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

Campus Name: LEWIS MIDDLE Campus ID: 101902052 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 or	_		EL (Current
			All	African American I	Jienanie		American Indian	Asian	Pacific Islander			Special Educ	and Former)
Academic Performance (At Meets Rea	ading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	g. === :	Rates											
		2017-18 through 2021- 22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026- 27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031- 32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Ma	athematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021- 22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026- 27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031- 32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
EL Progress		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70% 41%
		Rates 2017-18 through 2021-											42%
		22 2022-23 through 2026-											44%
		27 2027-28 through 2031-											46%
		32											
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021- 22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026- 27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031- 32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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%
3	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;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades Å (90-00), B (80-89), Ć (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

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											
											or	_	Non									
		State	District	Campus	African American	Hispani		America Indian				Econ Disadv		/CWD	cwor) EL	Male	FemaleN	1igrantH		Foster Care	Military
0T4 4D D	-4 4			•																		,
STAAR Percent : Grade 7	at Appro	acnes	Grade	Level of	r Above																	
Reading	All Students	73%	65%	61%	64%	59%	*	-	83%	-	*	61%	59%	42%	62%	28%	55%	67%	-	57%	-	-
•	CWD	37%	33%	42%	*	47%	*	_	*	_	_	46%	*	42%	_	56%	45%	*	_	_	_	_
	CWOD		67%	62%	66%	59%	*	_	*	_	*	62%	64%	-	62%		56%		_	57%	_	_
	EL	44%	32%	28%	-	27%	*	-	*	-	*	29%	*	56%	26%		29%		-	*	-	-
	Male	69%	59%	55%	60%	53%	*	-	*	-	-	53%	65%	45%			55%		-	*	-	-
	Female	79%	71%	67%	69%	64%	*	-	*	-	*	68%	50%	*	68%	27%	-	67%	-	*	-	-
Mathematics	All Students	71%	61%	55%	53%	56%	*	-	*	-	*	55%	54%	44%	56%	35%	48%	63%	-	54%	-	-
	CWD	42%	32%	44%	42%	39%	*	-	*	-	-	48%	*	44%	-	*	48%		-	-	-	-
	CWOD		64%	56%	54%	57%	*	-	*	-	*	56%	58%	-	56%		49%		-	54%	-	-
	EL	52%	44%	35%	-	35%	*	-	-	-	*	34%	*	*	34%		31%		-	*	-	-
	Male	69%	59%	48%	45%	50%	*	-	*	-	-	48%	50%	48%			48%		-	*	-	-
	Female	73%	64%	63%	62%	62%	*	-	*	-	*	63%	62%	*	64%	41%	-	63%	-	100%	-	-
Grade 8 Reading	All	85%	79%	79%	81%	78%	88%	*	100%	*	*	80%	71%	63%	80%	45%	75%	82%	_	75%	_	_
