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

Campus Name: CARVER H S FOR APPLIED TECH/ENGINEERING/ARTS

Campus ID: 101902002 **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
			All	African			American		Pacific	or		0	(Current
				African American F	lienanic	White	Indian	Asian	Islander			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)	rtodding/LL/t	Rates	1170	0270	01 70	0070	1070	1 170	1070	0070	0070	1070	2070
,		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22											
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32	02 /0	J 4 /0	30 /0	1370	02 /0	02 /0	0370	1070	3370	4570	JZ /0
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		Rates											
		2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22	E 40/	440/	400/	050/	500 /	0.50/	530 /	0.40/	450/	0.40/	400/
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32	0070	0170	0070	1070	0070	0070	0070	0070	01 70	1070	0070
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17											41%
		Rates											
		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	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2026-27	3270	02 /0	0 <u>2</u> /0	02 /0	O2 /0	0 <u>2</u> /0	02 /0	0 <u>2</u> /0	0 <u>2</u> 70	O2 70	0 <u>2</u> 70
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32											

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

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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;

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										Foster	
		State	District	Campus	American	Hispani	cWhite	Indian	Asia	nislander	Races	Disadv	Disadv	CWD	CWO	EL Male	Female	Migran	tHomeless	Care	Military
STAAR Percer	it at Appro	oache	s Grade	Level o	r Above																
End of Course	е																				
English I	All	64%	50%	64%	59%	74%	*	-	*	-	*	61%	81%	*	70%	54% 57%	72%	-	71%	*	-
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	CWD		53%	70%	66%	77%	*	-	*		*	67%	88%	_	70%	52% 64%	76%	-	- 71%	*	-
	EL	30%	19%	54%	-	54%	_	_	_	_	_	52%	*	*	52%	54% 31%	83%	_	*	_	_
	Male	57%	43%	57%	52%	66%	*	_	_	-	-	55%	73%	*		31% 57%	-	_	*	*	-
	Female		58%	72%	66%	85%	*	-	*	-	*	69%	89%	*		83% -	72%	-	*	*	-
English II	ΔII	66%	55%	73%	71%	76%	*		*		*	71%	84%	260/	770/	440/ GG0/	81%		*	*	
