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

Campus Name: ALDINE H S Campus ID: 101902001 **District Name: ALDINE ISD**

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

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

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

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

										Two			EL
										or	_		(Current
			All	African American H	liononio		American Indian	Asian	Pacific Islander	More	Econ	Special Educ	and Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	rteading/LLA	Rates	4470	JZ /0	31 /0	0070	4570	1 4 70	4570	30 70	3370	1370	2370
Grado Edvor de Abovo,		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22											
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27											
		2027-28 through	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32											
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-16 tillough 2021-22	40 /0	3170	40 /0	J9 /0	4570	02 /0	30 /6	J 4 /0	30 /0	23 /0	40 /0
		2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2026-27											
		2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32											
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17											41%
		Rates											400/
		2017-18 through 2021-22											42%
		2021-22 2022-23 through											44%
		2026-27											44 /0
		2027-28 through											46%
		2031-32											
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates											
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
		2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2026-27 2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2027-26 tillough 2031-32	5470	3 4 70	3 4 70	3 4 70	9 4 70	3 4 70	34 70	3 4 70	3 4 70	34 70	3 4 70
		2001-02											

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%	
	SOSS: College, Career, and Military Readiness	30%	

(bb) the methodology by which the State differentiates all such schools;

À 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);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> 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.

		.			African			America		Pacific					014/0-					Foste	
		State	Distric	tCampus	American	Hispani	cWhite	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOE	EL Male	Female	Migran	tHomeless	Care	Military
STAAR Percen		oache	s Grad	e Level o	r Above																
End of Course		64%	50%	34%	32%	35%	*		*		*	35%	28%	44%	240/	23% 29%	43%		*	*	
English I	All Students		30%	34 76	3270	33%		-		-		33%	2070	44 70	34 70	2370 2970	43%	-			-
	CWD	25%	20%	44%	*	50%	*	-	-	-	-	44%	*	44%	-	* 35%	70%	-	*	*	-
	CWOD		53%	34%	36%	34%	*	-	*	-	*	35%	26%	-		23% 28%	42%	-	*	-	-
	EL	30%	19%	23%	-	23%	-	-	*	-	-	23%	23%	*		23% 17%		-	*	-	-
	Male Female	57% 71% د	43% 58%	29% 43%	32% 32%	29% 44%	_	-	*	-	_	30% 43%	25% 38%	35% 70%	42%	17% 29% 31% -	- 43%	-	*	*	-
	Tomaic	, , , , , ,	0070	4070	0270	1170						1070	0070	7070	1270	0170	1070				
