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

Campus Name: ALDINE MIDDLE Campus ID: 101902041 **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	Lionania	White	American Indian	Asian	Pacific Islander		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)	Reading/LLA	Rates	44 /0	JZ /0	31 /0	00 /0	4570	1 4 70	4570	30 70	3370	1370	2370
Grado Edvor di Albovo,		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	700/	000/	000/	000/	700/	070/	700/	700/	070/	000/	050/
	Mathematics	2032-33 Baseline 2016-17	72% 46%	66% 31%	69% 40%	80% 59%	72% 45%	87% 82%	73% 50%	78% 54%	67% 36%	60% 23%	65% 40%
	Maniemancs	Rates	40 /0	3170	40 /0	39 /0	4370	02 /0	JU /0	J 4 /0	30 /0	23 /0	40 /0
		2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22											
		2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2026-27											
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17	7370	0070	1070	00 /0	1370	3170	1370	11 70	0070	02 /0	41%
22 1 Tog1000		Rates											1170
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											400/
		2027-28 through 2031-32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates	0970	0370	01 /0	93 /0	00 /0	95/0	09 /0	92 /0	00 /0	7 0 70	12/0
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22											
		2022-23 through	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%
		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

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.

											Two										
					A 5-1			.	_	D161-	or	-	Non							F4	_
		State	Distric	tCampus	African American	Hispani	cWhite	Americar Indian		Pacific nIslander				/CWD	cwo	D EL Male	Female	Migran	tHomeles	Fostei s Care	
STAAD Domoont	ot Annu			-		•												Ū			•
STAAR Percent Grade 7	at Appro	acne	s Grad	e Level o	r Above																
Reading	All	73%	65%	65%	55%	67%	63%	-	*	-	*	64%	67%	45%	66%	34% 60%	69%	-	86%	-	-
	Students CWD	37%	33%	45%	*	56%						44%	*	45%		* 53%	*		*		
	CWD		53% 67%	45% 66%	59%	68%	- 71%	-	*	-	*	66%	71%	45%	66%			-	100%	-	-
	EL	44%	32%	34%	3970	34%	7 1 70	-	*	-		33%	/ I /0 *	*	34%			-	100 /6		
	Male	69%	59%	60%	56%	62%	*	-	*	-	*	60%	57%	53%		32% 60%		-	*		
	Female		71%	69%	53%	73%	*	-	_	-	*	69%	70%	*		36% -	69%	_	*	_	-
Mathematics	. All	71%	61%	72%	55%	76%	75%	_	*	_	*	72%	83%	41%	77%	65% 73%	72%	_	100%	_	_
	Students																				
	CWD	42%	32%	41%	31%	46%	-	-	-	-	-	41%	*	41%	-	* 52%	24%	-	*	-	-
	CWOD		64%	77%	61%	80%	86%	-	*	-	*	75%	90%	-	77%	70% 76%	77%	-	100%	-	-
	EL	52%	44%	65%	-	64%	-	-	*	-	-	63%	78%	*	70%	65% 66%	62%	-	-	-	-
	Male	69%	59%	73%	63%	74%	*	-	*	-	*	72%	73%	52%	76%	66% 73%	-	-	*	-	-
	Female	73%	64%	72%	48%	78%	*	-	-	-	*	71%	82%	24%	77%	62% -	72%	-	*	-	-
Cando O																					
Grade 8 Reading	All	85%	79%	76%	73%	77%	78%	*	*	_	*	75%	86%	61%	77%	48% 77%	75%	*	83%	_	_
	Students	00 /0	10/0	. 0 /0	1 3 /0	1170	1070			-		1 3 /0	00 /0	0170	11 /0	TO /0 1 1 /0	1 3 /0		0070	-	-
	CWD	49%	42%	61%	*	77%	*	_	_	_	_	61%	_	61%	_	* 79%	*	_	*	_	_
	CWOD		81%	77%	77%	77%	75%	*	*	_	*	76%	86%	-		48% 76%		*	*	_	_
	EL	58%	46%	48%	-	48%	*	_	_	_	_	47%	56%	*	48%			*	*	_	_
	Male	82%	75%	77%	75%	77%	71%	_	*	_	*	75%	87%	79%		52% 77%		_	83%	_	_
	Female		82%	75%	72%	76%	*	*	*	_	*	74%	84%	*		42% -	75%	*	-	_	_
Mathematics	Students	85%		85%	78%	87%	89%	*	*	-	*	84%	93%	57%	87%	73% 84%		*	86%	-	-
	CWD	53%		57%	*	61%	*	-	-	-	-	57%	<u>-</u>	57%		* 58%		-		-	-
	CWOD		84%	87%	81%	88%	88%	*	*	-	*	86%	93%	-	87%			*	100%	-	-
	EL	73%	65%	73%		72%	*	-	-	-	-	72%	78%	*	74%			*	*	-	-
	Male	82%	79%	84%	78%	85%	86%	-	*	-	*	82%	96%	58%		71% 84%		-	86%	-	-
	Female	87%	84%	86%	78%	88%	*	*	*	-	*	86%	89%	*	87%	75% -	86%	*	-	-	-
Science	All Students	75%	61%	62%	60%	63%	67%	*	*	-	*	62%	64%	31%	65%	33% 61%	64%	*	*	-	-
	CWD	39%	28%	31%	*	41%	*	_	*	_	_	33%	*	31%	_	* 38%	*	_	*	_	_
	CWOD		63%	65%	65%	64%	71%	*	*	_	*	64%	67%	-	65%	35% 63%		*	*	_	_
	EL	46%	26%	33%	-	34%	*	_	_	_	_	35%	*	*	35%			*	*	_	_
	Male	74%	59%	61%	61%	61%	*	_	*	_	*	62%	52%	38%		31% 61%	-	_	*	_	_
	Female			64%	60%	65%	*	*	*	-	*	63%	80%	*		36% -	64%	*	-	-	-
End of Course																					
Algebra I	All Students	82%	76%	100%	*	100%	-	-	-	-	-	100%	-	-	100%	, - *	100%	-	-	-	-
	CWD	47%		-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	CWOD		80%	100%	*	100%	-	-	-	-	-	100%	-	-	100%	*	100%	-	-	-	-
	EL	67%	62%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	78%	70%	*	-	*	-	-	-	-	-	*	-	-	*	- *	-	-	-	-	-
	Female	87%	83%	100%	*	*	-	-	-	-	-	100%	-	-	100%		100%	-	-	-	-
STAAR Percent	at Meets	Grad	le Leve	el or Abov	/e																
Grade 7																					
Reading	All		33%	30%	28%	30%	50%	-	*	-	*	30%	33%	34%	30%	4% 27%	33%	-	14%	-	-
	Students																				
	CWD			34%	*	44%	-	-	-	-	-	32%	*	34%		* 41%		-	*	-	-
	CWOD			30%	29%	29%	57%	-	*	-	*	30%	32%	-	30%			-	17%	-	-
	EL	16%		4% 27%	-	4%	*	-	*	-	-	3%		440/	4%	4% 5%	3%	-	*	-	-
	Male Female	42% 53%		27% 33%	28% 28%	26% 34%	*	-	_	-	*	27% 33%	29% 35%	41%	26% 34%		33%	-	*	-	-
	. Smale	23,0	2370	20 /0	_5,0	0170						5570	5575		5170	5 .5	5570				
Mathematics			24%	28%	24%	29%	50%	-	*	-	*	28%	31%	22%	29%	12% 26%	32%	-	29%	-	-
	Students		470/	200/	050/	2001						200/		000/		* 0007	4.40/		*		
	CWD			22%	25%	20%	-	-	-	-	-	22%	*	22%		* 26%		-		-	-
	CWOD			29%	24%	30%	57%	-	_	-	•	29%	33%	-		14% 25%		-	33%	-	-
	EL Mala	17%		12%	220/	12%	*	-	*	-	*	12%	22%	*		12% 12%		-	*	-	-
	Male	38%		26% 33%	22%	26%	*	-		-	*	25% 32%	27% 32%			12% 26%	- 32%	-	*	-	-
	Female	40%	27%	32%	26%	32%		-	-	-		32%	32%	1470	34%	13% -	3∠%	-		-	-