	Students	0070	. 0 / 0	, ,	0.70		0070		10070			0070		0070	0070	.070		02/0		. 0 / 0		
	CWD	49%	42%	63%	63%	64%	-	-	-	-	-	67%	*	63%	-	*	62%	*	-	-	-	-
	CWOD	88%	81%	80%	82%	78%	88%	*	100%	*	*	80%	73%	-	80%	47%	76%	83%	-	75%	-	-
	EL	58%	46%	45%	-	46%	*	*	-	-	-	45%	42%	*	47%	45%	45%	45%	-	*	-	-
	Male	82%	75%	75%	71%	77%	*	*	*	-	*	76%	70%	62%	76%	45%	75%		-	*	-	-
	Female	88%	82%	82%	88%	79%	83%	-	*	*	*	83%	73%	*	83%	45%	-	82%	-	100%	-	-
Mathematics		85%	82%	78%	74%	80%	63%	-	*	*	*	79%	71%	62%	79%	66%	73%	82%	-	69%	-	-
5	Students						*											*		*		
	CWD	53%	42%	62%	67%	64%		-	-	-	-	65%	× 700/	62%	-		71%		-		-	-
	CWOD		84%	79%	74%	80%	71%	-	*			79%	73%	-			73%		-	75% *	-	-
	EL Mala	73% 82%	65% 79%	66% 73%	63%	67% 77%	*	-	*	-	*	71%	76%	71%	68% 73%		62% 73%		-	*	-	-
	Male Female		79% 84%	82%	84%	82%	*	-	*	*	*	73% 83%	62%	/ 170 *	83%			82%	-	63%	-	-
								-											-		-	-
Science	All Students	75%	61%	60%	57%	61%	45%	*	*	*	*	61%	50%	48%	60%	33%	58%		-	46%	-	-
	CWD	39%	28%	48%	56%	46%		-	-	-	-	50%		48%	-		50%		-	*	-	-
	CWOD		63%	60%	57%	62%	50%	*	•	•	•	62%	51%	- *	60%		58%		-	50% *	-	-
	EL Mala	46%	26%	33%	4.40/	34%	*	*	*	-	*	34%	29%		35%		36%		-	*	-	-
	Male Female	74%	59% 63%	58% 62%	44% 67%	62% 60%	*		*	*	*	58% 64%	57% 38%	50%	58% 62%		58%	62%	-	*	-	-
	remale	7070	03%	0270	0770	60%		-				04 70	30%		0270	29%) -	0270	-		-	-
End of Course																						
Algebra I	All Students	82%	76%	96%	100%	94%	*	-	*	-	-	96%	-	-	96%	-	100%	6 94%	-	-	-	-
	CWD	47%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		80%	96%	100%	94%	*	-	*	-	-	96%	-	-	96%	-	100%	6 94%	-	-	-	-
	EL	67%	62%	· · ·	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	78% 87%	70% 83%	100% 94%	100%	100% 89%	*	-	*	-	-	100% 94%	-	-	100% 94%	-	100%	6 - 94%	-	-	-	-
OTA A D. Davis and	-4 144 -	O1		A b																		
STAAR Percent : Grade 7																						
Reading	All	47%	33%	28%	28%	27%	*	-	67%	-	*	28%	30%	32%	28%	6%	21%	35%	-	7%	-	-
3	Students	000/	000/	000/	*	000/						050/		000/		000/	000/					
		23%	22%	32% 28%	27%	29% 27%	*	-	*	-	*	35% 27%	* 30%	32%	- 28%		30% 20%		-	- 7%	-	-
	CWOD		34% 6%		-		*	-	*	-	*		30%			6%			-	/ 70 *	-	-
	EL Male	16% 42%	6% 27%	6% 21%	- 18%	4% 21%	*	-	*	-	_	7% 20%	26%	22% 30%	5% 20%		21%	6%	-	*	-	-
	Female		39%	35%	39%	32%	*	-	*	-	*	35%	36%	30%	35%	6%		35%	-	*	-	-
	i ciliale	JJ /0	0070	JJ /6	03/0	UZ /0		-		•		JJ /0	00 /0		JJ /0	J /0	-	0070	-		-	-
Mathematics	All Students	39%	24%	23%	22%	22%	*	-	*	-	*	23%	20%	28%	22%	7%	18%	28%	-	15%	-	-
		20%	17%	28%	33%	22%	*	-	*	-	-	30%	*	28%	-	*	29%	*	-	-	-	-
	CWOD		24%	22%	21%	22%	*	-	*	-	*	23%	19%	-	22%	6%	17%		-	15%	-	-
	EL	17%	11%	7%	-	6%	*	-	-	-	*	7%	*	*	6%	7%	2%	14%	-	*	-	-
	Male	38%	21%	18%	19%	17%	*	-	*	-	-	18%	18%	29%	17%		18%		-	*	-	-
	Female	40%	27%	28%	26%	27%	*	-	*	-	*	28%	23%	*	28%	14%	-	28%	-	40%	-	-