English II	All Students	66%	55%	54%	53%	53%	88%	-	67%	*	*	55%	48%	28%	55%	22% 50%	58%	-	71%	*	-
	CWD	25%		28%	*	29%	-	-	-	-	-	31%	*	28%	-	* 35%	*	-	*	*	-
	CWOD		58%	55%	57%	55%	88%	-	67%	*	*	56%	51%	-		22% 51%	60%	-	68%	-	-
	EL	27%		22%	-	21%	- 020/	-	*	-	*	23%	13%	250/		22% 19%	26%	-	700/	-	-
	Male Female	61%		50% 58%	55% 51%	49% 58%	83%	-	83%	_	_	51% 58%	43% 58%	35%		19% 50% 26% -	- 58%	-	73% 70%	_	-
	Tomaic	, 12/0	0170	30 /0	3170	3070		_	0070	_	_	0070	JO 70		0070	2070 -	3070	_	7070	_	_
Algebra I	All Students	82%	76%	65%	57%	65%	*	-	*	-	*	64%	68%	30%	69%	67% 57%	77%	-	*	*	-
	CWD	47%		30%	*	38%	*	-	-	-	-	36%	*	30%	-	* 22%	*	-	*	*	-
	CWOD			69%	80%	68%	*	-	*	-	*	67%	75%	-		68% 63%	78%	-	*	-	-
	EL	67%	62%	67%	*	67%	-	-	-	-	*	66%	71%	*		67% 62%	78%	-	*	-	-
	Male Female	78%	70% 83%	57% 77%	*	58% 78%	_	-	*	-		56% 76%	63% 80%	22%	78%	62% 57%	- 77%	-	*	*	-
	i ciliale	01 70	00 /0	11 /0		7070	-	-		-	-	1070	00 70		1070	7070 -	11 /0	-			_
Biology	All Students	86%	80%	66%	75%	66%	*	-	-	-	-	67%	62%	60%	67%	66% 61%	73%	-	*	*	-
	CWD	56%		60%	*	64%	*	-	-	-	-	62%	*	60%	-	* 55%	75%	-	*	*	-
	CWOD		83%	67%	89%	66%	*	-	-	-	-	68%	63%	-		68% 62%	73%	-	*	-	-
	EL Male	64% 83%	57% 77%	66% 61%	*	66% 62%	*	-	-	-	-	67% 63%	65% 54%	55%		66% 62% 62% 61%	72%	-	*	-	-
	Female			73%	100%	72%	-	-	-	-	-	73%	74%	75%	73%		73%	-	*	*	-
STAAR Percen		Grac	le Leve	el or Abov	re																
English I	All	43%	26%	10%	4%	10%	*	-	*	-	*	9%	11%	34%	7%	4% 9%	10%	-	*	*	-
	Students CWD	14%	12%	34%	*	38%	*					250/	*	34%	_	* 29%	50%		*	*	
	CWD			7%	5%	8%	*	-	*	-	*	35% 7%	9%	3470	- 7%	4% 7%	8%	-	*	_	-
	EL	10%	4%	4%	-	4%	_	_	*	_	_	4%	9%	*	4%	4% 4%	6%	_	*	_	_
	Male	37%		9%	4%	10%	*	-	*	-	*	9%	8%	29%	7%	4% 9%	-	-	*	*	-
	Female	51%	33%	10%	5%	11%	-	-	*	-	-	9%	19%	50%	8%	6% -	10%	-	*	*	-
English II	All	47%	31%	29%	27%	29%	63%	-	58%	*	*	29%	29%	16%	30%	6% 25%	34%	-	43%	*	-
	Students CWD	14%	12%	16%	*	18%		_	_	_	_	19%	*	16%	_	* 19%	*	_	*	*	_
	CWOD			30%	30%	29%	63%	-	58%	*	*	29%	31%	-	30%	6% 25%	35%	-	42%	-	-
	EL	9%	5%	6%		6%			*	-	-	6%	5%	*	6%	6% 5%	7%		*	-	_
	Male	41%		25%	27%	24%	50%	-	*	*	*	24%		19%	25%	5% 25%	-	-	36%	*	-
	Female			34%	28%	34%	*	-	67%	-	-	34%	35%	*	35%	7% -	34%	-	50%	-	-
Algebra I	All Students		39%	10%	7%	10%	*	-	*	-	*	11%	9%	17%	9%	10% 8%	14%	-	*	*	-
	CWD		13%	17%	*	21%	*	_	_	_	_	20%	*	17%	-	* 13%	*	-	*	*	_
	CWOD			9%	10%	9%	*	-	*	-	*	9%	10%	-		11% 7%	13%	-	*	-	-
	EL	29%		10%	-	10%	-	-	-	-	-	10%	11%	*		10% 7%	16%	-	*	-	-
	Male			8%	*	8%	*	-	*	-	*	7%		13%		7% 8%	4.40/	-	*	*	-
	Female	58%	46%	14%	*	14%	-	-	*	-	-	16%	0%	*	13%	16% -	14%	-	*	*	-
Biology	All Students		43%	14%	17%	14%	*	-	-	-	-	16%	9%	50%	9%	9% 13%	17%	-	*	*	-
	CWD	22%		50%	*	56%	*	-	-	-	-	50%	*	50%	-	* 45%	63%	-	*	*	-
	CWOD			9%	22%	8%	*	-	-	-	-	10%	5%	-	9%	8% 7%	12%	-	*	-	-
	EL		12%	9%	*	9%	-	-	-	-	-	10%	5%	* 450/	8%	9% 9%	9%	-	*	-	-
	Male			13%	* 40%	13%	*	-	-	-	-	14%	7% 11%	45%	7% 12%	9% 13%	- 170/-	-	*	*	-
	Female	: 59%	46%	17%	40%	15%	-	-	-	-	-	18%	11%	03%	1∠%	9% -	17%	-	-	-	-

