	83%	-	-	-	*	50%	87%	*	80%	*	73%	-	-	*
	Female	86%	88%	88%	-	82%	91%	-	-	-	*	100%	85%	*	89%	-	-	88%	-	-
		000/	700/	-00/		000/	700/				_	070/	000/	_	0.40/	_	070/	000/		_
Mathematics	Students	90%	78%	78%	-	82%	76%	-	-	-	-	67%	82%	-	84%	-	67%	88%	-	-
	CWD	70%	*	*	_	*	*	_	_	_	_	*	*	*	_	_	*	*	_	_
	CWOD		84%	84%	-	86%	84%	_	_	_	*	81%	85%	_	84%	*	76%	91%	_	*
	EL	86%	*	*	-	*	-	-	_	_	-	*	-	_	*	*	*	-	-	-
	Male	89%	67%	67%	-	68%	69%	-	-	-	*	57%	74%	*	76%	*	67%	-	-	*
	Female	91%	88%	88%	-	100%	82%	-	-	-	*	89%	88%	*	91%	-	-	88%	-	-
Science	All	75%	64%	64%	-	54%	71%	-	-	-	*	48%	70%	45%	66%	*	63%	65%	-	-
	Students	400/	450/	450/		*	*					*	*	450/			*	*		
	CWD CWOD	48%	45% 66%	45% 66%	-	54%	75%	-	-		*	50%	71%	45%	66%	*	66%	67%	-	-
	EL	62%	*	*		J 4 /0	7570				_	*	7 1 70	- [*	*	*	07 70		
	Male	76%	63%	63%	_	55%	71%	_	_	_	*	40%	77%	*	66%	*	63%	_	_	_
	Female		65%	65%	-	53%	71%	-	-	-	*	67%	65%	*	67%	_	-	65%	-	-
		_																		
STAAR Percen	t at Meets	Grad	e Level	or Abov	re .															
Grade 3	A.II	4007	0001	0001	_	470/	440/					4007	400/	_	000/		050/	070/		
Reading	All	43%	32%	32%	•	17%	41%	-	-	-	-	16%	40%	•	33%	•	25%	37%	-	-
	Students CWD	28%	*	*	_	*	*	_	_	_	_	*	*	*	_	_	*	*	_	_
	0110	20/0			-			_	-	-	-					-			-	