Two

											or		Non									
				_	African			America		Pacific											Foster	
Reading	All	State 48%	District 36%	Campus: 31%	American 22%	Hispanio 33%	White 44%	Indian *	Asian *	ilslander -	Races	Disadv 29%	Disady 55%		31%				Migrant *	Homeless 67%	Care	Military
	Students	1070	0070	0170	2270	0070	1170					2070	0070	1170	0170	0 70	0170	2070		01 70		
	CWD	23%	25%	44%	*	54%	*	-	-	-	-	44%	-	44%	-	*	57%	*	-	*	-	-
	CWOD EL	51% 13%	36% 7%	31% 5%	23%	32% 5%	38%			-	-	28% 5%	55% 11%	*	31% 6%		32% 5%	29% 6%	*	*	-	-
	Male	44%	31%	34%	- 25%	35%	43%	-	*	-	*	32%	48%	57%	32%		34%	-	_	67%	-	-
	Female		40%	28%	19%	31%	*	*	*	-	*	25%	63%	*	29%	6%	-	28%	*	-	-	-
Mathamatica	AII	E00/	4.40/	470/	250/	F00/	4.40/	*	*		*	400/	EC0/	400/	400/	220/	E00/	450/	*	420/		
Mathematics	All Students	50%	44%	47%	35%	50%	44%			-		46%	56%	43%	48%	22%	50%	45%		43%	-	-
	CWD	25%	26%	43%	*	50%	*	-	-	-	-	43%	-	43%	-	*	47%	*	-	*	-	-
	CWOD		45%	48%	36%	50%	38%	*	*	-	*	47%	56%	-	48%			45%	*	40%	-	-
	EL	30% 48%	23% 42%	22% 50%	200/	22%	* 57%	-	-	-	-	23%	11% 54%	* 47%			21% 50%	24%	*	* 420/	-	-
	Male Female		46%	45%	39% 31%	52% 49%	*	*	*	-	*	49% 43%	58%	4 <i>17</i> 0 *	50% 45%			- 45%	*	43%	-	-
Science	All Students	50%	32%	31%	21%	33%	33%	*	*	-	*	30%	38%	25%	31%	6%	31%	30%	*	*	-	-
•	CWD	23%	21%	25%	*	32%	*	_	*	_	_	27%	*	25%	_	*	31%	*	_	*	_	_
	CWOD		32%	31%	23%	33%	29%	*	*	-	*	30%	40%	-	31%	7%	31%	31%	*	*	-	-
	EL	19%	8%	6%	<u>-</u>	6%	*	-	-	-	-	6%	*	*	7%	6%		11%	*	*	-	-
	Male Female	51%	31% 32%	31% 30%	24% 19%	32% 34%	*	*	*	-	*	31% 29%	36% 40%	31%	31% 31%	3% 11%	31%	30%	*	*	-	-
	Геппан	: 30 /0	JZ /0	30 /6	1970	34 /0				-		2970	40 /0		3170	11/0	-	30 /6		-	-	-
End of Course																						
Algebra I	All Students	53%	39%	100%	*	100%	-	-	-	-	-	100%	-	-	100%	-	*	100%	-	-	-	-
•	CWD	19%	13%	-	_	-	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD		41%	100%	*	100%	-	-	-	-	-	100%	-	-	100%	-	*	100%	-	-	-	-
	EL	29%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	49%	32% 46%	* 100%	*	*	-	-	-	-	-	100%	-	-	100%	-	*	- 100%	-	-	-	-
	i ciliale	50 70	40 /0	100 /6			-	_	_	-	-	10070	-	-	10070	-	-	10070	-	-	-	-
		_																				
STAAR Percent Grade 7	at Maste	rs Gra	ade Lev	el .																		
Reading	All	28%	15%	16%	16%	15%	25%	-	*	-	*	16%	9%	10%	16%	1%	14%	18%	-	0%	-	-
•	Students																					
	CWD	10%	7%	10%	*	6%	-	-	-	-	-	8%	*	10%	-	*	6%	*	-	*	-	-
	CWOD EL	30% 6%	16% 1%	16% 1%	16%	16% 1%	29%	-	*	-	_	17% 1%	7% *	*	16% 1%	1% 1%	14% 2%	18% 0%	-	0%	-	-