STAAR Percent at Masters Grade Level

End of Course

Two

											or		Non									
				_	African			merica		Pacific			Econ								Foster	
English I	All	Statel 7%	District(2%	Campus 0%	American 0%	Hispanio 0%	cWhite	Indian	Asianl	slander -	Races	Disadv 0%	Disadv 2%	CWD 5%	CWOD 0%	0%		Female 0%	Migrant	Homeless *	Care	Military
	Students	,,,	270	0 70	070	070						070	2,0	070	0,0	0 70	1 70	070				
	CWD	3%	2%	5%	*	6%	*	-	-	-	-	3%	*	5%	-	*	6%	0%	-	*	*	-
	CWOD EL	7% 0%	2% 0%	0% 0%	0% -	0% 0%	*	-	*	-	*	0% 0%	0% 0%	*	0% 0%		0% 0%	0% 0%	-	*	-	-
	Male	5%	1%	1%	0%	1%	*	-	*	-	*	0%	2%	6%	0%		1%	-	-	*	*	-
	Female		3%	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-	*	*	-
English II	All	8%	2%	1%	1%	1%	0%	-	17%	*	*	1%	3%	1%	1%	0%	1%	2%	-	5%	*	-
;	Students	4%	3%	1%	*	2%	_	_	_	_	_	2%	*	1%	_	*	2%	*	_	*	*	_
	CWOD		2%	1%	1%	1%	0%	-	17%	*	*	1%	3%	-	1%	0%	1%	2%	-	5%	-	-
	EL	0%	0%	0%	-	0%	-	-	*	-	-	0%	0%	*	0%		0%	0%	-	*	-	-
	Male	5%	1%	1%	2%	1%	0% *	-	*	*	*	1%	2%	2%	1%		1%	-	-	0%	*	-
	Female	10%	3%	2%	0%	2%	•	-	17%	-	-	1%	5%	•	2%	0%	-	2%	-	10%	-	-
Algebra I	All Students	31%	18%	1%	0%	1%	*	-	*	-	*	1%	0%	0%	1%	2%	1%	2%	-	*	*	-
	CWD	7%	3%	0%	*	0%	*	-	-	-	-	0%	*	0%	-		0%	*	-	*	*	-
		34%	19%	1%	0%	1%	*	-	*	-	*	2%	0%	- *	1%		1%	2%	-	*	-	-
	EL Male	12% 28%	4% 15%	2% 1%	*	2% 1%	*	-	*	-	*	2% 1%	0% 0%	0%	2% 1%		1% 1%	3%	-	*	*	-
	Female		21%	2%	*	2%	_	-	*	-	-	2%	0%	*	2%	3%	-	2%	-	*	*	-
Biology	All Students	23%	11%	2%	8%	1%	*	-	-	-	-	2%	2%	10%	0%	0%	1%	2%	-	*	*	-
	CWD	5%	3%	10%	*	12%	*	-	-	-	-	8%	*	10%	-		9%	13%	-	*	*	-
	CWOD	25% 3%	11%	0% 0%	11% *	0%	*	-	-	-	-	1% 0%	0% 0%	- *	0%		0%	1% 0%	-	*	-	-
	EL Male	3% 22%	1% 10%	0% 1%	*	0% 2%	*	-	-	-	-	0% 1%	0% 4%	9%	0% 0%		0% 1%	U% -	-	*	-	-
	Female		11%	2%	20%	1%	-	-	-	-	-	3%	0%	13%	1%	0%	-	2%	-	*	*	-
STAAR Percent	at Appro	aches	Grade	Level o	r Above																	
All Grades All Subjects	All	77%	69%	52%	49%	52%	50%	_	61%	*	*	52%	50%	38%	53%	36%	47%	58%	_	66%	*	_
	Students	1170	0370	32 /0	4370	32 /u	3070		0170			02 /u	JU 70	0070	5570	00 70 -	T1 /0	30 70		0070		
	CWD	45%	36%	38%	*	42%	*	-	-	-	-	41%	23%	38%	-	20%		42%	-	83%	*	-
	CWOD		72%	53%	55% *	53%	53%	-	61%	*	*	53%	52%	-		37%		59%	-	63%	-	-
	EL Male	60% 74%	54% 65%	36% 47%	49%	36% 47%	- 47%	-	*	*	*	36% 48%	37% 44%	20% 36%		36% 3 32%		42%	-	65%	*	-
	Female		73%	58%	49%	59%	*	-	78%	-	-	58%	60%	42%	59%		-	58%	-	67%	*	-
Reading	All	73%	63%	48%	46%	48%	60%	_	56%	*	*	49%	43%	34%	49%	22%	14%	54%	_	66%	*	_
