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

Campus Name: CENTER MIDDLE Campus ID: 210901041 District Name: CENTER 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 More	Econ	Special	(Current and
				American	Hispanic	White	Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets		Baseline 2016-17											,
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through 2021- 22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-		3270	3170	60%	43%	7470	45%	30%	33%	1970	2970
		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 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	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-		7170	4370	0370	33 /0	00 /0	31 /0	0170	45 /0	J <del>-1</del> /0	4370
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17 Rates											41%
EL Flogless		2017-18 through 2021-											41/0
		22											42%
		2022-23 through 2026-											
		27 2027-28 through 2031-											44%
		32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											.070
Rate		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-		9070	9070	<b>3</b> 070	90%	9070	90%	9070	90%	90%	9070
		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
- e. Chaddation Hade: 1 dead of addation Status

  e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including: (aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
_	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period

used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing

targeted support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. 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			<b>A</b> !		D161 -	or		Non							F 4	
		State	Dietrict	Campu	African	Hienani		American Indian		Pacific Islandor				(CWD	CWOL	) FI	Mala	FemaleMi	grantHomeles	Foste	
		State	District	Campu	is Airiei icaii	ilispaili	. willie	iliulali	Asiaii	isianuei	Naces	Disauv	Disauv	CVID	CIIOL	,	waie	i emale wii	grantinomeies	S Care	- willital y
STAAR Percent	t at Appro	aches	Grade	Level	or Above																
Grade 6																					
Reading	All	68%	54%	54%	36%	55%	65%	-	*	-	*	50%	73%	36%	57%	47%	52%	56%		-	*
	Students	0.50/	000/	000/	000/	*	*				_	000/	_	000/		_	000/	_			
	CWD	35%	36%	36%	38%			-	-	-	*	33%	700/	36%	- E <b>7</b> 0/	F00/	33%	F00/		-	*
	CWOD EL	42%	57% 47%	57% 47%	34%	59% 45%	68%	-	*	-	*	53% 49%	72% *	*	57% 50%		56% 52%	58% 41%		-	
	Male	63%	52%	52%	27%	57%	62%	-	*	-	*	48%	77%	33%	56%		52%	4170		_	*
	Female		56%	56%	45%	53%	68%	_	*	_	*	52%	70%	*		41%		56%		_	_