English II	All Students		33%	13%	7 170	70%		-		-		1 1 70	04 70	36%	1170	41% 66%	0170	-			-
	CWD	25%	21%	36%	*	*	*	_	*	-	-	40%	*	36%	-	- 28%	50%	_	-	*	_
	CWOD		58%	77%	76%	77%	*	-	-	-	*	74%	89%	-	77%	41%71%	83%	-	*	-	-
	EL	27%	21%	41%	-	41%	-	-	-	-	-	43%	*	-	41%	41% 31%	54%	-	*	-	-
	Male	61%	50%	66%	66%	66%	*	-	-	-	-	65%	69%	28%	71%	31% 66%	-	-	*	-	-
	Female	72%	61%	81%	77%	86%	*	-	*	-	*	77%	97%	50%	83%	54% -	81%	-	*	*	-
Al	A.II	000/	700/	700/	700/	070/						700/	700/	050/	050/	000/ 700/	0.40/		000/		
Algebra I	All Students	82%	76%	78%	73%	87%	-	-		-	-	78%	79%	25%	85%	68% 73%	84%	-	83%	-	-
	CWD	47%	40%	25%	*	*	*	_	*	_	_	30%	*	25%	_	* *	*	_	_	*	_
	CWOD		80%	85%	81%	89%	*	_	*	_	*	84%	89%	-	85%	67% 82%	87%	_	83%	*	_
	EL	67%	62%	68%	-	68%	_	_	_	-	-	70%	*	*	67%	68%71%	63%	_	*	-	-
	Male	78%	70%	73%	65%	83%	*	-	-	-	-	74%	70%	*	82%	71% 73%	-	-	*	*	-
	Female	87%	83%	84%	80%	92%	*	-	*	-	*	83%	90%	*	87%	63% -	84%	-	*	*	-
Biology	All Students	86%	80%	87%	84%	93%	*	-	*	-	*	86%	92%	33%	92%	63% 84%	90%	-	100%	*	-
	CWD	56%	48%	33%	28%	*	*	_	_	_	_	40%	*	33%	_	* 28%	*	_	_	*	_
	CWOD		83%	92%	91%	93%	*	_	*	_	*	91%	100%	-	92%	60% 93%	92%	_	100%	*	_
	EL	64%	57%	63%	-	63%	_	_	_	-	-	57%	*	*	60%	63% 78%	*	_	-	-	-
	Male	83%	77%	84%	75%	95%	*	-	-	-	-	83%	88%	28%		78% 84%	-	-	*	*	-
	Female	88%	83%	90%	91%	90%	*	-	*	-	*	89%	96%	*	92%	* -	90%	-	*	*	-
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	CWD	14%	12%	11%	*	*	*	-	*	-	-	12%	*	11%	-	- 6%	20%	-	-	*	-
	CWOD		33%	51%	50%	50%	*	-	-	-	*	44%	78%	-	51%	17% 43%	58%	-	*	-	-
	EL	9%	5%	17%	-	17%	-	-	-	-	-	18%	*	-		17% 25%	8%	-	*	-	-
	Male	41%		38%	36%	41%	*	-	-	-	-	34%	62%	6%		25% 38%	-	-	*	-	-
	Female	54%	37%	56%	56%	54%	*	-	*	-	*	49%	84%	20%	58%	8% -	56%	-	*	*	-
Algebra I	All	53%	39%	40%	38%	43%	*	_	*	_	*	38%	47%	11%	43%	18% 34%	45%	_	33%	*	_
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	Male			34%	30%	41%	*	-	-	-	-	32%	48%	*		21% 34%	-	-	*	*	-
	Female	58%	46%	45%	46%	46%	*	-	*	-	*	45%	45%	*	47%	13% -	45%	-	*	*	-
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	EL		12%	31%	-	31%	-	-	-	-	-	36%	*	*		31% 44%	*	-	-	-	-
	Male		41%	56%	44%	69%	*	-	-	-	-	55%	63%	6%		44% 56%		-	*	*	-
	Female	59%	46%	51%	44%	65%	*	-	*	-	*	48%	68%	*	53%	* -	51%	-	*	*	-