Two or Non African Pacific More Econ Econ Foster American StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Reading ΑII 48% 36% 30% 28% 38% 60% 30% 29% 42% 30% 7% 25% 35% Students CWD 42% 44% 23% 25% 63% 27% **CWOD 51%** 36% 30% 32% 28% 38% 60% 30% 30% 30% 8% 24% 35% 17% 13% 7% 7% 8% 0% 8% 7% 8% EL 7% Male 44% 31% 25% 23% 25% 24% 35% 38% 24% 7% 25% Female 53% 40% 35% 43% 31% 33% 36% 20% 35% 8% 35% 33% Mathematics All 50% 37% 34% 37% 25% 37% 29% 33% 37% 22% 31% 41% 15% Students CWD 25% 26% 33% 44% 27% 35% 33% 29% CWOD 53% 45% 37% 33% 38% 29% 38% 30% 37% 23% 32% 41% 17% 30% 23% 22% 21% 25% 23% EL 22% 19% 25% Male 48% 42% 31% 26% 32% 32% 28% 29% 32% 19% 31% Female 53% 25% 46% 41% 42% 31% 41% 41% 42% 25% 35% Science ΑII 50% 32% 31% 36% 32% 25% 32% 12% 34% 15% Students 31% **CWD** 23% 44% 36% CWOD 53% 32% 32% 31% 31% 40% 32% 26% 32% 12% 34% 29% 17% 19% 8% 12% 12% 12% 12% 12% 12% 16% 4% Male 51% 31% 34% 24% 36% 35% 25% 31% 34% 16% 34% Female 50% 30% 39% 25% 30% 29% 4% 30% End of Course 80% Algebra I All 53% 39% 74% 72% 74% 74% 78% 72% Students **CWD** 19% 13% CWOD 58% 41% 74% 80% 72% 74% 74% 78% 72% 29% 15% EL Male 49% 32% 78% 78% 78% 78% 78% Female 58% 80% 67% STAAR Percent at Masters Grade Level Grade 7 Reading ΑII 28% 15% 12% 12% 12% 17% 12% 14% 6% 12% 2% 7% 16% 0% Students 6% 10% 6% 0% 4% 0% CWD 7% 5% **CWOD 30%** 16% 12% 11% 12% 12% 12% 12% 2% 8% 16% 0% 0% FΙ 6% 1% 2% 1% 2% 2% 2% 0% 4% 9% 8% Male 24% 12% 7% 7% 8% 7% 5% 0% 7% Female 33% 19% 16% 16% 15% 16% 21% 16% 4% 16% Mathematics All 18% 6% 5% 6% 6% 7% 2% Students CWD 4% 8% 0% 7% 10% CWOD 19% 6% 7% 5% 8% 7% 6% 7% 2% 5% 10% 8% 1% 2% 2% 2% 2% 0% 5% 6% Male 17% 6% 5% 6% 4% 5% 9% 10% 5% 0% 5% Female 18% 6% 9% 5% 10% 10% 0% 10% 6% Q% 20% Grade 8 12% All 26% 16% 14% 18% 20% 15% 13% Reading 25% 5% 26% 1% 10% 17% 8% Students 26% 25% 27% 28% 23% **CWD** 8% 7% 26% CWOD 28% 20% 5% 13% 1% 17% 16% 13% 17% 12% 25% 14% 9% 8% 1% 1% 1% 1% 0% 1% 1% 2% EL 4% 0% Male 22% 13% 10% 6% 12% 11% 4% 23% 9% 2% 10% Female 30% 19% 17% 27% 13% 33% 7% 0% 17% 18% 7% Mathematics All 15% 13% 9% 8% 8% 4% 9% 0% Students 15% 21% CWD 9% 6% 14% 11% 18% 14% CWOD 16% 11% 8% 7% 8% 14% 8% 8% 8% 4% 8% 9% 0% 6% 3% 4% 2% 4% 4% 4% 6% 0% Male 14% 10% 9% 2% 10% 9% 8% 21% 8% 6% 9% Female 16% 9% 13% 7% 9% 8% 9% 0% 9% 0% Science ΑII 27% 12% 11% 9% 11% 18% 12% 7% 13% 11% 1% 12% 10% 8% Students CWD 13% 8% 6% 11% 15% 14% 13% 13% 11% **CWOD 29%** 12% 11% 11% 20% 12% 7% 1% 12% 10% 8% 9% 6% 1% 1% 1% 1% 0% 1% 1% 1% EL 0% 12% Male 29% 12% 12% 6% 13% 12% 11% 13% 1% 12% Female 25% 10% 11% 10% 0% 10% End of Course Algebra I ΑII 31% 18% 41% 60% 33% 41% 41% 33% 44% Students **CWD** 3% **CWOD** 34% 19% 41% 60% 33% 41% 41% 33% 44% FΙ 12% 4% 33% 33% 33% 33% Male 28% 15% 33% 60% 44% Female 34% 33% 44% 44%