											Two or		Non							
					African			Americar	n 1	Pacific		Econ								
	CWOD		District 33%	Campu: 33%	sAmerican F	lispanio 18%	White 43%	Indian	Asianle	slander	Races	Disadv 11%	Disadv 42%	CWD	CWOD 33%	EL *		Female 36%	Migrant	Homeles
	EL	32%	33%	*	-	*	-	-	-	-	-	*	42% *	-	33%	*	29%	30%	-	-
	Male Female	40% 45%	25% 37%	25% 37%	*	20%	29% 48%	-	-	-	-	8% 23%	38% 42%	*	29% 36%	*	25%	- 37%	-	-
Mathematics		46%	28%	28%	*	20%	33%					16%	33%	*	28%	*	20%	33%		
Mathematics	Students		20%	20 %		20%	3370	-	-	-	-	*	3370				20%	*	-	-
	CWD CWOD	30% 48%	28%	28%	*	21%	33%	-	-	-	-	11%	35%	-	28%	*	23%	31%	-	-
	EL	39%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-
	Male Female	47% 45%	20% 33%	20% 33%	*	0% 30%	32% 34%	-	-	-	-	8% 23%	28% 36%	*	23% 31%	*	20%	33%	-	-
		.070	0070	0070		0070	0.70					2070	0070		0.70			0070		
rade 4 Reading	All	45%	28%	28%	_	25%	29%	_	_	_	*	26%	29%	*	30%	_	26%	31%	_	_
Ü	Students	000/	*	*		*	*						*	_						
	CWD CWOD	28% 47%	30%	30%	-	26%	31%	-	-	-	*	27%	32%	_	30%	-	29%	31%	-	-
	EL	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	43%	26% 31%	26% 31%	-	31% 19%	20% 42%	-	-	-	*	27%	24% 35%	*	29% 31%	-	26%	- 31%	-	-
	Terriale	-1 170	3170	3170	_	1370	42 /0	_	_	_	_		33 /0	_	3170	_	_	3170	_	_
Mathematics	s All Students	48%	26%	26%	-	21%	27%	-	-	-	*	32%	22%	*	28%	-	29%	22%	-	-
	CWD	29%	*	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-
	CWOD EL	50% 38%	28%	28%	-	22%	30%	-	-	-	*	33%	24%	-	28%	-	32%	22%	-	-
	Male	48%	29%	29%	-	18%	32%	-	-	-	*	32%	26%	*	32%	-	29%	-		-
	Female		22%	22%	-	25%	20%	-	-	-	-	*	19%	-	22%	-	-	22%	-	-
rade 5																				
Reading	All	53%	56%	56%	-	50%	61%	-	-	-	*	38%	64%	27%	60%	*	45%	68%	-	*
	Students CWD	30%	27%	27%	_	*	*	_	-	_	_	33%	*	27%	_	_	*	*	_	_
	CWOD	56%	60%	60%	-	50%	67%	-	-	-	*	40%	66%	-	60%	*	50%	70%	-	*
	EL Male	35% 50%	* 45%	* 45%	-	* 38%	- 52%	-	-	-	*	* 25%	- 58%	*	* 50%	*	* 45%	-	-	- *
	Female		68%	68%	-	65%	69%	-	-	-	*	67%	68%	*	70%	-	-	68%	-	-
Mathamatica	- AII	E 7 0/	33%	220/	_	240/	250/				*	270/	36%	*	250/	*	29%	37%		*
Mathematics	s All Students	57%	33%	33%	-	31%	35%	-	-	-		27%	30%		35%		29%	31%	-	
	CWD	34%	*	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-
	CWOD EL	60% 46%	35%	35% *	-	29%	40%	-	-	-	-	29%	37%	-	35%	*	31%	38%	-	-
	Male	57%	29%	29%	-	36%	24%	-	-	-	*	19%	35%	*	31%	*	29%	-	-	*
	Female	58%	37%	37%	-	24%	45%	-	-	-	*	44%	36%	*	38%	-	-	37%	-	-
Science	All	40%	24%	24%	-	15%	31%	-	-	-	*	14%	28%	18%	25%	*	22%	27%	-	-
	Students CWD	25%	18%	18%	_	*	*	_	_	_	_	*	*	18%	_	_	*	*	_	_
	CWOD	42%	25%	25%	-	11%	35%	-	-	-	*	10%	29%	-	25%	*	23%	27%	-	-
	EL	24% 42%	* 22%	* 22%	-	* 14%	- 29%	-	-	-	*	* 10%	- 29%	-	23%	*	* 22%	-	-	-
	Male Female		27%	27%	-	18%	32%	-	-	-	*	22%	28%	*	27%	-	-	27%	-	-
AR Percent	t at Maste	rs Gra	de Lev	el																
rade 3 Reading	All	24%	16%	16%	*	3%	24%	_	_	_	_	8%	19%	*	16%	*	11%	18%	_	_
	Students																			
	CWD CWOD	9% 26%	* 16%	* 16%	*	* 4%	* 25%	-	-	-	-	* 5%	* 20%	*	- 16%	*	* 13%	* 18%	-	-
	EL	15%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-
	Male	22%	11%	11%	*	*	18%	-	-	-	-	8%	13%	*	13%	*	11%	-	-	-
	Female	∠0%	18%	18%	-	5%	28%	-	-	-	-	8%	22%	•	18%	*	-	18%	-	-
Mathematics		22%	11%	11%	*	3%	17%	-	-	-	-	4%	15%	*	11%	*	13%	10%	-	-
	Students CWD	12%	*	*	_	*	*	_	_	_	_	*	*	*	_	_	*	*	_	_
	CWOD	24%	11%	11%	*	4%	17%	-	-	-	-	0%	15%	-	11%	*	15%	9%	-	-
	EL Male	17% 23%	* 13%	* 13%	-	* 0%	- 21%	-	-	-	-	* 0%	* 22%	-	* 15%	*	* 120/	*	-	-
	Female		13% 10%	10%	-	5%	14%	-	-	-	-	0% 8%	22% 11%	*	15% 9%	*	13%	10%	-	-
rade 4																				
rade 4 Reading	All	23%	12%	12%	-	9%	14%	-	-	-	*	6%	16%	*	13%	-	13%	11%	-	-
	Students		*			*	*					*	*	_			_			
-	CWD CWOD	9% 25%	* 13%	* 13%	-	10%	* 16%	-	-	-	*	* 7%	* 17%	*	13%	-	* 14%	- 11%	-	-
	21100	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	EL		13%	13%	-	13%	13% 16%	-	-	-	*	9%	16%	*	14%	-	13%	- 110/	-	-
	Male	22%		440/				-	-	-	-		15%	-	11%	-	-	11%	-	-
			11%	11%	-	6%	1076													
Mathematics	Male Female	25%		11% 12%	-	6% 6%	14%	-	-	-	*	10%	13%	*	13%	-	16%	6%	-	-
Mathematics	Male Female s All Students	25% 26%	11%					-	-	-	*	10%	13%	*	13%	-	16%	6%	-	-
Mathematics	Male Female	25% 26% 11%	11% 12%	12%		6%	14%	-	-	-	* - *	10% * 10%		*		-			-	-