	Male	24%	12%	14%	15%	12%	*	-	*	-	*	14%	7%	6%	14%		14%	-	-	*	-	-
	Female	33%	19%	18%	16%	19%	*	-	-	-	*	19%	10%	*	18%	0%	-	18%	-	*	-	-
Mathematics	All	18%	6%	8%	6%	8%	25%		*		*	8%	6%	4%	8%	10/	7%	8%	_	0%		
	Students		0 /0	0 /0	0 /0	0 /0	23/0	-		-		0 /0	0 70	4 /0	0 70	1 /0	1 /0	0 /0	-	0 70	-	-
	CWD	7%	4%	4%	6%	3%	-	-	-	-	-	4%	*	4%	-	*	6%	0%	-	*	-	-
	CWOD		6%	8%	6%	8%	29%	-	*	-	*	8%	7%	-	8%	1%	7%	9%	-	0%	-	-
	EL Male	5% 17%	1% 6%	1% 7%	- 7%	1% 6%	*	-	*	-	*	1% 7%	0% 7%	6%	1% 7%	1% 0%	0% 7%	2%	-	*	-	-
	Female		6%	8%	4%	9%	*	-	_	-	*	9%	5%	0%	9%	2%	-	8%	-	*	-	-
Grade 8	ΛII	26%	16%	12%	8%	13%	22%	*	*		*	10%	31%	6%	12%	00/-	120/	11%	*	17%		
Reading	All Students		1070	1270	070	1370	2270			-		1076	3170	070	1270	070	1270	1170		1770	-	-
	CWD	8%	7%	6%	*	8%	*	-	-	-	-	6%	-	6%	-	*	7%	*	-	*	-	-
	CWOD		16%	12%	9%	13%	25%	*	*	-	*	10%	31%	- *	12%		13%	11%	*	*	-	-
	EL Male	4% 22%	1% 13%	0% 12%	- 14%	0% 12%	29%	-	*	-	*	0% 10%	0% 35%	7%	0% 13%		0% 12%	0% -	_	17%	-	-
	Female		19%	11%	4%	14%	*	*	*	-	*	9%	26%	*	11%	0%	-	11%	*	-	-	-
		450/	440/	440/	201	400/	00/				_	440/	400/	00/	400/	00/	400/	400/		4.40/		
Mathematics	All Students		11%	11%	6%	13%	0%	*	×	-	*	11%	16%	0%	12%	υ%	13%	10%	*	14%	-	-
,	CWD	9%	6%	0%	*	0%	*	_	_	-	_	0%	_	0%	_	*	0%	*	_	*	_	-
	CWOD	16%	11%	12%	6%	13%	0%	*	*	-	*	12%	16%	-	12%		14%	10%	*	20%	-	-
	EL	6%	3%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%		0%	0%	*	*	-	-
	Male Female	14%	10% 12%	13% 10%	8% 4%	14% 11%	0% *	*	*	-	*	13% 9%	13% 21%	0% *	14% 10%	0% 0%	13%	- 10%	*	14%	-	-
	i ciliale	1070	12 /0	10 /6	4 /0	1170				-		370	2170		10 /0	0 70	-	10 /0		-	-	-
Science	All	27%	12%	10%	6%	12%	11%	*	*	-	*	11%	9%	6%	11%	2%	12%	8%	*	*	-	-
;	Students		60/	C 0/	*	00/	*		*			70/	*	60/		*	00/	*		*		
	CWD	8% 29%	6% 12%	6% 11%	6%	9% 12%	14%	*	*	-	*	7% 11%	9%	6% -	- 11%		8% 13%	9%	*	*	-	-
	EL	6%	1%	2%	-	2%	*	-	-	-	-	2%	*	*	2%		3%	0%	*	*	-	-
	Male	29%	12%	12%	5%	13%	*	-	*	-	*	13%	8%	8%	13%	3%	12%	-	-	*	-	-
	Female	25%	12%	8%	6%	9%	*	*	*	-	*	8%	10%	*	9%	0%	-	8%	*	-	-	-
End of Course																						
Algebra I	All		18%	88%	*	86%	-	-	-	-	-	88%	-	-	88%	-	*	100%	-	-	-	-
;	Students		00/																			
	CWD	7% 34%	3% 19%	- 88%	- *	- 86%	-	-	-	-	-	- 88%	-	-	- 88%	-	*	100%	-	-	-	-
	EL	12%	4%	-	_	-	-	-	-	-	-	-	-	-	-	-	_	-	-	-	-	-
	Male	28%	15%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	34%	21%	100%	*	*	-	-	-	-	-	100%	-	-	100%	-	-	100%	-	-	-	-