STAAR Percent at Approaches Grade Level or Above

21%

44%

All Grades

Two or

											or		Non									
					African			America			More										Foster	
					Americani			Indian		slandeı									MigrantH		Care	Military
All Subjects	All	77%	69%	67%	65%	67%	58%	*	89%	*	83%	67%	61%	51%	68%	40%	62%	71%	-	62%	-	-
:	Students	450/	000/	E40/	500 /	E40/	*					E 40/		E40/		000/	E 40/	450/				
	CWD	45%	36%	51%	52%	51%		*	000/	-	- 020/	54%	C40/	51%	-		54%	45%	-	C40/	-	-
	CWOD		72%	68%	66%	68%	64%	*	88%		83%	68%	64%	200/		40%		72%	-	64%	-	-
	EL Male	60% 74%	54% 65%	40% 62%	- 56%	40% 64%	48%	*	82%	-	*	40% 61%	32% 64%	30% 54%	40% 62%	40% 38%		41%	-	53%	-	-
	Female		73%	71%	74%	70%	67%	_	94%	*	80%	72%	56%	45%		41%		- 71%	-	45% 77%	-	-
	геппан	: 1970	1370	1 1 70	7470	7070	0770	-	9470		00%	1270	30 %	45%	1270	4170	-	1 170	-	1170	-	-
Reading	All	73%	63%	70%	71%	68%	63%	*	91%	*	100%	70%	65%	51%	71%	36%	65%	74%		68%		
	Students		0370	10/0	1 1 70	00 /0	0370		9170		100 /6	1070	03 /0	3170	/ 1 /0	30 /0	03 /0	7470	-	00 /0	-	-
,	CWD	39%	29%	51%	47%	56%	*	_	*	_	_	55%	*	51%	_	38%	52%	47%	_	_	_	_
	CWOD		66%	71%	73%	69%	71%	*	90%	*	100%	71%	69%	-	71%	36%		75%	_	68%	_	_
	EL	52%	44%	36%	-	36%	*	*	*	_	*	36%	32%	38%		36%		35%	_	*	_	_
	Male	69%	58%	65%	64%	65%	*	*	*	_	*	64%	67%	52%	66%	36%		-	_	47%	_	_
	Female		68%	74%	78%	71%	86%	_	100%	*	100%	75%	62%	47%		35%		74%	_	91%	_	_
	1 Ciliaic	. 11 /0	0070	1 4 /0	1070	7 1 70	0070		10070		100 70	1070	02 /0	77 70	1070	00 /0		1 4 70		3170		
Mathematics	All	80%	76%	67%	63%	68%	61%	_	91%	*	71%	67%	63%	52%	68%	47%	61%	73%	_	64%	_	_
	Students			/-			• • • • •					• · · · ·					• • • • •			*		
	CWD	52%	42%	52%	55%	50%	*	_	*	_	_	55%	*	52%	_	36%	57%	39%	_	*	_	_
	CWOD		79%	68%	64%	69%	67%	-	90%	*	71%	68%	66%	-	68%	48%		74%	-	67%	-	-
	EL	70%	69%	47%	_	47%	*	-	*	-	*	48%	35%	36%		47%		54%	-	*	-	-
	Male	78%	73%	61%	53%	64%	*	-	*	-	*	60%	64%	57%	61%	42%		_	-	46%	-	-
	Female	82%	79%	73%	73%	72%	78%	-	100%	*	*	74%	62%	39%	74%	54%	-	73%	-	77%	-	-
Science	All	79%	69%	60%	57%	61%	45%	*	*	*	*	61%	50%	48%	60%	33%	58%	62%	-	46%	-	-
:	Students																					
	CWD	48%	39%	48%	56%	46%	*	-	-	-	-	50%	*	48%	-	*	50%	*	-	*	-	-
	CWOD	82%	72%	60%	57%	62%	50%	*	*	*	*	62%	51%	-	60%	35%	58%	62%	-	50%	-	-
	EL	58%	48%	33%	-	34%	*	*	-	-	-	34%	29%	*	35%	33%	36%	29%	-	*	-	-
	Male	78%	68%	58%	44%	62%	*	*	*	-	*	58%	57%	50%	58%	36%	58%	-	-	*	-	-
	Female		71%	62%	67%	60%	*	-	*	*	*	64%	38%	*		29%		62%	-	*	-	-
STAAR Percent	at Meets	Grade	e Level	or Abov	e																	
All Grades																						
All Subjects	All	47%	34%	30%	30%	29%	33%	*	67%	*	61%	31%	27%	34%	30%	10%	26%	34%	-	14%	-	-
:	Students																					
	CWD	23%	20%	34%	44%	28%	*	-	*	-	-	35%	*	34%	-		31%	40%	-	*	-	-
	CWOD		35%	30%	29%	29%	38%	*	64%	*	61%	30%	27%	-		10%		34%	-	15%	-	-
	EL	26%	19%	10%		9%	*	*	*	-	*	11%	3%	12%		10%		11%	-	5%	-	-
	Male	45%	32%	26%	22%	27%	24%	*	73%	-	*	26%	26%	31%	26%		26%	-	-	0%	-	-
	Female	50%	37%	34%	38%	32%	42%	-	63%	*	53%	35%	27%	40%	34%	11%	-	34%	-	29%	-	-