											Two									
					African			Americar		Pacific										F
					sAmerican H			Indian	Asian	Islander	Races			CWD				Female	Migrant	Homeless C
	Male Female	27% 25%	16% 6%	16% 6%	-	6% 6%	19% 5%	-	-	-	-	14%	19% 7%	-	18% 6%	-	16% -	6%	-	-
Grade 5																				
Reading	All	26%	26%	26%	-	16%	31%	-	_	-	*	17%	29%	0%	29%	*	16%	36%	-	*
· ·	Students					*	*						*				*	*		
	CWD	9% 27%	0% 29%	0% 29%	-	18%	35%	-	-	-	*	0% 25%	30%	0%	29%	*	18%	39%	-	*
	EL	12%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-
	Male Female	24%	16% 36%	16% 36%	-	14% 18%	17% 44%	-	-	-	*	10% 33%	19% 37%	*	18% 39%	*	16%	- 36%	-	*
	remale	20%	30%	36%	-	10%	44%	-	-	-		33%	31%		39%	-	-	30%	-	-
Mathematics		30%	12%	12%	-	8%	15%	-	-	-	*	7%	14%	*	12%	*	12%	12%	-	*
	Students CWD	13%	*	*		*	*		_	_	_	*	*	*	_	_	*	*		
	CWOD		12%	12%	-	6%	16%	-	-	-	*	5%	14%	-	12%	*	11%	13%	-	*
	EL Mole	19%	* 12%	* 12%	-	* 14%	- 10%	-	-	-	-	* 10%	- 13%	-	* 11%	*	* 120/	-	-	-
	Male Female	29%	12%	12%	-	0%	18%		-	-	*	0%	14%	*	13%	_	12%	12%	-	-
Science	All Students	16%	9%	9%	-	3%	13%	-	-	-	*	3%	11%	9%	9%	*	8%	10%	-	-
	CWD	9%	9%	9%	-	*	*	-	-	-	-	*	*	9%	-	-	*	*	-	-
	CWOD	17% 7%	9%	9%	-	0%	15%	-	-	-	*	0%	11%	-	9%	*	7%	10%	-	-
	EL Male	18%	8%	8%	-	5%	11%		-	-	*	5%	10%	*	7%	*	8%	-	-	-
	Female		10%	10%	-	0%	15%	-	-	-	*	0%	12%	*	10%	-	-	10%	-	-
STAAR Percent	at Appro	aches	Grade	Level	or Above															
All Grades					*	640/	700/				750/	E70/	750/	240/	720/	E00/	610/	770/		*
All Subjects	All Students	77%	70%	69%	-	64%	72%	-	-	-	75%	57%	75%	34%	73%	ეგ%	61%	77%	-	•
	CWD	45%	34%	34%	-	39%	32%	-	-	-	-	41%	*	34%	-	-	21%	60%	-	-
	CWOD EL	80% 60%	73% 55%	73% 58%	*	66% 58%	77%	-	-	-	75%	60% 60%	78% *	-	73% 58%	58% 58%	67%	78%	-	*
	Male	74%	64%	61%	*	58%	63%	-	-	-	*	51%	68%	21%	67%	*	61%	_	-	*
	Female	79%	75%	77%	-	71%	81%	-	-	-	*	66%	80%	60%	78%	*	-	77%	-	-
Reading	All	73%	69%	70%	*	62%	74%	_	_	_	*	54%	77%	38%	73%	*	60%	78%	_	*
	Students	1070	0070	1070			7-170					0470	7770	0070	7070		0070	1070		
	CWD	39%	34%	38%	-	*	35%	-	-	-	-	50%	*	38%	-	-	* 66%	75% 79%	-	-
	CWOD EL	52%	72% *	73% *	_	63%	78% -		-	-	_	55% *	80%	-	73%	*	*	19%	-	-