	Students	1070	0070	40 /0	4070	4070	0070		30 70			4570	4070	O-170	4570	22 /0 -	T-70	O-170		0070		
	CWD	39%	29%	34%	*	37%	*	-	-	-	-	36%	*	34%	-		35%	31%	-	*	*	-
	CWOD		66%	49%	50%	49%	62%	-	56%	*	*	50%	44%	-		22%		55%	-	60%	-	-
	EL Male	52% 69%	44% 58%	22% 44%	- 48%	22% 43%	- 58%	-	*	*	*	23% 45%	16% 38%	35%		22% · 18% ·		27%	-	65%	*	-
	Female		68%	54%	45%	55%	*	-	75%	_	-	54%	54%	31%	55%		- 4 70	54%	-	67%	*	-
Mathamatica	ΔII	900/	760/	CEO/	57%	GE0/	*		*		*	640/	600/	200/	600/	670/	E 7 0/	77%		*	*	
Mathematics	All Students	80%	76%	65%	3770	65%		-		-		64%	68%	30%	69%	07 70 3	3170	1170	-			-
	CWD	52%	42%	30%	*	38%	*	-	-	-	-	36%	*	30%	-	* :	22%	*	-	*	*	-
		83%	79%	69%	80%	68%	*	-	*	-	*	67%	75%	-		68%		78%	-	*	-	-
	EL Mala	70%	69%	67%	- *	67%	-	-	- *	-	*	66%	71%	220/		67%		78%	-	*	*	-
	Male Female	78% 82%	73% 79%	57% 77%	*	58% 78%	_	-	*	-	_	56% 76%	63% 80%	22%	63% 78%	78%		- 77%	-	*	*	-
		0270		,0								. 0 / 0	0070			. 0 / 0						
Science	All	79%	69%	66%	75%	66%	*	-	-	-	-	67%	62%	60%	67%	66%	61%	73%	-	*	*	-
:	Students CWD	48%	39%	60%	*	64%	*	_	_	_	_	62%	*	60%	_	*	55%	75%	_	*	*	_
	CWD		72%	67%	89%	66%	*	-	-	-	-	68%	63%	-	- 67%			73%	-	*	-	-
	EL	58%	48%	66%	*	66%	-	-	-	-	-	67%	65%	*	68%	66%	62%	72%	-	*	-	-
		78%	68%	61%	*	62%	*	-	-	-	-	63%	54%	55%	62%			-	-	*	-	-
	Female	συ%	71%	73%	100%	72%	-	-	-	-	-	73%	74%	75%	73%	12%	-	73%	-	-		-
STAAR Percent	at Meets	Grade	e Level	or Abov	re .																	
All Grades																						
All Subjects	All Students	47%	34%	21%	19%	21%	32%	-	44%	*	*	21%	20%	27%	21%	7%	18%	25%	-	34%	*	-
		23%	20%	27%	*	31%	*	-	-	-	-	29%	15%	27%	-	7% :	25%	30%	-	50%	*	-
	CWOD		35%	21%	21%	20%	29%	-	44%	*	*	21%	20%	-	21%	7%		25%	-	31%	-	-
	EL Male	26% 45%	19% 32%	7% 18%	17%	7% 18%	26%	-	*	*	*	7% 18%	7% 18%	7% 25%	7% 17%	7% 6%		9%	-	30%	*	-
	Female		37%	25%	21%	26%	20%	-	44%	_	-	26%	24%	30%	25%	9%	-	- 25%	-	40%	*	-
Reading	All Students	46%	31%	23%	20%	23%	40%	-	44%	*	*	23%	25%	23%	23%	5% 2	20%	28%	-	34%	*	-
	CWD	22%	18%	23%	*	26%	*	-	-	-	-	25%	*	23%	-	* :	23%	23%	-	*	*	-
	CWOD		32%	23%	22%	23%	38%	-	44%	*	*	23%	26%	-	23%	6% 2		28%	-	32%	-	-
	EL Male	21% 41%	13% 27%	5% 20%	20%	5% 20%	33%	-	*	*	- *	5% 20%	6% 21%	* 23%	6% 20%	5% 5% 2		7% -	-	* 29%	- *	-
	Female		35%	20% 28%	20%	20% 28%	33 /0 *	-	50%	_	_	20% 27%	32%	23%	28%		20%	28%	-	29% 42%	*	-
Mathematics	All Students	48%	39%	10%	7%	10%	*	-	*	-	*	11%	9%	17%	9%	10%	8%	14%	-	*	*	-
`		26%	22%	17%	*	21%	*	_	_	_	-	20%	*	17%	_	*	13%	*	_	*	*	-
	CWOD		40%	9%	10%	9%	*	-	*	-	*	9%	10%	-	9%	11%		13%	-	*	-	-