D "		400/	0.40/	000/	0.40/	070/	0.40/	*	0.407		740/	000/	000/	070/	000/	70/	000/	0.50/		400/		
Reading	All	46%	31%	29%	31%	27%	31%	•	64%	•	71%	29%	29%	37%	29%	7%	23%	35%	-	12%	-	-
,	Students		400/	070/	470/	000/	*		*			000/	*	070/		450/	000/	440/				
	CWD	22%	18%	37%	47%	30%		-		-	740/	39%		37%	200/		33%	41%	-	400/	-	-
	CWOD		32%	29%	29%	27%	36%	*	60%		71%	29%	30%	- 4 E 0 /	29%		22%	35%	-	12%	-	-
	EL	21%	13%	7%	-	6%	*	*	*	-	*	7%	0%	15%	6%		6%	7%	-	00/	-	-
	Male	41%	27%	23%	20%	23%				*		22%	30%	33%	22%		23%	250/	-	0%	-	-
	Female	50%	35%	35%	41%	31%	43%	-	67%		67%	36%	28%	41%	35%	7%	-	35%	-	27%	-	-
Mathematics	ΛII	48%	39%	31%	29%	31%	33%	_	73%	*	57%	31%	25%	31%	31%	120/	250/	36%		16%		
	Students		39 /0	31/0	2970	3170	33 /0	-	1370		31 /0	3170	25 /0	3170	3170	12 /0	25/0	30 /0	-	10 /0	-	-
,	CWD	26%	22%	31%	40%	25%	*		*			32%	*	31%		1/1%	29%	33%		*		
	CWOD		40%	31%	28%	31%	40%	-	70%	*	- 57%	31%	25%	3170	210/		25%	36%	-	17%	-	-
	EL	33%	29%	12%	-	12%	*		*	_	*	14%	0%	- 14%	12%			18%	-	*		
	Male	47%	37%	25%	22%	26%	*		*		*	26%	23%	29%	25%		25%	1070	-	0%		
	Female		41%	36%	35%	35%	44%		67%	*	*	37%	27%	33%	36%			36%	-	31%	_	_
	Tomaic	4570	4 170	3070	3370	00 /0	7770		01 70			01 70	21 /0	0070	00 /0	10 70		0070		0170		
Science	All	49%	34%	32%	32%	31%	36%	*	*	*	*	32%	25%	35%	32%	12%	34%	30%	_	15%	_	_
	Students		0470	32 /0	02 /u	0170	0070					02 /u	2070	0070	02 /0	12 /0	0-7/0	0070	_	1070	_	_
•	CWD	23%	19%	35%	44%	31%	*	_	_	_	_	36%	*	35%	_	*	31%	*	_	*	_	_
	CWOD		35%	32%	31%	31%	40%	*	*	*	*	32%	26%	-	32%	12%		29%	_	17%	-	_
	EL	21%	12%	12%	-	12%	*	*	-	-	-	12%	12%	*		12%		4%	-	*	-	-
	Male	50%	34%	34%	24%	36%	*	*	*	_	*	35%	25%	31%		16%		-	_	*	_	_
	Female		34%	30%	39%	25%	*	_	*	*	*	30%	25%	*	29%	4%	-	30%	_	*	_	_
STAAR Percent	at Maste	rs Gra	de Lev	el																		
All Grades																						
All Subjects	All	21%	11%	11%	10%	10%	16%	*	33%	*	22%	11%	8%	12%	11%	2%	9%	13%	-	5%	-	-
	Students																					
	CWD	8%	5%	12%	15%	10%	*	-	*	-	-	12%	*	12%	-	0%	13%	10%	-	*	-	-
	CWOD		12%	11%	10%	11%	18%	*	32%	*	22%	11%	8%	-	11%	2%	9%	13%	-	5%	-	-
	EL	9%	6%	2%	-	1%	*	*	*	-	*	2%	0%	0%	2%	2%	2%	2%	-	5%	-	-
	Male	20%	10%	9%	5%	10%	10%	*	45%	-	*	9%	8%	13%	9%	2%	9%	-	-	0%	-	-
	Female	22%	12%	13%	15%	11%	21%	-	25%	*	20%	13%	7%	10%	13%	2%	-	13%	-	10%	-	-
_																						
Reading	All	19%	9%	13%	14%	12%	19%	*	18%	*	14%	13%	9%	14%	13%	1%	9%	17%	-	4%	-	-
:	Students				_																	
	CWD	7%	4%	14%	21%	11%	*	-	*	-	-	14%	*	14%	-		12%	18%	-	-	-	-
	CWOD		10%	13%	14%	12%	21%	*	20%	*	14%	13%	9%	-	13%	2%	8%	17%	-	4%	-	-
	EL	7%	4%	1%	<u>-</u>	1%	*	*	*	-	*	2%	0%	0%	2%	1%	1%	2%	-	*	-	-
	Male	16%	8%	9%	7%	10%	*	*	*	-	*	9%	7%	12%	8%	1%	9%	-	-	0%	-	-
	Female	22%	11%	17%	21%	14%	43%	-	33%	*	17%	17%	14%	18%	17%	2%	-	17%	-	9%	-	-
														4 -								
Mathematics			15%	9%	7%	9%	11%	-	55%	*	29%	9%	7%	10%	9%	3%	8%	10%	-	4%	-	-
;	Students		001	4-0:	4001							4.0.				٠		601				
	CWD	10%	6%	10%	10%	7%	*	-	*	-	-	11%	*	10%	-		14%	0%	-	*	-	-
	CWOD	25%	15%	9%	7%	9%	13%	-	50%	*	29%	9%	7%	-	9%	3%	7%	11%	-	4%	-	-