STAAR Percent at Masters Grade Level

End of Course

Two

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CVVOD			500 /	400/	050/								200/		050/							
Figure F						010/	90%	*	-	*	-	*			25%	95%	670/ 920	 0/2 0/70/	-	920/	*	-
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STAAR Percent at Meets Grade Level or Above All Grades All Subjects All 47% 34% 44% 40% 50% 33% - 71% - 83% 41% 60% 8% 48% 20% 39% 50% - 45% 21% 21% Students CWD 23% 20% 8% 5% 13% * - 71% - 83% 41% 60% 8% 48% 20% 39% 50% - 45% 21% CWD 23% 20% 35% 48% 45% 52% 45% - 100% - 83% 45% 65% - 48% 17% 44% 52% - 45% * - 45% EL 26% 19% 20% - 2					84%	75%		*	-	-	-	-			28%				-	*	*	-
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Students		All	47%	34%	44%	40%	50%	33%	-	71%	-	83%	41%	60%	8%	48%	20% 399	% 50%	-	45%	21%	-
CWOD 50% 35% 48% 45% 52% 45% - 100% - 83% 45% 65% - 48% 17% 44% 52% - 45% * EL 26% 19% 20% - 20% 21% 13% * 17% 20% 22% 18% - * Male 45% 32% 39% 33% 45% 50% 36% 53% 66% 44% 22% 39% 40% * Female 50% 37% 50% 46% 57% * - 71% - 83% 47% 66% 12% 52% 18% - 50% - 57% * Reading All 46% 31% 42% 39% 46% * - * - * - * 38% 62% 6% 46% 18% 34% 52% - 40% * Students CWD 22% 18% 6% 2% 7% * - * - * - * 38% 62% 67% - 46% 16% 38% 54% - 40% * EL 21% 13% 18% - 18% - 18% * - * - * 42% 67% - 46% 16% 38% 54% - 40% * EL 21% 13% 18% - 18% 18% 17% * * 16% 18% 16% 20% - * - * Male 41% 27% 34% 31% 37% * 30% 50% 55% 38% 16% 34% * * Female 50% 35% 52% 48% 57% * - * - * - * 38% 47% 11% 43% 18% 34% 45% - 33% * Mathematics All 48% 39% 40% 38% 43% * - * - * - * - * 38% 47% 11% 43% 18% 34% 45% - 33% * Mathematics All 48% 39% 40% 38% 43% * - * - * - * - * 38% 47% 11% - * * * * * - * *	-																	_				
EL 26% 19% 20% - 20% - - - - - - 21% 13% * 17% 20% 22% 18% - * - 40% * * * * * * * * *								*	-	*				*		-					*	-
Male 45% 32% 39% 33% 45% 50% 36% 53% 6% 44% 22% 39% 40% * Female 50% 37% 50% 46% 57% * - 71% - 83% 47% 66% 12% 52% 18% - 50% - 57% *								45%	-	100%											*	-
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Reading All 46% 31% 42% 39% 46% * - * - * 38% 62% 6% 46% 18% 34% 52% - 40% * Students									-												*	-
Students CWD 22% 18% 6% 2% 7% * - * - 7% * 6% - * 5% 10% - * * * * * * * - * * * * * * * - *					, - , v	, •	/•							, - , 0	_,,			-2.0		,		
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CWOD 48% 32% 46% 44% 48% * - * - * 42% 67% - 46% 16%38% 54% - 40% * EL 21% 13% 18% - 18% 17% * * 16% 18%16% 20% - * - Male 41% 27% 34% 31% 37% * 30% 50% 50% 5% 38% 16%34% * * * * * Female 50% 35% 52% 48% 57% * - * - * 47% 73% 10% 54% 20% - 52% - * * * * * * * * * * * * * * * * * *			000	4551				_							.			,				
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Male 41% 27% 34% 31% 37% * 30% 50% 5% 38% 16% 34% * * * Female 50% 35% 52% 48% 57% * - * - * 47% 73% 10% 54% 20% - 52% - * * * Mathematics All 48% 39% 40% 38% 43% * - * - * 38% 47% 11% 43% 18% 34% 45% - 33% * Students CWD 26% 22% 11% * * * * - * - 13% * 11% - * * * - * - * *								*	-	*	-										*	-