		/ 0	0070	0070	1070	0070	0070					0270	. 0 , 0		0070	,	•	0070			
Mathematics	s All	76%	78%	78%	67%	75%	86%	-	88%	-	100%	76%	85%	64%	80%	68%	82%	73%		-	*
	Students																				
	CWD	50%	64%	64%	62%	*	86%	-	-	-	*	63%	*	64%	-	*	67%	60%		-	-
	CWOD		80%	80%	70%	79%	86%	-	88%	-	*	79%	85%	-	80%		86%	74%		-	*
	EL	61%	68%	68%	*	64%	-	-	83%	-	*	68%	*	*	72%		81%	52%		-	-
	Male	76%	82%	82%	70%	86%	88%	-	*	-	*	80%	100%				82%	-		-	*
	Female	77%	73%	73%	65%	62%	84%	-	100%	-	*	72%	75%	60%	74%	52%	-	73%		-	-
Grade 7																					
Reading	All	73%	61%	61%	56%	59%	66%	_	*	_	*	56%	79%	*	64%	31%	50%	75%	* -	_	_
rtcading	Students	1070	0170	0170	3070	00 /0	0070					30 70	1570		0+70	01/0	00 70	1070			
	CWD	37%	*	*	*	*	*	_	_	_	_	*	*	*	_	*	*	*		_	_
	CWOD		64%	64%	61%	62%	69%	_	*	_	*	60%	82%	-	64%	32%	54%	76%	* -	_	_
	EL	44%	31%	31%	-	29%	-	-	*	_	_	31%	-	*	32%		27%	38%	* -	_	_
	Male	69%	50%	50%	45%	43%	60%	-	*	-	*	43%	72%	*	54%		50%	-	* -	_	-
	Female		75%	75%	65%	78%	76%	-	*	-	-	71%	93%	*	76%			75%		-	-
Mathematics		71%	67%	67%	59%	69%	69%	-	*	-	*	65%	78%	63%	67%	54%	61%	74%	* -	-	-
	Students																				
	CWD	42%	63%	63%	*	71%	*	-	-	-	-	60%	*	63%	-	*	50%	*		-	-
	CWOD		67%	67%	61%	68%	69%	-	*	-	*	65%	77%	-	67%		63%	72%	* -	-	-
	EL	52%	54%	54%	-	51%	-	-	*	-	-	54%	-	=00/	53%		52%	57%	* -	-	-
	Male	69%	61%	61%	45%	60%	72%	-	*	-	•	57%	81%	50%	63%		61%	740/	-	-	-
	Female	73%	74%	74%	71%	79%	64%	-		-	-	74%	71%		72%	57%	-	74%		-	-
Grade 8																					
Reading	All	85%	82%	82%	74%	79%	88%	_	100%	_	*	78%	91%	48%	87%	62%	76%	87%		_	_
	Students	0070	0270	0_/0	, 0	. 0 70	0070		.0070			. 0 / 0	0.70	.070	0. 70		, , .	0.70			
	CWD	49%	48%	48%	*	45%	*	_	*	_	_	39%	*	48%	_	*	50%	*		_	_
	CWOD		87%	87%	80%	85%	91%	-	100%	-	*	85%	91%	-	87%	70%	80%	92%		_	_
	EL	58%	62%	62%	-	58%	-	-	*	-	*	62%	*	*	70%	62%	59%	65%		_	_
	Male	82%	76%	76%	63%	72%	83%	-	100%	-	*	71%	87%	50%	80%	59%	76%	-		-	-
	Female	88%	87%	87%	83%	84%	93%	-	*	-	*	84%	96%	*	92%	65%	-	87%		-	-
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Mathematics		85%	88%	88%	90%	87%	86%	-	100%	-	*	88%	88%	71%	90%	78%	82%	93%		-	-
	Students	E20/	740/	740/	*	000/	*		*			700/	*	740/		700/	750/	C70/			
	CWD	53%	71% 90%	71% 90%	93%	82%	91%	-	1000/	-	*	78%	91%	71%	000/		75%	67%		-	-
	CWOD EL	73%	78%	78%	93%	88% 76%	9170	-	100%	-	*	90% 81%	9170	78%	90%		83% 70%	96% 89%		-	-
	Male	82%	82%	82%	92%	77%	81%	-	*	-	*	80%	87%	75%			82%	-		-	-
	Female		93%	93%	89%	96%	91%	-	*	-	_	95%	88%	67%	96%			93%		_	-
	1 Ciliaic	01 /0	3070	30 /0	0370	30 /0	3170					33 /0	00 /0	01 /0	30 /0	00 /	, -	3070			