											1440											
											or		Non									
					African			America	n	Pacific	More	Econ	Econ								Foster	
		State	District	Campus	American	Hispani	cWhite	Indian	Asian	Islander	Races	Disadv	Disad	/CWD	CWOL) EL	Male	Female	Migrant	Homeless	Care	Military
	EL	13%	9%	3%	-	2%	*	-	*	-	*	3%	0%	0%	3%	3%	2%	3%	-	*	-	
	Male	23%	14%	8%	4%	8%	*	-	*	-	*	7%	9%	14%	7%	2%	8%	-	-	0%	-	-
	Female	24%	15%	10%	10%	9%	11%	-	33%	*	*	11%	4%	0%	11%	3%	-	10%	-	8%	-	-
Science	All	22%	10%	11%	9%	11%	18%	*	*	*	*	12%	7%	13%	11%	1%	12%	10%	-	8%	-	-
	Students																					
	CWD	7%	4%	13%	11%	15%	*	-	-	-	-	14%	*	13%	-	*	13%	*	-	*	-	-
	CWOD	24%	10%	11%	9%	11%	20%	*	*	*	*	12%	7%	-	11%	1%	12%	10%	-	8%	-	-
	EL	5%	1%	1%	-	1%	*	*	-	-	-	1%	0%	*	1%	1%	1%	0%	-	*	-	-
	Male	23%	10%	12%	6%	13%	*	*	*	-	*	12%	11%	13%	12%	1%	12%	-	-	*	-	-
	Female	21%	9%	10%	11%	10%	*	_	*	*	*	11%	0%	*	10%	0%	_	10%	_	*	_	-