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		State	District	tCampus	American	- Hispani	cWhite	Indian	Asian	Islandei	Races	Disady	Disad	CWD	CWO	EL Ma	eFemal	eMigrar	ntHomeles	s Care	Military
	EL	33%		18%	-	18%	-	-	_	-	-	20%	*	*		18% 219		_	*	-	-
	Male	47%	37%	34%	30%	41%	*	-	-	-	-	32%	48%	*	39%	21% 349	6 -	-	*	*	-
	Female	49%	41%	45%	46%	46%	*	-	*	-	*	45%	45%	*		13% -	45%	-	*	*	-
Science	All	49%	34%	54%	44%	67%	*	_	*	_	*	51%	65%	8%	58%	31% 569	6 51%	_	67%	*	_
Ocicioc	Students	45 /0	0470	04 /0	4470	01 /0						3170	00 /0	070	00 /0	017000	0 0170		07 70		
	CWD	23%	19%	8%	6%	*	*				_	10%	*	8%		* 6%	*	_	_	*	
	CWOD		35%	58%	49%	69%	*	-	*	-	*	55%	71%	0 70	58%	27% 649		-	67%	*	-
	EL	21%	12%	31%	4970	31%		-		-		36%	/ I /0 *	*		31% 449		-	07 70		-
	Male	50%	34%	56%	44%	69%	*	-	-	-	-		63%	6%				-	*	*	-
								-	-	-	*	55%		6% *		44% 569		-			-
	Female	49%	34%	51%	44%	65%	-	-		-	-	48%	68%		53%	* -	51%	-		-	-
STAAR Percent	t at Maste	rs Gra	ade Lev	/el																	
All Grades					70/	440/	E0/		E 7 0/		470/	70/	450/	00/	400/	00/ 00/	100/		400/	00/	
All Subjects	All Students	21%	11%	9%	7%	11%	5%	-	57%	-	17%	7%	15%	0%	10%	0% 8%	5 10%	-	18%	0%	-
	CWD	8%	5%	0%	0%	0%	*	-	*	-	-	0%	*	0%	-	* 0%	0%	-	-	*	-
	CWOD		12%	10%	8%	11%	9%	-	80%	-	17%	8%	16%	_	10%	0% 9%	10%	-	18%	*	-
	EL	9%	6%	0%	_	0%	_	_	_	_	-	0%	0%	*	0%	0% 0%		_	*	_	_
	Male	20%	10%	8%	6%	10%	13%	_	_	_	_	7%	14%	0%	9%	0% 8%		_	7%	*	_
	Female		12%	10%	7%	12%	*	_	57%		17%	8%	15%	0%	10%	0% -	10%		43%	*	
								_	31 /0	-								_			-
Reading	All Students	19%	9%	4%	3%	6%	*	-	*	-	*	3%	8%	0%	5%	0% 4%	5%	-	10%	*	-
	CWD	7%	4%	0%	0%	0%	*		*		_	0%	*	0%	_	* 0%	0%	_	_	*	
				5%		6%	*	-	*	-	*	4%	9%							*	-
	CWOD		10%		3%			-		-			9%	-	5%	0% 4%		-	10%		-
	EL	7%	4%	0%	-	0%	-	-	-	-	-	0%			0%	0% 0%		-		-	-
	Male	16%	8%	4%	2%	6%		-	-	-	- *	2%	10%	0%	4%	0% 4%		-	*		-
	Female	22%	11%	5%	4%	5%	*	-	*	-	*	4%	7%	0%	5%	0% -	5%	-	*	*	-
Mathematics		23%	15%	16%	14%	20%	*	-	*	-	*	15%	23%	0%	18%	0% 149	6 18%	-	17%	*	-
	Students				_																
	CWD	10%	6%	0%	*	*	*	-	*	-	-	0%	*	0%	-	* *	*	-	-	*	-
	CWOD		15%	18%	16%	21%	*	-	*	-	*	16%	26%	-	18%	0% 179		-	17%	*	-
	EL	13%	9%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0% 0%	0%	-	*	-	-
	Male	23%	14%	14%	15%	14%	*	-	-	-	-	13%	22%	*	17%	0% 149	6 -	-	*	*	-
	Female	24%	15%	18%	12%	27%	*	-	*	-	*	17%	25%	*	19%	0% -	18%	-	*	*	-
Science	All	22%	10%	12%	10%	14%	*	-	*	-	*	10%	22%	0%	13%	0% 129	6 13%	-	33%	*	-
	Students																				
	CWD	7%	4%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	* 0%	· *	-	-	*	-
	CWOD	24%	10%	13%	11%	14%	*	-	*	-	*	11%	24%	-	13%	0% 149	6 13%	-	33%	*	-
	EL	5%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0% 0%	*	-	-	-	-
	Male	23%	10%	12%	10%	14%	*	-	_	-	-	11%	17%	0%	14%	0% 129		_	*	*	-
	Female		9%	13%	11%	13%	*	_	*	_	*	9%	28%	*	13%	* -	13%	_	*	*	_