STAAR Percent at Approaches Grade Level or Above

Two

											or		Non								
					African			Americar			More									Foste	
	• • •				American			Indian		slande								Migrantl		Care	Military
All Subjects	All Students	77%	69%	72%	64%	74%	78%	•	73%	-	60%	72%	79%	44%	74%	51% 71%	73%	•	82%	-	-
	Students		36%	44%	23%	53%	*		*			45%	*	44%		200/- 540/-	220/		*		
	CWD	45% 80%	30% 72%	44% 74%	23% 69%	76%	78%	*	80%	-	60%	45% 74%	82%	44%	- 74%	29% 54% 52% 73%	23% 76%	*	89%	-	-
	EL	60%	54%	51%	-	51%	*	_	*	-	-	51%	52%	29%		51% 51%	50%	*	*	-	-
	Male	74%	65%	71%	66%	72%	71%	_	63%	_	*	71%	77%	54%		51% 71%	-	_	82%	_	_
	Female		73%	73%	62%	76%	86%	*	*	-	*	73%	81%	23%	76%		73%	*	83%	-	-
Reading	All	73%	63%	70%	64%	72%	71%	*	*	-	*	70%	78%	51%	72%	41% 69%	72%	*	85%	-	-
	Students																				
	CWD	39%	29%	51%	*	66%	*	-	-	-	-	51%	000/	51%	- 700/	* 67%	740/	*	*	-	-
	CWOD EL	77% 52%	66% 44%	72% 41%	69%	72% 42%	73% *		*	-		71% 41%	80% 47%	*		42% 69% 41% 43%	74% 39%	*	91%	-	-
	Male	69%	58%	69%	- 65%	70%	64%	-	*	-	*	68%	80%	67%	69%	43% 69%	39%		90%	-	-
	Female		68%	72%	63%	75%	83%	*	*	-	*	72%	77%	*		39% -	72%	*	*	-	
	Tomaic	, , , , , ,	0070	. = /0	0070	1070	0070					1270	1170		1 1 70	00 70	1270				
Mathematics	All	80%	76%	79%	66%	82%	82%	*	*	-	*	78%	88%	46%	82%	69% 79%	79%	*	93%	-	-
	Students																				
	CWD	52%	42%	46%	30%	51%	*	-	-	-	-	46%	*	46%	-	33% 55%	28%	-	*	-	-
	CWOD		79%	82%	71%	84%	87%	*	*	-	*	81%	92%	-		72% 82%	82%	*	100%	-	-
	EL	70%	69%	69%	-	68%	*	-	*	-	-	68%	78%	33%		69% 69%	69%	*	*	-	-
	Male	78%	73%	79%	70%	80%	82%	-	*	-	*	78%	92%	55%		69% 79%	700/	*	91%	-	-
	Female	82%	79%	79%	63%	83%	83%			-		79%	85%	28%	82%	69% -	79%			-	-
Science	All	79%	69%	62%	60%	63%	67%	*	*	_	*	62%	64%	31%	65%	33% 61%	64%	*	*	_	_
	Students		JJ /0	JE /0	JU /0	JU /0	31 /0			-		JZ /0	J-7/0	J 1 /0	JJ 70	JU /0 U I /0	O T /U			-	-
	CWD	48%	39%	31%	*	41%	*	-	*	_	-	33%	*	31%	-	* 38%	*	-	*	-	_
	CWOD		72%	65%	65%	64%	71%	*	*	-	*	64%	67%	-	65%	35% 63%	66%	*	*	-	-
	EL	58%	48%	33%	-	34%	*	-	-	-	-	35%	*	*	35%	33% 31%	36%	*	*	-	-
	Male	78%	68%	61%	61%	61%	*	-	*	-	*	62%	52%	38%	63%	31%61%	-	-	*	-	-
	Female	80%	71%	64%	60%	65%	*	*	*	-	*	63%	80%	*	66%	36% -	64%	*	-	-	-
STAAD Desert	at Maat		la l av-s'	or Aba-	"																
STAAR Percent All Grades	at weets	Grad	e revel	/00A 10	r C																
All Subjects	All	47%	34%	34%	26%	35%	46%	*	55%	_	40%	33%	44%	31%	34%	10% 34%	34%	*	38%	_	_
	Students		O+70	04 /0	2070	0070	4070		00 /0		4070	0070	4470	0170	0-7/0	10 /0 0 4 /0	O+70		30 70		
	CWD	23%	20%	31%	16%	36%	*	-	*	_	-	31%	*	31%	-	5% 38%	15%	_	*	_	_
	CWOD		35%	34%	27%	35%	43%	*	60%	-	40%	33%	45%	-	34%	11% 33%	35%	*	37%	_	-
	EL	26%	19%	10%	-	10%	*	-	*	-	-	10%	13%	5%	11%	10% 9%	12%	*	*	-	-
	Male	45%	32%	34%	27%	35%	50%	-	38%	-	*	33%	42%	38%	33%	9% 34%	-	-	43%	-	-
	Female	50%	37%	34%	25%	36%	36%	*	*	-	*	33%	45%	15%	35%	12% -	34%	*	17%	-	-