^{*&#}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 Disady	CWD	EL
Academic Growth Score											
Reading											
All Students	72	71	72	88	*	75	*	*	72	71	70
CWD	71	60	79	*	-	*	-	-	70	71	86
CWOD	72	72	72	86	*	83	*	*	72	-	69
EL	70	-	70	*	*	*	-	-	69	86	70
Male	66	60	69	*	*	*	-	*	67	70	67
Female	77	81	75	93	-	*	*	*	77	73	74
Mathematics											
All Students	64	65	62	82	-	90	*	*	64	60	55
CWD	60	69	54	*	-	*	-	-	66	60	46
CWOD	64	64	63	88	-	89	*	*	63	-	55
EL	55	-	54	*	-	*	-	-	53	46	55
Male	62	64	61	*	-	*	-	-	62	58	53
Female	65	66	63	94	_	83	*	*	65	64	57

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates 4-year Longitudinal Cohort Gr			Hispanic Class of 20	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
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
241	32	13%

^{&#}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.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	n Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Student Success (Student Achie	evement Do	nain Scor	e: STAAR C	omponen	t Only)						
OTA AD Comment Comme	00	0.5	0.5	00		00			00	00	47
STAAR Component Score	36	35	35	36	•	63	•	•	36	32	17

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

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

^{&#}x27;-' 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, a	nd 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	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status	Gladonio	Amonoun	mopanio	***********	maian	Aoidii	ioiaiiaoi	11000	Diodav	0112	
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	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	N	N						N	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 Pro Interim Goals (2018-2022)	ficiency Statu	ıs									42%
Target Met											N
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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.

		0	African		1871-14 -	American	A - !	Pacific	Two or More	Econ	Non Econ	OMB	OWOD		M -1-	F ! .	
Participation Rat		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	99%	100%	99%	100%	*	100%	*	100%	99%	99%	97%	100%	100%	99%	100%	_
•	CWD	97%	96%	97%	100%	-	*	-	-	98%	85%	97%	-	100%	98%	95%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	100%	*	100%	-	*	99%	98%	98%	99%	100%	99%	-	-
	Female	100%	99%	100%	100%	-	100%	*	100%	100%	100%	95%	100%	100%	-	100%	-
Reading	All Students	100%	100%	99%	100%	*	100%	*	100%	100%	99%	96%	100%	100%	99%	100%	-
	CWD	96%	95%	96%	*	-	*	-	-	98%	83%	96%	-	100%	97%	94%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	100%	*	100%	-	*	99%	98%	97%	99%	100%	99%	-	-
	Female	100%	99%	100%	100%	-	100%	*	100%	100%	100%	94%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	99%	100%	-	100%	*	100%	100%	99%	96%	100%	100%	99%	100%	-

Indicates there are no students in the group.
Indicates the student group is not applicable to this report. 'n/a'

			African			American		Pacific	Two or More	Econ	Non Econ						
			American		White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male		Migrant
	CWD	96%	95%	97%	*	-	*	*	-	98%	83%	96%	-	100%	97%	94%	-
	CWOD	100%	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	*	-		-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male .	99%	100%	99%	100%	-	100%	*		99%	98%	97%	99%	100%	99%	-	-
	Female	100%	99%	100%	100%	-	100%	*	100%	100%	100%	94%	100%	100%	-	100%	-
Science	All Students		99%	99%	100%	*	100%	*	*	99%	100%	100%	99%	99%	100%	99%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	99%	99%	100%	*	100%	*	*	99%	100%	-	99%	99%	99%	99%	-
	EL	99%	-	99%	*	*	-	-	-	99%	100%	100%	99%	99%	100%	98%	-
	Male	100%	100%	99%	*	*	*	-	*	99%	100%	100%	99%	100%	100%	-	-
	Female	99%	98%	99%	100%	-	*	*	*	99%	100%	100%	99%	98%	-	99%	-
Non-Participation	n Rate																
All Subjects	All Students		0%	1%	0%	*	0%	*	0%	1%	1%	3%	0%	0%	1%	0%	-
	CWD	3%	4%	3%	0%	-	*	-	-	2%	15%	3%	-	0%	2%	5%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	0%	*	0%	-	*	1%	2%	2%	1%	0%	1%	-	-
	Female	0%	1%	0%	0%	-	0%	*	0%	0%	0%	5%	0%	0%	-	0%	-
Reading	All Students	0%	0%	1%	0%	*	0%	*	0%	0%	1%	4%	0%	0%	1%	0%	-
-	CWD	4%	5%	4%	*	-	*	-	-	2%	17%	4%	-	0%	3%	6%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	0%	*	0%	-	*	1%	2%	3%	1%	0%	1%	-	-
	Female	0%	1%	0%	0%	-	0%	*	0%	0%	0%	6%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	1%	0%	-	0%	*	0%	0%	1%	4%	0%	0%	1%	0%	-
	CWD	4%	5%	3%	*	-	*	-	-	2%	17%	4%	-	0%	3%	6%	-
	CWOD	0%	0%	0%	0%	-	0%	*	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	0%	-	0%	-	*	1%	2%	3%	1%	0%	1%	-	-
	Female	0%	1%	0%	0%	-	0%	*	0%	0%	0%	6%	0%	0%	-	0%	-
Science	All Students		1%	1%	0%	*	0%	*	*	1%	0%	0%	1%	1%	0%	1%	-
	CWD	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	1%	1%	0%	*	0%	*	*	1%	0%	-	1%	1%	1%	1%	-
	EL	1%	-	1%	*	*	-	-	-	1%	0%	0%	1%	1%	0%	2%	-
	Male	0%	0%	1%	*	*	*	-	*	1%	0%	0%	1%	0%	0%	-	-
	Female	1%	2%	1%	0%	-	*	*	*	1%	0%	0%	1%	2%	-	1%	-