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	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	75	75	76	*	-	-	-	*	73	47	75
CWD	47	*	*	*	-	-	-	-	43	47	-
CWOD	77	78	75	-	-	-	-	*	76	-	75
EL	75	-	75	-	-	-	-	-	75	-	75
Male	73	72	75	-	-	-	-	-	70	*	*
Female	76	77	78	*	-	-	-	*	76	*	86
Mathematics											
All Students	67	65	68	*	-	*	-	*	66	38	47
CWD	38	*	*	-	-	-	-	-	42	38	*
CWOD	69	68	68	*	-	*	-	*	68	-	43
EL	47	-	47	-	-	-	-	-	50	*	47
Male	59	57	62	*	-	-	-	-	57	*	*
Female	74	72	74	*	_	*	-	*	74	*	*

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 G	Fraduation Rate	(Gr 9-12):	Class of 20	17									
All Students	96.5%	95.8%	96.8%	*	-	*	-	*	96.5%	90.0%	90.9%	100.0%	-
CWD	90.0%	100.0%	*	-	-	-	-	-	85.7%	90.0%	-	*	-

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
CWOD	96.8%	95.5%	97.8%	*	-	*	-	*	97.0%	-	90.9%	*	-
EL	90.9%	-	90.9%	-	-	-	-	-	90.0%	-	90.9%	-	-
Male	96.0%	95.6%	95.9%	*	-	*	-	*	95.7%	*	85.7%	*	-
Female	96.9%	96.0%	97.8%	*	-	-	-	*	97.2%	83.3%	*	*	-

^{*&#}x27; 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
47	10	21%

^{&#}x27;*' 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	All Students vement Don			White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	43	39	48	*	-	*	-	*	40	*	*
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	58%	46%	68%	*	-	*	-	*	51%	*	*

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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Reading											
Interim Goals (2018-2022) Target Met	44% N	32% Y	37% Y	60%	43%	74%	45%	56%	33% Y	19% N	29% N
Interim Goals (2023-2027) Target Met	52% N	42% N	46% Y	66%	51%	78%	53%	62%	43% N	31% N	39% N
Interim Goals (2028-2032) Target Met	62% N	54% N	58% N	73%	62%	82%	63%	70%	55% N	45% N	52% N
Long-Term Goals Target Met	72% N	66% N	69% N	80%	72%	87%	73%	78%	67% N	60% N	65% N
Mathematics	.,	.,	.,								• • •
Interim Goals (2018-2022) Target Met	46% N	31% Y	40% Y	59%	45%	82%	50%	54%	36% Y	23% N	40% N
Interim Goals (2023-2027) Target Met	54% N	41% N	49% N	65%	53%	85%	57%	61%	45% N	34% N	49% N
Interim Goals (2028-2032) Target Met	63% N	54% N	59% N	73%	63%	88%	66%	69%	57% N	48% N	59% N
Long-Term Goals Target Met	73% N	66% N	70% N	80%	73%	91%	75%	77%	68% N	62% N	70% N
English Learner Language Prof	iciency Statu	ıs									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% Y 44% Y 46% N 46% N
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90% Y	90% Y	90% Y	90%	90%	90%	90%	90%	90% Y	90%	90%
Interim Goals (2023-2027) Target Met	92% Y	92% Y	92% Y	92%	92%	92%	92%	92%	92% Y	92%	92%
Interim Goals (2028-2032) Target Met	94% Y	94% Y	94% Y	94%	94%	94%	94%	94%	94% Y	94%	94%

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

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

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

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

ΑII African American Pacific Two or More Econ Students American Hispanic White Indian Asian CWD EL+ Islander Races Disadv Long-Term Goals 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% Target Met