Science	All	75%	61%	61%	50%	56%	73%	_	75%	_	*	58%	70%	33%	65%	29%	57%	65%		_	_
	Students																				
	CWD	39%	33%	33%	*	*	*	-	*	-	-	39%	*	33%	-	*	*	*		-	-
	CWOD	78%	65%	65%	53%	60%	78%	-	71%	-	*	61%	74%	-	65%	31%	61%	68%		-	-
	EL	46%	29%	29%	-	30%	-	-	*	-	*	28%	*	*			26%	33%		-	-
		74%	57%	57%	50%	52%	63%	-	100%	-	*	55%	61%	*			57%	-		-	-
	Female	76%	65%	65%	50%	61%	81%	-	*	-	*	60%	78%	*	68%	33%	-	65%		-	-
Fm.d a.f.O																					
End of Course		020/	020/	4000/	1000/	*	1000/		*		*	1000/	1000/		1000/	*	1000/	1000/			
Algebra I	All Students	82%	83%	100%	100%		100%	-		-		100%	100%	-	100%		100%	100%		-	-
		47%	59%	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_		_	_
	CWOD		86%	100%	100%	*	100%	-	*	_	*	100%	100%	-	100%	*	100%	100%		_	-
	EL	67%	68%	*	-	*	-	_	_	_	_	-	*	_	*	*	*	-		_	_
		78%	83%	100%	*	*	100%	-	*	-	_	100%	100%	-	100%	*	100%	, -		_	-
	Female		82%	100%		*	*	-	-	-	*	*	*	-	100%		-	100%		-	-
				•																	

Two

											Two or		Non									
					African			America			More		Econ								Foster	
Dooding	AII				American			Indian	Asian *	Islande	rRaces								MigrantHo	omeless	Care	Militar
Reading	All Students	38%	25%	25%	19%	16%	42%	-		-		23%	30%	29%	25%	0%	25%	25%	-	-	-	
	CWD	22%	29%	29%	38%	*	*	-	-	-	*	26%	*	29%	-	*	22%	*	-	-	-	-
	CWOD	40%	25%	25%	10%	17%	42%	-	*	-	*	22%	34%	-	25%	8%	26%	23%	-	-	-	*
	EL	14%	6%	6%		7%		-	*	-	*	7%	*	*	8%	6%		5%	-	-	-	-
	Male	34%	25%	25%	23%	17%	42%	-	*	-	*	23%	38%	22%	26%		25%	-	-	-	-	*
	Female	42%	25%	25%	15%	15%	42%	-		-		23%	35%		23%	5%	-	25%	-	-	-	-
Mathematics		43%	35%	35%	21%	29%	53%	-	38%	-	40%	31%	53%	32%	35%	14%	6 37%	33%	-	-	-	*
	Students	220/	220/	220/	31%	*	57%	_			*	30%	*	32%		*	220/	30%				
	CWD CWOD	23% 46%	32% 35%	32% 35%	17%	31%	52%	-	38%	-	*	31%	52%	32%	35%	16%	33% 38%	33%	-	-	-	*
	EL	24%	14%	14%	*	14%	JZ /0 -	_	17%	_	*	15%	JZ /0 *	*	16%		6 19%	9%	-	_	_	_
	Male	44%	37%	37%	22%	33%	54%	-	*	-	*	34%	57%	33%	38%		37%	-	-	-	-	*
	Female	42%	33%	33%	20%	24%	52%	-	20%	-	*	28%	50%	30%	33%	9%	-	33%	-	-	-	-
Grade 7																						
Reading	All	47%	35%	35%	23%	33%	43%	-	*	-	*	29%	56%	*	36%	13%	6 27%	43%	*	-	_	_
3	Students																					
	CWD	23%	*	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		36%	36%	24%	34%	44%	-	*	-	*	29%	58%	-			29%	43%	*	-	-	-
	EL	16%	13%	13%	400/	13%	400/	-	*	-	-	13%	-	*	12%		8%	23%	*	-	-	-
	Male Female	42%	27% 43%	27% 43%	10% 35%	23% 46%	43% 43%	-	*	-		18% 41%	56% 57%	*	29% 43%		27%	43%	_	-	-	-