											Two											
											or		Non									
				_	African			Americar		Pacific											Foster	
					American		cWhite	Indian	Asian	Islander	Races			CMD					Migrant	Homeless	Care	Military
	EL	33%	29%	10%	-	10%	-	-	-	-	-	10%	11%	400/	11%			16%	-	_	-	-
	Male	47%	37%	8%	*	8%	•	-	_	-		7%	12%	13%	7%	7%		-	-	_	_	-
	Female	49%	41%	14%	•	14%	-	-	•	-	-	16%	0%	•	13%	16%	-	14%	-	•	•	-
Science	All	49%	34%	14%	17%	14%	*	-	-	-	-	16%	9%	50%	9%	9%	13%	17%	-	*	*	-
	Students																					
	CWD	23%	19%	50%	*	56%	*	-	-	-	-	50%	*	50%	-	*	45%	63%	-	*	*	-
	CWOD	52%	35%	9%	22%	8%	*	-	-	-	-	10%	5%	-	9%	8%	7%	12%	-	*	-	-
	EL	21%	12%	9%	*	9%	-	-	-	-	-	10%	5%	*	8%	9%	9%	9%	-	*	-	-
	Male	50%	34%	13%	*	13%	*	-	-	-	-	14%	7%	45%	7%	9%	13%	-	-	*	-	-
	Female	49%	34%	17%	40%	15%	-	-	-	-	-	18%	11%	63%	12%	9%	-	17%	-	*	*	-
STAAR Percent	at Maste	rs Gra	de Lev	el																		
All Grades																						
All Subjects	All Students	21%	11%	1%	1%	1%	0%	-	11%	*	*	1%	2%	4%	1%	0%	1%	1%	-	5%	*	-
	CWD	8%	5%	4%	*	4%	*	_				3%	8%	4%		0%	4%	2%	_	17%	*	
	CWOD		12%	1%	1%	1%	0%	-	11%	*	*	1%	2%	- 70	1%	0%	1%	1%	-	3%	_	-
	EL	9%	6%	0%	*	0%	-	-	*			0%	0%	0%	0%	0%		0%	-	*	-	-
			10%	1%	1%				*	*	*			4%				-	-		*	-
	Male	20%				1%	0%	-				1%	2%		1%	0%				4%	*	-
	Female	22%	12%	1%	1%	1%	-	-	11%	-	-	1%	3%	2%	1%	0%	-	1%	-	7%	-	-
Reading	All	19%	9%	1%	1%	1%	0%	-	13%	*	*	1%	2%	3%	1%	0%	1%	1%	-	3%	*	-
	Students																					
	CWD	7%	4%	3%	*	3%	*	-	-	-	-	2%	*	3%	-	*	4%	0%	-	*	*	-
	CWOD	20%	10%	1%	1%	1%	0%	-	13%	*	*	1%	2%	-	1%	0%	1%	1%	-	4%	-	-
	EL	7%	4%	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	16%	8%	1%	1%	1%	0%	-	*	*	*	1%	2%	4%	1%	0%	1%	-	-	0%	*	-
	Female	22%	11%	1%	0%	1%	*	-	13%	-	-	1%	4%	0%	1%	0%	-	1%	-	8%	*	-
Mathematics	s All	23%	15%	1%	0%	1%	*	_	*	_	*	1%	0%	0%	1%	2%	1%	2%	_	*	*	_
	Students		.070	. , ,	0,70							.,,	0,0	0 70								
	CWD	10%	6%	0%	*	0%	*	_	_	_	_	0%	*	0%	_	*	0%	*	_	*	*	_
	CWOD		15%	1%	0%	1%	*		*		*	2%	0%	-	1%	2%	1%	2%	_	*	_	
	EL	13%	9%	2%	-	2%		-		_		2%	0%	*	2%	2%	1%	3%	-	*	-	-
	Male	23%	14%	1%	*	1%	*	-	*	-	*	1%	0%	0%	1%	1%		3 /0	-	*	*	-
					*			-	*	-			0%	U 70 *						*	*	-
	Female	24%	15%	2%		2%	-	-		-	-	2%	0%		2%	3%	-	2%	-			-
Science	All	22%	10%	2%	8%	1%	*	-	-	-	-	2%	2%	10%	0%	0%	1%	2%	-	*	*	-
	Students																					
	CWD	7%	4%	10%	*	12%	*	-	-	-	-	8%	*	10%	-	*	9%	13%	-	*	*	-
	CWOD	24%	10%	0%	11%	0%	*	-	-	-	-	1%	0%	-	0%	0%	0%	1%	-	*	-	-
	EL	5%	1%	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	23%	10%	1%	*	2%	*	-	-	-	-	1%	4%	9%	0%	0%	1%	-	-	*	-	-
	Female		9%	2%	20%	1%	_	_	_	_	_	3%	0%	13%	1%	0%	-	2%	_	*	*	_
			0,0	-,0								0 , 0	0,0			0,0		- / 0				