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	Female	Migrant
Participation Ra	te	Gampus	American	rnspanic	Willia	malan	Asian	isianaci	Nuccs	Disauv	Disauv	OND	OHOD		waic	remaie	Migrant
All Subjects	All Students	100%	99%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	_	*	_	_	100%	100%	100%	_	*	100%	100%	_
	CWOD	100%	99%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	99%	100%	100%	-	100%	-	100%	99%	100%	100%	99%	100%	-	99%	-
Reading	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	99%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	99%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	*	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	99%	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	99%	100%	*	-	*	-	*	99%	100%	100%	99%	100%	-	99%	-
Science	All Students	99%	99%	100%	100%	-	*	-	*	99%	100%	100%	99%	100%	100%	99%	-
	CWD	100%	100%	*	*	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	99%	99%	100%	*	-	*	-	*	99%	100%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
Non-Participatio	Female n Rate	99%	98%	100%	*	-	*	-	*	98%	100%	100%	99%	100%	-	99%	-
·																	
All Subjects	All Students	0%	1%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	1%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	1%	0%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	1%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	1%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	1%	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	1%	0%	*	-	*	-	*	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	1%	1%	0%	0%	-	*	-	*	1%	0%	0%	1%	0%	0%	1%	-
	CWD	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	1%	1%	0%	*	-	*	-	*	1%	0%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	2%	0%	*	-	*	-	*	2%	0%	0%	1%	0%	-	1%	-

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

Part (viii): Civil Rights Data

^{&#}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.

^{&#}x27;-' 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	African			Indian or Alaska		Pacific	Two or More		with	Students with Disabilities (Section
Students Without Disabilities		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	504)
In-School Suspensions												
in concer caepanoione	Male	227	134	89	*	*	*	*	*	14		
	Female	162	110	47	*	*	*	*	5	8		
	Total	389	244	136	*	*	*	*	5	22		
Out-of-School Suspensions									-			
	Male	88	58	28	*	*	*	*	*	*		
	Female	61	49	10	*	*	*	*	*	*		
	Total	149	107	38	*	*	*	*	*	6		
Expulsions												
With Educational Services	Male	10	8	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	10	8	*	*	*	*	*	*	*		
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												
	Male	34	26	8	*	*	*	*	*	*		17
	Female	22	17	5	*	*	*	*	*	*		11
	Total	56	43	13	*	*	*	*	*	*		28
Out-of-School Suspensions												
	Male	18	16	*	*	*	*	*	*	*		7
	Female	18	16	*	*	*	*	*	*	*		*
	Total	36	32	*	*	*	*	*	*	*		11
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	*	*	*	*	*	*	*	*	*		*
Defermals to Love E. (Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
All Otradanta	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism	Mala	00	0.5	00	*	*		*		*	_	_
	Male	66 77	35	29	*	*	*	*	*		5	5 *
	Female	77	44	29	*	*	*	*	*	5	8	
	Total	143	79	58	-	-	-	-		7	13	7

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

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

		Total	African	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs		Students	American	пізрапіс	wille	Native	ASIAII	isianuer	Races	EL	Disabilities
r rescriber r regrams	Male	_	_	_	_	_	_	_	_	_	_
	Female	-	_	_	_	_	_	_	_	-	-
	Total	_	_	-	_	_	_	-	_	_	_
Accelerated Coursework											
Advanced Placement Courses	Male	82	38	38	*	*	*	*	*	*	*
	Female	94	47	41	*	*	*	*	*	*	*
	Total	176	85	79	*	*	*	*	*	*	*
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.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 15.9	Percent 24.0%
Teachers Teaching with Emergency or Provisional Credentials	7.9	12.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the	10.9	17.5%

'-' 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.

	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%	66	1%	-	-
Mathematics	6,020	1%	66	1%	-	-
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 Reading	5,678	1%	63	1%	-	-
Mathematics	5,677	1%	63	1%	-	-
Grade 7 Reading	5,298	1%	59	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	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%	-	-
English II	4,556	1%	58	1%	-	-
Algebra I	4,884	1%	63	1%	-	-
Biology	4,861	1%	66	1%	-	-
All Grades All Subjects	99,020	1%	1,159	1%	-	-
Reading	43,730	1%	512	1%	-	-
Mathematics	39,178	1%	451	1%	-	-
Science	16,112	1%	196	1%	-	-

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

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

			% 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
	3	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	i	1
		English Languago Loamoro	00	00	20	20		Ü	· ·	·
	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
	3	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
	Matromatico	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	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
		English Language Loanleis	01				•	Ü		

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

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.

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