	Male	69%	63%	60%	*	55%	62%	-	-	-	*	46%	71%	*	66%	*	60%	-	-	*
	Female	77%	75%	78%	-	68%	85%	-	-	-	*	68%	82%	75%	79%	*	-	78%	-	-
Mathematics	All	80%	69%	71%	*	71%	71%	-	-	-	*	62%	75%	25%	75%	100%	61%	80%	-	*
	Students	E20/	220/	250/		*	*					240/	*	250/			*	*		
	CWD	52% 83%	23% 74%	25% 75%	*	74%	76%		-	-	*	31% 69%	78%	25%	75%	100%	68%	82%	-	*
	EL	70%	80%	100%	-	100%	-	-	-	-	-	*	*	-	100%		6 *	*	-	-
	Male Female	78%	64% 74%	61% 80%	*	61% 79%	61% 80%	-	-	-	*	60% 65%	62% 85%	*	68% 82%	*	61%	80%	-	*
	i ciliale	02 /0	7470	00 /6	-	1970	00 /0	-	-	-		03 /0	0370		02 /0		-	00 /0		-
Science	All	79%	73%	64%	-	54%	71%	-	-	-	*	48%	70%	45%	66%	*	63%	65%	-	-
	Students CWD	48%	61%	45%	_	*	*	_	_	_	_	*	*	45%	_	_	*	*	_	-
	CWOD	82%	74%	66%	-	54%	75%	-	-	-	*	50%	71%	-	66%	*	66%	67%	-	-
	EL Male	58% 78%	* 71%	* 63%	-	* 55%	- 71%	-	-	-	- *	* 40%	- 77%	-	* 66%	*	* 63%	-	-	-
	Female		76%	65%	-	53%	71%		-	-	*	67%	65%	*	67%	_	-	65%	-	
STAAR Percent	at Meets	Grade	e Level	or Abo	ve															
All Grades						0001	0=01				0601	0501	0=01	4601	0501	001	0621	0701		_
All Subjects	All Students	47%	36%	33%	*	26%	37%	-	-	-	38%	25%	37%	19%	35%	8%	29%	37%	-	*
	CWD	23%	18%	19%	-	33%	12%	-	-	-	-	27%	*	19%	-	-	8%	40%	-	-
	CWOD		38%	35%	*	26%	40%	-	-	-	38%	24%	39%	-	35%		32%	37%	-	*
	EL Male	26% 45%	18% 32%	8% 29%	*	8% 24%	- 31%	-	-	-	*	10% 20%	35%	- 8%	8% 32%	8%	29%	_	-	*
	Female		39%	37%	-	28%	43%	-	-	-	*	32%	39%	40%	37%	*	-	37%	-	-
Reading	All	46%	40%	40%	*	32%	45%	_	_	_	*	27%	47%	21%	42%	*	33%	47%	_	*
	Students		7 ∪ /0	40 70			7070	-	-	-		∠1 70	71 70	∠ 170	7∠ 70		JJ 70	¬1 /0	-	
	CWD	22%	20%	21%	-	*	18%	-	-	-	-	31%	*	21%	-	-	*	50%	-	-
	CWOD EL	48% 21%	42% *	42% *	-	32%	48%	-	-	-	_	26%	49%	-	42%	*	37%	47% *	-	-
	Male	41%	33%	33%	*	30%	34%	-	-	-	*	22%	42%	*	37%	*	33%	-	-	*
	Female	50%	47%	47%	-	34%	55%	-	-	-	*	35%	50%	50%	47%	*	-	47%	-	-
Mathematics	All	48%	30%	29%	*	25%	32%	_	_	_	*	26%	31%	17%	30%	20%	27%	32%	-	*
	Students															- , 0				
	CWD	26% 51%	15% 32%	17% 30%	*	* 24%	* 35%	-	-	-	*	25% 26%	* 32%	17%	30%	20%	30%	* 31%	-	*
	EL	33%	20%	20%	-	20%	-	-	-	-	-	*	*	-	20%	20%	*	*	-	-
	Male	47%	29%	27%	*	22%	29%	-	-	-	*	22%	30%	*	30%	*	27%	-	-	*