^{*&#}x27; 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
Academic Growth Score												
Reading												
All Students	66	63	66	92	-	67	-	*	66	59	60	
CWD	59	*	61	-	-	-	-	-	63	59	38	
CWOD	66	65	66	92	-	67	-	*	66	-	61	
EL	60	-	60	-	-	*	-	-	60	38	60	
Male	65	65	65	*		*	<u>. </u>	*	65	66	59	
Female	66	62	66	*	-	*	-	-	67	50	61	
Mathematics												
All Students	*	-	*	*	-	-	-	-	*	*	*	
CWD	*	-	*	*	-	-	-	-	*	*	-	
CWOD	*	-	*	-	-	-	-	-	*	-	*	
EL	*	-	*	-	-	-	-	-	*	-	*	
Male	*	-	*	*	-	-	-	-	*	*	*	
Female	*	_	*	-	-	-	_	-	*	*	*	

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Gra	duation Rate	(Gr 9-12):	Class of 20	17									
All Students	83.0%	83.3%	83.3%	63.2%	-	100.0%	-	-	86.8%	75.6%	68.1%	53.8%	*
CWD	75.6%	83.3%	74.1%	*	-	-	-	-	77.1%	75.6%	*	*	-

^{&#}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
CWOD	83.4%	83.3%	83.6%	64.7%	-	100.0%	-	-	87.3%	-	68.0%	50.0%	*
EL	68.1%	-	68.3%	*	-	-	-	-	77.1%	*	68.1%	*	-
Male	80.9%	86.1%	81.2%	40.0%	-	*	-	-	84.3%	83.9%	62.6%	50.0%	-
Female	85.5%	80.0%	85.7%	88.9%	-	100.0%	-	-	89.7%	50.0%	76.0%	60.0%	*

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

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
620	37	6%

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 e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	25	*	25	*	-	*	*	*	25	23	*
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	44%	27%	45%	46%	-	72%	-	-	44%	16%	40%

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.

	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	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Prof	ficiency Statu	ıs									
		-									

Target Met

Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% N 44% N 46% N 46% N
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90% N	90% N	90% N	90%	90%	90%	90%	90%	90% N	90% N	90% N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met Interim Goals (2028-2032)	N 94%	N 94%	N 94%	94%	94%	94%	94%	94%	N 94%	N 94%	N 94%

^{...} Indicates there are no students in the group.

^{.,} Indicates zero observations reported for this group.

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

	All	Atrican			American		Pacific	I wo or More	⊨con		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N						N	N	N

STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African	ı Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Fomalo	Migrant
Participation Ra	ate	Campus	American	i mispanic	wille	iliulali	Asiaii	isianuei	Naces	Disauv	Disauv	CWD	CWOD	EL	Wate	remale	Wilgram
All Subjects	All Students	99%	98%	99%	83%	-	100%	*	*	99%	98%	97%	99%	100%	99%	99%	-
	CWD	97%	96%	97%	100%	-	-	-	-	96%	100%	97%	-	100%	96%	98%	-
	CWOD	99%	98%	99%	76%	-	100%	*	*	99%	98%	-	99%	100%	99%	99%	-
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	97%	99%	89%	-	100%	*	*	99%	98%	96%	99%	100%	99%	-	-
	Female	99%	99%	100%	*	-	100%	-	-	99%	98%	98%	99%	100%	-	99%	-
Reading	All Students	99%	97%	99%	87%	-	100%	*	*	99%	97%	97%	99%	100%	99%	99%	-
	CWD	97%	95%	98%	*	-	-	-	-	97%	100%	97%	-	100%	98%	97%	-
	CWOD	99%	98%	99%	85%	-	100%	*	*	99%	97%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	*	-	100%	-	-	100%	99%	100%	100%	100%	100%	100%	-
	Male	99%	96%	99%	92%	-	100%	*	*	99%	97%	98%	99%	100%	99%	-	-
	Female	99%	99%	99%	*	-	100%	-	-	99%	98%	97%	99%	100%	-	99%	-
Mathematics	Students	99%	100%	99%	*	-	*	-	*	98%	100%	97%	99%	99%	98%	99%	-
	CWD	97%	*	96%	*	-	-	-	-	96%	100%	97%	-	100%	96%	100%	-
	CWOD	99%	100%	100%	*	-	*	-	*	98%	100%	-	99%	99%	99%	99%	-
	EL	99%	-	100%	*	-	*	-	- *	99%	100%	100%	99%	99%	99%	100%	-
	Male	98%	100%	99%		-		-	•	98%	100%	96%	99%	99%	98%	-	-
	Female	99%	100%	100%	-	-	_	-	-	99%	100%	100%	99%	100%	-	99%	-
Science	All Students	99%	100%	99%	*	-	-	-	-	98%	100%	94%	100%	100%	98%	100%	-
	CWD	94%	*	92%	*	-	-	-	-	93%	*	94%	-	100%	91%	100%	-
	CWOD	100%	100%	99%	*	-	-	-	-	99%	100%		100%	100%	99%	100%	-
	EL	100%	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	98%	100%	98%	*	-	-	-	-	97%	100%	91%	99%	100%	98%	-	-
Non-Participati	Female on Rate	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
All Subjects	All Students	1%	2%	1%	17%	-	0%	*	*	1%	2%	3%	1%	0%	1%	1%	-
	CWD	3%	4%	3%	0%	-	-	-	-	4%	0%	3%	-	0%	4%	2%	-
	CWOD	1%	2%	1%	24%	-	0%	*	*	1%	2%	-	1%	0%	1%	1%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	3%	1%	11%	-	0%	*	*	1%	2%	4%	1%	0%	1%	-	-
	Female	1%	1%	0%	*	-	0%	-	-	1%	2%	2%	1%	0%	-	1%	-
Reading	All Students	1%	3%	1%	13%	-	0%	*	*	1%	3%	3%	1%	0%	1%	1%	-
	CWD	3%	5%	2%	*	-	-	-	-	3%	0%	3%	-	0%	2%	3%	-
	CWOD	1%	2%	1%	15%	-	0%	*	*	1%	3%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	*	-	0%	-	-	0%	1%	0%	0%	0%	0%	0%	-
	Male Female	1% 1%	4% 1%	1% 1%	8%	-	0% 0%	*	*	1% 1%	3% 2%	2% 3%	1% 1%	0% 0%	1% -	- 1%	-
Mathematics	S All Students	1%	0%	1%	*	-	*	-	*	2%	0%	3%	1%	1%	2%	1%	-
	CWD	3%	*	4%	*	-	-	-	-	4%	0%	3%	-	0%	4%	0%	-
	CWOD	1%	0%	0%	*	-	*	-	*	2%	0%	-	1%	1%	1%	1%	-
	EL	1%	-	0%	*	-	-	-	-	1%	0%	0%	1%	1%	1%	0%	-
	Male	2%	0%	1%	*	-	*	-	*	2%	0%	4%	1%	1%	2%	-	-
	Female	1%	0%	0%	*	-	*	-	-	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	1%	0%	1%	*	-	-	-	-	2%	0%	6%	0%	0%	2%	0%	-
	CWD	6%	*	8%	*	-	-	-	-	7%	*	6%	-	0%	9%	0%	-
	CWOD	0%	0%	1%	*	-	-	-	-	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	2%	0%	2%	*	-	-	-	-	3%	0%	9%	1%	0%	2%	-	-
	Female	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-

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

Part (viii): Civil Rights Data

Indicates zero observations reported for this group.