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

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.

Charlesto Wishout Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with with Disabilities Disabilities (Section 504)
Students Without Disabilities In-School Suspensions											
III-Oction Suspensions	Male	186	71	113	*	*	*	*	*	50	
	Female	158	65	89	*	*	*	*	*	29	
	Total	344	136	202	*	*	*	*	*	79	
Out-of-School Suspensions		*									
,	Male	103	43	58	*	*	*	*	*	34	
	Female	103	46	55	*	*	*	*	*	28	
	Total	206	89	113	*	*	*	*	*	62	
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	6	*	*	*	*	*	*	*	*	
Referrals to Law Enforcement		*	*	*	*	*	*	*	*	*	
	Male	*	*	*	*	*	*	*	*	*	
	Female		*	*	*	*	*	*	*	*	
Ottorio atta Milala Dia alcilità a	Total	6	-	-	-	-	-	-	-	-	
Students With Disabilities In-School Suspensions											
	Male	33	17	14	*	*	*	*	*	8	14
	Female	17	5	8	*	*	*	*	*	*	5
	Total	50	22	22	*	*	*	*	*	10	19
Out-of-School Suspensions											
	Male	22	13	7	*	*	*	*	*	*	7
	Female	12	5	7	*	*	*	*	*	*	*
	Total	34	18	14	*	*	*	*	*	*	11

Indicates zero observations reported for this group.

		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)
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students Chronic Absenteeism												
	Male	94	35	53	*	*	*	*	*	26	11	5
	Female	75	26	47	*	*	*	*	*	11	5	*
	Total	169	61	100	*	*	*	*	*	37	16	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.

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

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

*** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

'-' Indicates there are no students in the group.

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

Part (ix): Teacher Quality Data

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

High Poverty

All School Number Percent 5.0 7.6%

Inexperienced Teachers, Principals, and Other School Leaders

	All S	chool
	Number	Percent
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	8.1	13.4%

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.

Grade 3	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
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%	11	2%
Mathematics	5,294	1%	59	1%	11	2%
Grade 8 Reading	5,088	1%	62	1%	7	2%
Mathematics	5,087	2%	62	1%	7	2%
Science	5,087	1%	62	1%	7	2%
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%	43	2%
Reading	43,730	1%	512	1%	18	2%
Mathematics	39,178	1%	451	1%	18	2%
Science	16,112	1%	196	1%	7	2%

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

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

Indicates zero observations reported for this group.

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	bove 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 Disady	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
		Linglish Language Learners	03	00	25	25	"	O	'	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	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
	NA - Alba Alba -	Occasional	00	00	0.7	00	0.4	0.4	0	40
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16 *	20	33 *	37	35 *	31	16 *	13
		American Indian		44		38		14		4
		Asian	3	12	19 *	24	37 *	32	40 *	32
		Pacific Islander		36		39		18		6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

^{&#}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.