											Two									
											or	_	Non							_
		.			African			America		Pacific										. Fc
								Indian	Asian	ilsiander	Races			/CWD		EL.	Malei		Migranti	lomeless (
	Female	49%	31%	32%	-	26%	35%	-	-	-	-	32%	31%		31%	-	-	32%	-	-
Science	All	49%	37%	24%	_	15%	31%	_	_	_	*	14%	28%	18%	25%	*	22%	27%	_	_
	Students						*					*					*	*		
		23%	17%	18%	-	*		-	-	-			*	18%		-			-	-
	CWOD		39%	25%	-	11%	35%	-	-	-	*	10%	29%	-	25%	*	23%	27%	-	-
		21%	*	*	-	*		-	-	-	*		-	*	*			-	-	-
		50%	37%	22%	-	14%	29%	-	-	-	*	10%	29%		23%	*	22%	-	-	-
	Female	49%	37%	27%	-	18%	32%	-	-	-	*	22%	28%	*	27%	-	-	27%	-	-
CTA AD Davison	4 144	0	اماما																	
STAAR Percent All Grades	t at Master	rs Gra	ide Lev	/ei																
All Subjects	All Students	21%	12%	14%	*	7%	18%	-	-	-	25%	8%	17%	7%	15%	0%	13%	15%	-	*
	CWD	8%	11%	7%	_	11%	5%	_	_	_	_	10%	*	7%	_	_	5%	10%	_	_
	CWOD		12%	15%	*	7%	20%	_	_	_	25%	8%	17%	-	15%	0%	14%	16%	_	*
	EL	9%	5%	0%	_	0%	-	_	_	_	-	0%	*	_	0%	0%	*	*	_	_
		20%	12%	13%	*	8%	15%	_	_	_	*	9%	16%	5%	14%	*	13%	_	_	*
	Female		13%	15%	_	6%	21%	_	_	_	*	7%	18%	10%		*	-	15%	_	_
			.070	,		0,0	2.70					. ,0	1070	. 0 / 0	.070			.070		
Reading	All	19%	14%	18%	*	10%	24%	-	-	-	*	11%	22%	4%	20%	*	13%	23%	-	*
	Students																			
	CWD	7%	9%	4%	-	*	6%	-	-	-	-	6%	*	4%	-	-	*	13%	-	-
	CWOD		14%	20%	*	11%	26%	-	-	-	*	12%	23%	-	20%	*	15%	24%	-	*
	EL	7%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-
		16%	11%	13%	*	11%	16%	-	-	-	*	9%	17%	*	15%	*	13%	-	-	*
	Female	22%	17%	23%	-	9%	31%	-	-	-	*	13%	26%	13%	24%	*	-	23%	-	-
Mathematics	s All	23%	11%	12%	*	6%	15%	_	_	_	*	7%	14%	8%	12%	0%	14%	10%	_	*
maaromaao	Students	2070	,0	,.		0,0	.0,0					. ,0	, 0	0,0	,.	0 70	, 0	.0,0		
		10%	11%	8%	-	*	*	_	_	_	_	13%	*	8%	_	_	*	*	_	_
	CWOD		11%	12%	*	5%	16%	_	_	_	*	6%	14%	-	12%	0%	15%	9%	_	*
		13%	0%	0%	-	0%	-	_	_	_	_	*	*	_	0%	0%	*	*	_	_
		23%	13%	14%	*	8%	16%	_	_	_	*	9%	17%	*	15%	*	14%	_	_	*
	Female		9%	10%	_	4%	13%	_	_	_	*	3%	11%	*	9%	*	-	10%	_	_
Science	All	22%	11%	9%	-	3%	13%	-	-	-	*	3%	11%	9%	9%	*	8%	10%	-	-
	Students						*					*					*	*		
	CWD	7%	13%	9%	-	*		-	-	-	-		*	9%	-	-			-	-
	CWOD		11%	9%	-	0%	15%	-	-	-	*	0%	11%	-	9%	*	7%	10%	-	-
	EL	5%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-
	Male	23%	12%	8%	-	5%	11%	-	-	-	*	5%	10%	*	7%	*	8%	-	-	-
	Female	21%	11%	10%	-	0%	15%	-	-	-	*	0%	12%	*	10%	-	-	10%	-	-