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 with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions					_	*	*		*			
	Male	556	50	497	5	*	*	*	*	155		
	Female	362	29	326	5	*	*	*	*	101		
	Total	918	79	823	10	*	*	*	*	256		
Out-of-School Suspensions		404	40	400	_	*			*	40		
	Male	191	19	163	7	*	*		*	49		
	Female	82	7	73		*	*		*	25		
Eventeiana	Total	273	26	236	9					74		
Expulsions With Educational Services	Male	13	*	11	*	*	*	*	*	*		
With Educational Services	Female	13	*	*	*	*	*	*	*	*		
	Total	15	*	13	*	*	*	*	*	*		
Without Educational Services	Male	*	*	13	*	*	*	*	*	*		
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Officer Zero Tolerance i officies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	iotai											
Conoci-related Arrests	Male	5	*	5	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	5	*	5	*	*	*	*	*	*		
Referrals to Law Enforcement	Total	Ü		Ü								
reservate to Eaw Emercement	Male	5	*	5	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	5	*	5	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions												
	Male	60	11	47	*	*	*	*	*	11		11
	Female	24	5	17	*	*	*	*	*	*		8
	Total	84	16	64	*	*	*	*	*	13		19
Out-of-School Suspensions												
	Male	30	*	22	*	*	*	*	*	*		7
	Female	8	*	*	*	*	*	*	*	*		*
	Total	38	6	26	6	*	*	*	*	6		9
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	*	*	_	*	*	*	*	*	*		*
Defermely to Law Enforcement	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Mala		*	*	*	*	*	*	*			*
	Male	*	*	*	*	*	*	*	*	_		-
	Female			*	•	•			· •	•		*
All Churdonto	Total	-	-	-	-	-	-	-	-	-		
All Students												
Chronic Absenteeism	Mala	445	26	277	0	*	*	*	*	00	20	44
	Male	415 388	26 23	377 356	8 5	*	*	*	*	98 83	32 17	11 11
	Female Total	803	23 49	733	5 13	*	*	*	*	181	49	22
	IUIAI	003	49	133	13					101	49	22

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*
Official pasis 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.

Parathari Parana		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	95	*	86	5	*	*	*	*	*	*
	Female	134	5	122	*	*	5	*	*	5	*
	Total	229	7	208	7	*	7	*	*	7	*
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.

High Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 36.7	Percent 23.1%
Teachers Teaching with Emergency or Provisional Credentials	8.7	5.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	24.6	16.5%

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.

Reading 6,019 1% 66 1% - - -	0.1.0	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 4 Reading 6,061 1% 70 1% - - Mathematics 6,056 1% 70 1% - - Grade 5 Reading 6,162 2% 68 1% - - Mathematics 6,160 1% 68 1% - - Science 6,164 1% 68 1% - - Grade 6	Grade 3 Reading	6,019	1%	66	1%	-	-
Reading 6,061 1% 70 1% - - Mathematics 6,056 1% 70 1% - - Grade 5 Reading 6,162 2% 68 1% - - Mathematics 6,160 1% 68 1% - - Science 6,164 1% 68 1% - - Grade 6	Mathematics	6,020	1%	66	1%	-	-
Grade 5 Reading 6,162 2% 68 1% - - Mathematics 6,160 1% 68 1% - - Science 6,164 1% 68 1% - - Grade 6		6,061	1%	70	1%	-	-
Reading 6,162 2% 68 1% - - Mathematics 6,160 1% 68 1% - - Science 6,164 1% 68 1% - - Grade 6	Mathematics	6,056	1%	70	1%	-	-
Science 6,164 1% 68 1% Grade 6		6,162	2%	68	1%	-	-
Grade 6	Mathematics	6,160	1%	68	1%	-	-
	Science	6,164	1%	68	1%	-	-
		5,678	1%	63	1%	-	-
Mathematics 5,677 1% 63 1%	Mathematics	5,677	1%	63	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
Grade 7 Reading	5,298	1%	59	1%	-	-
Mathematics	5,294	1%	59	1%	-	-
Grade 8 Reading	5,088	1%	62	1%	-	-
Mathematics	5,087	2%	62	1%	-	-
Science	5,087	1%	62	1%	-	-
End of Course English I	4,868	1%	66	1%	14	3%
English II	4,556	1%	58	1%	10	1%
Algebra I	4,884	1%	63	1%	13	5%
Biology	4,861	1%	66	1%	14	6%
All Grades All Subjects	99,020	1%	1,159	1%	51	2%
Reading	43,730	1%	512	1%	24	1%
Mathematics	39,178	1%	451	1%	13	5%
Science	16,112	1%	196	1%	14	6%

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

			% 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
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	23 *	31	4Z *	23	19	4
							00		•	•
		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 Disady	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 Disady	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
			62	68	33	27	5	5	n/a	n/a
		English Language Learners	02	00	33	21	3	3	II/a	II/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 Disady	40	45	40	37	2 4 17	25 15	3	3
		Students with Disabilities	40 67	45 69	23	37 22	8	15 7	2	3 2
		Students with Disabilities	07	09	23	22	0	,	4	2

Grade Subject Student Group Finglish Language Learners Subject Finglish Language Learners Subject Student Group Finglish Language Learners Subject Subject Student Group Finglish Language Learners Subject Su

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		

^{&#}x27;*' Indicates reporting standards not met.

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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