Desilies	A.II	400/	040/	040/	050/	000/	470/					000/	400/	000/	000/	E0/ 000/	040/	*	000/		
Reading	All Students	46%	31%	31%	25%	32%	47%			-		29%	46%	38%	30%	5% 30%	31%		38%	-	-
	CWD	22%	18%	38%	*	48%	*					37%	*	38%	_	* 50%	*		*		
	CWOD		32%	30%	26%	31%	47%	*	*	_	*	29%	46%	3070	30%	5% 29%	31%	*	36%	-	-
	EL	21%	13%	5%	-	5%	*	_	*	_	_	4%	12%	*	5%	5% 5%	4%	*	*	_	_
	Male	41%	27%	30%	27%	31%	45%	-	*	_	*	29%	43%	50%	29%	5% 30%	-	_	50%	_	_
	Female		35%	31%	23%	32%	50%	*	*	-	*	29%	49%	*	31%	4% -	31%	*	*	-	-
Mathematics		48%	39%	39%	30%	40%	47%	*	*	-	*	38%	45%	28%	40%	17% 38%	39%	*	36%	-	-
	Students		000/	000/	000/	000/	*					000/		000/		400/ 050/	400/				
	CWD	26%		28%	20%	30%	47%	-	-	-	-	29%	470/	28%	400/	10% 35%		*	200/	-	-
	CWOD EL		40%	40%	31%	41%	4170		*	-		39% 17%	47% 17%	100/	40%	18% 39%	40%	*	36%	-	-
	Male	33% 47%	29% 37%	17% 38%	30%	17% 40%	55%	-	*	-	*	17% 38%	46%	10% 35%		17% 16% 16% 38%	19%		36%	-	-
	Female		41%	39%	29%	41%	33%	*	*	-	*	38%	44%	16%	40%		39%	*	30%	-	-
	· Unial	. 10/0	-11/0	JJ /6	2070	T 1 /U	JU /0			-		JU /0	7-70	. 0 /0	10 /0	1070 -	JJ /0			-	-
Science	All	49%	34%	31%	21%	33%	33%	*	*	-	*	30%	38%	25%	31%	6% 31%	30%	*	*	-	-
	Students																				
	CWD	23%	19%	25%	*	32%	*	-	*	-	-	27%	*	25%	-	* 31%	*	-	*	-	-
	CWOD		35%	31%	23%	33%	29%	*	*	-	*	30%	40%	-	31%	7% 31%	31%	*	*	-	-
	EL	21%	12%	6%	-	6%	*	-	-	-	-	6%	*	*	7%	6% 3%	11%	*	*	-	-
	Male	50%	34%	31%	24%	32%	*	-	*	-	*	31%	36%	31%	31%	3% 31%	-	-	*	-	-
	Female	49%	34%	30%	19%	34%	-	-	-	-	-	29%	40%	-	31%	11% -	30%	-	-	-	-
STAAR Percent	at Maste	rs Gr	ade Lev	el																	
All Grades																					
All Subjects	All	21%	11%	12%	9%	12%	17%	*	18%	-	20%	11%	15%	5%	12%	1% 12%	12%	*	12%	-	-
	Students																				
	CWD	8%	5%	5%	7%	5%	*	-	*	-		5%	*	5%		0% 6%	4%	-	*	-	-
	CWOD		12%	12%	9%	13%	19%	*	20%	-	20%	12%	15%	-	12%	1% 12%	12%	*	11%	-	-
	EL Mala	9%	6%	1%	400/	1%	× 0.50/	-	400/	-	-	1%	0%	0%	1%	1% 1%	0%	*	* 1.40/	-	-
	Male	20%	10%	12% 12%	10%	12%	25%	*	13%	-	*	11%	15%	6%	12%	1% 12%	120/	*	14%	-	-
	Female	: 22%	12%	12%	7%	13%	0%	-	-	-	-	11%	14%	4%	12%	0% -	12%	-	0%	-	-
Reading	All	19%	9%	14%	12%	14%	24%	*	*	_	*	13%	22%	9%	14%	0% 13%	15%	*	8%	_	_
	Students		J /0	. 70	12/0	1-7/0	_ → /0			-		. 0 /0	<u></u> /0	J /0	70	U/U 1U/0	10 /0		570	-	-
	CWD	7%	4%	9%	*	7%	*	_	_	_	_	7%	*	9%	_	* 7%	*	_	*	_	_
	CWOD		10%	14%	12%	14%	27%	*	*	_	*	13%	21%	-	14%	1% 13%	15%	*	9%	-	_
	EL	7%	4%	0%	-	0%	*	-	*	-	-	1%	0%	*	1%	0% 1%	0%	*	*	-	-
	Male	16%	8%	13%	15%	12%	36%	-	*	-	*	12%	26%	7%	13%	1% 13%	-	-	10%	-	-
	Female	22%	11%	15%	10%	16%	0%	*	*	-	*	14%	18%	*	15%	0% -	15%	*	*	-	-
NA - 11	۸	0001	4501	4001	30 /	4401	4001	_	_		_	4001	4000	001	4401	00/ 100	4001	_	70/		
Mathematics		23%	15%	10%	7%	11%	12%	•	^	-	•	10%	12%	3%	11%	0% 10%	10%	•	7%	-	-
	Students CWD		6%	3%	5%	2%	*	_	_	_	_	3%	*	3%	_	0% 4%	0%	_	*	_	_
	CWOD			3% 11%	7%	12%	13%	*	*	-	*	11%	12%	370	11%	0% 4%		*	9%	-	-
	21100	_0 /0	.070	/0		12/0	. 0 /0					70	/0		70	5.5 11/0	. 1 /0		5,0		