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

Part (iii): Academic Growth and Graduation Rate

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

	All	African			American		Pacific	Two or More	Econ	011/15	
Academic Growth Score	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Reading											
All Students	66	_	59	70	_	_	_	*	63	64	*
CWD	64	_	*	72	_	-	_	_	70	64	_
CWOD	66	_	60	70	_	_	_	*	62	-	*
EL	*	_	*	-	_	-	_	_	*	_	*
Male	68	_	63	71	_	_	_	*	66	60	*
Female	64		55	69	_	_	_	_	56	*	_
Mathematics	0-7	_	55	03	_	_	_	_	30		_
All Students	66	_	69	64	_	_	_	*	66	68	*
CWD	68		*	56					75	68	
CWOD	66		67	65				*	64		*
EL	*	-	*	-	-		-		*	-	*
Male	64	_	65	62	-	-	_	-	63	- 70	*
		-		66	-	-	-		63 72	/U *	
Female	69	-	73	מט	-	-	-	-	12		-

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

Two Pacific More ΑII African American Econ Foster Students American Hispanic White Indian Asian Islander Races Disadv CWD Homeless Federal Graduation Rates 4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017

Indicates zero observations reported for this group.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
All Students	-	-	·-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

Two

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.

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 Achie			Hispanic : STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
STAAR Component Score	39	*	32	42	-	-	-	*	30	*	*	
School Quality (College, Career,	and Military	Readines	s Performa	nce)								
%Students meeting CCMR	_	_	_	_	_	_	_	_	_	_	_	

[&]quot;" 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		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		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		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	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		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		
English Learner Language Pro	ficiency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Torget Met											

46%

Federal Graduation Status

Target Met Long-Term Goals Target Met

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

Indicates zero observations reported for this group.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met `											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

^{&#}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.

			African			American		Pacific	Two or More	Econ	Non						
		Campus	American	Hisnanic	White	American Indian	Δsian	Islander		Disadv	Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ate	Campus	American	mapanic	ville	maian	Asian	isiandei	Naces	Disauv	Disauv	OND	OHOD		Maio	remaie	Migrant
All Subjects	All Students	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	-	100%	100%	-
	CWOD	100%	*	100%	100%	-	-	-	100%	99%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	*	-
	Male	100%	*	100%	99%	-	-	-	100%	99%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	*	-	100%	-
Reading	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	-	100%	100%	-
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	_	100%	-	_	_	_	_	*	*	_	100%	100%	*	*	_
	Male	100%	*	100%	100%	_	_	_	*	100%	100%	100%	100%	*	100%	_	_
	Female	100%	_	100%	100%	_	_	_	*	100%	100%	100%	100%	*	-	100%	_
	remaie	10070		10070	10070					10070	10070	10070	10070			10070	
Mathematics	Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%		-	100%	100%	-
	CWOD	100%	*	100%	100%	-	-	-		100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	*	*	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	*	-	100%	-
Science	All Students	99%	-	100%	98%	-	-	-	*	97%	100%	100%	99%	*	98%	100%	-
	CWD	100%	-	*	100%	-	-	-	-	100%	*	100%	-	-	100%	*	-
	CWOD	99%	-	100%	98%	-	-	-	*	95%	100%	-	99%	*	98%	100%	-
	EL	*	_	*	-	_	_	_	_	*	-	_	*	*	*	-	_
	Male	98%	_	100%	97%	-	_	-	*	95%	100%	100%	98%	*	98%	_	_
	Female	100%	_	100%	100%	_	_	_	*	100%	100%	*	100%	_	-	100%	_
Non-Participation		10070		10070	10070					10070	10070		10070			10070	
All Subjects	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%	1%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-
	Male	0%	*	0%	1%	-	-	-	0%	1%	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%	0%	-
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-
	CWOD	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-
	Male	0%	*	0%	0%	-	_	-	*	0%	0%	0%	0%	*	0%	_	_
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	*	-	0%	-
Mathematics	All Students	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	_	-	_	0%	0%	0%	_	_	0%	0%	-
	CWOD	0%	*	0%	0%	_	_	_	*	0%	0%	-	0%	0%	0%	0%	_
	EL	0%		0%	-		-	_		*	*		0%	0%	*	*	_
	Male	0%	*	0%	0%	-	_		*	0%	0%	0%	0%	*	0%		_
						-	-	-	*					*		00/	-
	Female	0%	-	0%	0%	-	-	-		0%	0%	0%	0%		-	0%	-
Science	All Students	1%	-	0%	2%	-	-	-	*	3%	0%	0%	1%	*	2%	0%	-
	CWD	0%	-	*	0%	-	-	-	-	0%	*	0%	-	-	0%	*	-
	CWOD	1%	-	0%	2%	-	-	-	*	5%	0%	-	1%	*	2%	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	2%	-	0%	3%	-	-	-	*	5%	0%	0%	2%	*	2%	-	-