											IWO											
											or		Non									
					African			America	1	Pacific	More	Econ	Econ								Foster	
		State	District	Campus	American	Hispani	cWhite	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD) EL	Male	Female	Migrant	Homeless	Care	Military
	EL	13%	9%	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	1%	*	*	-	
	Male	23%	14%	10%	8%	11%	18%	-	*	-	*	10%	11%	4%	11%	0%	10%	-	-	9%	-	-
	Female	24%	15%	10%	5%	11%	0%	*	*	-	*	10%	12%	0%	11%	1%	-	10%	*	*	-	-
Science	All	22%	10%	10%	6%	12%	11%	*	*	-	*	11%	9%	6%	11%	2%	12%	8%	*	*	-	-
	Students																					
	CWD	7%	4%	6%	*	9%	*	-	*	-	-	7%	*	6%	-	*	8%	*	-	*	-	-
	CWOD	24%	10%	11%	6%	12%	14%	*	*	-	*	11%	9%	-	11%	2%	13%	9%	*	*	-	-
	EL	5%	1%	2%	-	2%	*	-	-	-	-	2%	*	*	2%	2%	3%	0%	*	*	-	-
	Male	23%	10%	12%	5%	13%	*	-	*	-	*	13%	8%	8%	13%	3%	12%	-	-	*	-	-
	Female	21%	9%	8%	6%	9%	*	*	*	-	*	8%	10%	*	9%	0%	-	8%	*	-	-	-

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	78	73	79	73	-	*	-	*	78	80	78
CWD	80	75	82	*	-	-	-	-	80	80	63
CWOD	78	73	79	70	-	*	-	*	78	-	79
EL	78	-	78	-	-	*	-	-	77	63	78
Male	78	70	80	86	-	*	-	*	78	86	80
Female	78	76	78	*	-	*	-	*	77	71	76
Mathematics											
All Students	73	75	73	82	-	*	-	*	73	65	72
CWD	65	63	65	*	-	-	-	-	66	65	55
CWOD	74	77	73	80	-	*	-	*	74	-	73
EL	72	-	71	-	-	*	-	-	71	55	72
Male	72	74	72	86	-	*	-	*	72	73	68
Female	75	76	74	*	-	*	-	*	75	50	76

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	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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
235	33	14%

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.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Student Success (Student Achi	evement Do	main Score	e: STAAR C	omponen	t Only)						
STAAR Component Score	39	33	40	47	*	*	_	*	39	27	*

 $^{{\}bf C}_{\bf C}$ Indicates zero observations reported for this group.

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
School Quality (College, Career,	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	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	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	Υ	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	Υ	Υ						Υ	Υ	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	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	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
English Learner Language Prof	iciency Statu	ıs									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met											42% Y 44% Y
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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.

Participation Ra	ate	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All	99%	99%	100%	95%	*	100%	-	100%	100%	98%	98%	100%	100%	99%	100%	*
	Students				*												
	CWD	98%	100%	99%		-	*	-	-	99%	85%	98%	-	100%	97%	100%	-
	CWOD	100%	99%	100%	100%	*	100%	-	100%	100%	99%	-	100%	100%	100%	99%	*
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	99%	100%	100%	93%	-	100%	-	100%	100%	96%	97%	100%	100%	99%	-	-
	Female	100%	98%	100%	100%	*	*	-	100%	99%	100%	100%	99%	100%	-	100%	*
Reading	All	100%	99%	100%	94%	*	*	-	*	100%	97%	98%	100%	100%	100%	100%	*
· ·	Students																
	CWD	98%	100%	100%	*	_	_	_	_	100%	*	98%	_	100%	97%	100%	_
	CWOD	100%	99%	100%	100%	*	*	_	*	100%	99%	-	100%	100%	100%	99%	*
	EL	100%	-	100%	*	_	*	_	_	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	91%		*		*	100%	95%	97%	100%	100%	100%	10070	
						-	*	-							100%	4000/	-
	Female	100%	98%	100%	100%	•	•	-	•	99%	100%	100%	99%	100%	-	100%	*

Indicates there are no students in the group.

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	All Students	99%	99%	100%	94%	*	*	-	*	100%	98%	97%	100%	100%	99%	100%	*
	CWD	97%	100%	98%	*	-	-	-	-	99%	83%	97%	-	100%	96%	100%	-
	CWOD	100%	99%	100%	100%	*	*	-	*	100%	99%	-	100%	100%	100%	99%	*
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	99%	100%	*
	Male	99%	100%	99%	91%	-	*	-	*	100%	95%	96%	100%	99%	99%	-	-
	Female	100%	98%	100%	100%	*	*	-	*	99%	100%	100%	99%	100%	-	100%	*
Science	All	100%	99%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Students	4000/	1000/	1000/	*		_			4000/	*	4000/		4000/	4000/	4000/	
	CWD	100%	100%	100%		-	_	-	-	100%		100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	*	*	-		100%	100%	-	100%	100%	100%	99%	*
	EL	100%		100%		-	- *	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	100%			-		100%	100%	100%	100%	100%	100%		-
	Female	100%	98%	100%	*	*	*	-	*	99%	100%	100%	99%	100%	-	100%	*
Non-Participation	on Rate																
All Subjects	All	1%	1%	0%	5%	*	0%	-	0%	0%	2%	2%	0%	0%	1%	0%	*
	Students				*		*				. = 0.					-01	
	CWD	2%	0%	1%				-	-	1%	15%	2%	-	0%	3%	0%	-
	CWOD	0%	1%	0%	0%	*	0%	-	0%	0%	1%		0%	0%	0%	1%	*
	EL	0%		0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	1%	0%	0%	7%		0%	-	0%	0%	4%	3%	0%	0%	1%	<u>-</u>	-
	Female	0%	2%	0%	0%	*	*	-	0%	1%	0%	0%	1%	0%	-	0%	*
Reading	All	0%	1%	0%	6%	*	*	-	*	0%	3%	2%	0%	0%	0%	0%	*
	Students	00/	00/	00/	*					00/	*	00/		00/	00/	00/	
	CWD	2%	0%	0%		-		-	*	0%		2%	-	0%	3%	0%	*
	CWOD	0%	1%	0%	0%	^	_	-	•	0%	1%	-	0%	0%	0%	1%	*
	EL.	0%	-	0%		-	_	-	-	0%	0%	0%	0%	0%	0%	0%	•
	Male	0%	0%	0%	9%	-	•	-		0%	5%	3%	0%	0%	0%	-	-
	Female	0%	2%	0%	0%	^	•	-	^	1%	0%	0%	1%	0%	-	0%	^
Mathematics	All Students	1%	1%	0%	6%	*	*	-	*	0%	3%	3%	0%	0%	1%	0%	*
	CWD	3%	0%	2%	*	-	-	-	-	1%	17%	3%	-	0%	4%	0%	-
	CWOD	0%	1%	0%	0%	*	*	_	*	0%	1%	-	0%	0%	0%	1%	*
	EL	0%	-	0%	*	-	*	_	_	0%	0%	0%	0%	0%	1%	0%	*
	Male	1%	0%	1%	9%	-	*	_	*	0%	5%	4%	0%	1%	1%	-	_
	Female	0%	2%	0%	0%	*	*	_	*	1%	0%	0%	1%	0%	-	0%	*
Science	All Students	0%	1%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	0%	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	1%	*
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	2%	0%	*	*	*	-	*	1%	0%	0%	1%	0%	-	0%	*