								Two or		Non						
		African			American		Pacific	More	Econ	Econ						
	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Female	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)(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		EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilities											
In-School Suspensions	Male	10	*	5	5	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	12	*	5	7	*	*	*	*	*	
Out-of-School Suspensions				-	-						
·	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Expulsions			*	*							
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female			*			*				
Without Educational Services	Total Male	*	*	*	*	*	*	*	*	*	
Without Educational Services	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
School-Related Arrests											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
56 111 56	Total	*	*	*	*	*	*	*	*	*	
Referrals to Law Enforcement	Mala		*	*							
	Male Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Students With Disabilities	Total										
In-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Out-of-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
Evaulaiana	Total	•	•	•	•	•	•	•	•	•	•
Expulsions With Educational Services	Male	*	*	*	*	*	*	*	*	*	*
With Educational Services	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
0-b1 D-1-t1 At-	Total	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	Total										
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
All Students											
Chronic Absenteeism											
	Male	*	*	*	*	*	*	*	*	*	* *
	Female	*	*	*	*	*	*	*	*	*	* *
	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

	Total
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	7	*	*	5	*	*	*	*	*	*
	Female	13	*	5	8	*	*	*	*	*	*
	Total	20	*	7	13	*	*	*	*	*	*
Accelerated Coursework											
Advanced Placement Courses	Male	_	_	-	_	-	_	-	_	_	_
	Female	-	-	-	-	-	-	-	_	-	-
	Total	_	_	-	_	_	_	_	_	_	_
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 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 S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 4.0	Percent 11.0%
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	1.5	4.3%

'-' Indicates there are no data available in the group.
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Grade 3 Reading	6,019	1%	*	*	*	*

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,020	1%	*	*	*	*
Grade 4 Reading	6,061	1%	-	-	-	-
Mathematics	6,056	1%	-	-	-	-
Grade 5 Reading	6,162	2%	*	*	*	*
Mathematics	6,160	1%	*	*	*	*
Science	6,164	1%	*	*	*	*
Grade 6 Reading	5,678	1%	*	*	-	-
Mathematics	5,677	1%	*	*	-	-
Grade 7 Reading	5,298	1%	-	-	-	-
Mathematics	5,294	1%	-	-	-	-
Grade 8 Reading	5,088	1%	*	*	-	-
Mathematics	5,087	2%	*	*	-	-
Science	5,087	1%	*	*	-	-
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%	23	2%	10	2%
Reading	43,730	1%	10	2%	*	*
Mathematics	39,178	1%	9	2%	*	*
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 Al	oove Basic	% At or Abo	ve Proficient		r Above anced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	-	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2

										r Above
			% Belo	w Basic	% At or Al	oove Basic	% At or Abo	ve Proficient	Adva	anced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
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 Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

'** Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

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% At or Ahove