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	182	41	137	*	*	*	*	*	47		
	Female	105	29	74	*	*	*	*	*	17		
	Total	287	70	211	*	*	*	*	*	64		
Out-of-School Suspensions												
	Male	132	34	94	*	*	*	*	*	37		
	Female	63	19	40	*	*	*	*	*	13		
	Total	195	53	134	*	*	*	*	*	50		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	(Section
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
	Male	30	11	17	*	*	*	*	*	11		17
	Female	10	8	*	*	*	*	*	*	*		5
	Total	40	19	19	*	*	*	*	*	13		22
Out-of-School Suspensions		0.4	40	40	*	*	*	*	*	_		40
	Male	31	13 *	16 *	*	*	*	*	*	7		16
	Female	8 39	17	20	*	*	*	*	*	9		
Expulsions	Total	39	17	20						9		20
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Willi Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Thin out Eugenemen Germood	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement		*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
All Students	Total	^	•	•	•	•	•	•	•	•		•
Chronic Absenteeism												
Chronic Absenteeism	Male	86	17	65	*	*	*	*	*	23	11	5
	Female	72	17	56	*	*	*	*	*	23 11	*	5 *
	Total	158	31	121	*	*	*	*	*	34	13	7
	iotai	100	01	121						0-7	10	,

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.

Dronehool Drograms		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Mala										
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	_	-	-	_	-	-	-	_	-	_
	Total	_	_	_	_	_	_	_	_	_	_

Total

Indian or Students Pacific Two or More Total African Alaska with students American Hispanic White Native EL Disabilities Asian Islander Races

- Indicates results are masked due to small numbers to protect student confidentiality.
- 1**1 When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Ų. 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 17.4	Percent 27.2%
Teachers Teaching with Emergency or Provisional Credentials	5.7	9.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the	11.3	19.2%

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 nonpersonnel 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%	9	2%
Mathematics	5,294	1%	59	1%	9	2%
Grade 8 Reading	5,088	1%	62	1%	8	2%
Mathematics	5,087	2%	62	1%	8	2%
Science	5,087	1%	62	1%	8	2%
End of Course English I	4,868	1%	66	1%	-	-
English II	4,556	1%	58	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
Algebra I	4,884	1%	63	1%	-	-
Biology	4,861	1%	66	1%	-	-
All Grades All Subjects	99,020	1%	1,159	1%	42	2%
Reading	43,730	1%	512	1%	17	2%
Mathematics	39,178	1%	451	1%	17	2%
Science	16,112	1%	196	1%	8	2%

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

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
Orauc +	reading	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
				22		32	35			
		White	21 *		34		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	3 11
			*	31	3Z *	44	*	21	*	3
		American Indian								
		Asian	8	8	18 *	25	40 *	42	34	25
		Pacific Islander		29		42		25		4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	· ·	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
			23	18	42	40	31	36	5	6
		Two or More Races		35					1	
		Econ Disadv	38		45	43	16	20		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 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
		Linguage Learners	01	7.1	32	23	,	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

Indicates zero observations reported for this group.

Grade Subject Mathematics

Student Group Students with Disabilities Limited English Proficient 82 96

Indicates reporting standards not met.

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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