	i cittale	. 55%	<del>1</del> 070	<b>→3</b> /0	JU /0	+070	+370	-		-	-	<del>-1</del> 1 70	J1 70		<del>7</del> 370	<u>د</u> ی%		<del>7</del> ∪/0	-	-	-	-
Mathematics		39%	21%	21%	12%	25%	23%	-	*	-	*	19%	30%	19%	21%	10%	6 19%	23%	*	-	-	-
	Students CWD	20%	19%	19%	*	14%	*	_	_	_	_	20%	*	19%	_	*	8%	*	_	-	_	_
	CWD		21%	21%	11%	26%	23%	-	*	-	*	20% 19%	32%	1970	21%	12%	6% 6 21%	21%	*	-	-	-
	EL	17%	10%	10%	-	11%		-	*	_	_	10%	JZ /0 -	*	12%		6 12%	7%	*	-	_	_
	Male	38%	19%	19%	10%	20%	24%	-	*	-	*	18%	25%	8%	21%		6 19%	-	*	-	-	-
	Female		23%	23%	14%	31%	21%	-	*	-	-	21%	43%	*	21%	7%		23%	-	-	-	-
rada O																						
Grade 8 Reading	All	48%	39%	39%	29%	29%	57%	_	43%	_	*	34%	52%	24%	41%	3%	28%	48%	_	_	_	_
	Students	- /0	/0	/0					/ 0			, •		,5	. , ,	- / 3	,5					
	CWD	23%	24%	24%	*	18%	*	-	*	-	-	28%	*	24%	-	*	25%	*	-	-	-	-
	CWOD		41%	41%	30%	31%	61%	-	33%	-	*	35%	56%	- *	41%	3%		51%	-	-	-	-
	EL	13%	3%	3%	400/	3%	400/	-	*	-	*	3%	250/		3%	3%		6%	-	-	-	-
	Male Female	44%	28% 48%	28% 48%	19% 39%	19% 37%	42% 70%	-	60% *	-	*	25% 41%	35% 70%	25%	29% 51%	0% 6%		- 48%	-	-	-	-
	i citialt	. 00/0	<del>7</del> 0 /0	-TU /0	J3 /0	J1 /0	7 0 70	-		-		<b>→</b> 1 /0	10/0		J 1 /0	J /0	_	-J /0	3	-	-	-
Mathematics		50%	39%	39%	19%	46%	34%	-	100%	-	*	41%	35%	29%	40%	34%	6 28%	48%	-	-	-	-
	Students	0=01	0001	6651	_	6701						0001	_	0001		440	0=0.	0001				
	CWD	25%	29%	29%	*	27%	* 250/	-	*	-	-	33%	*	29%	4007		25%	33%	-	-	-	-
	CWOD EL	53% 30%	40% 34%	40% 34%	19%	49% 32%	35%	-	100%	-	*	42% 35%	37%	- 11%	40% 41%		6 29% 6 22%	49% 50%	-	-	-	-
	Male	48%	28%	28%	8%	31%	30%	-	*	-	*	29%	26%	25%			6 22%	-	-	-	-	-
	Female		48%	48%	28%	59%	38%	-	*	-	-	50%	42%	33%	49%	50%		48%	-	-	-	-
0-1-	A **	F00'	0001		4001	0.407	4=01		0001			0001	<b>50</b> 00	0.401	0.407		0001	0007				
Science	All Students	50%	32%	32%	18%	24%	47%	-	63%	-	*	26%	50%	24%	34%	5%	33%	32%	-	-	-	-
	CWD	23%	24%	24%	*	*	*	_	*	_	_	28%	*	24%	_	*	*	*	-	_	_	_
	CWOD			34%	17%	25%	50%	-	57%	-	*	25%	53%	-	34%	6%	34%	33%	-	-	-	-
	EL	19%	5%	5%	-	5%	-	-	*	-	*	3%	*	*	6%	5%	9%	0%	-	-	-	-
	Male	51%	33%	33%	19%	21%	50%	-	80%	-	*	23%	57%	*	34%	9%	33%	-	-	-	-	-
	Female	50%	32%	32%	17%	26%	44%	-	*	-	*	28%	43%	*	33%	0%	-	32%	-	-	-	-
nd of Course																						
Algebra I	All	53%	45%	96%	80%	*	100%	, -	*	-	*	100%	92%	-	96%	*	100%	86%	-	-	-	-
	Students																					
		19%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	4000	-	-	-	-	-
	CWOD	58% 29%	50% 27%	96% *	80%	*	100%	· -	-	-	*	100%	92%	-	96%	*	100%	86%	-	-	-	-
	EL Male	29% 49%	51%	100%	*	*	100%		*	-	-	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female			86%	*	*	*	, <u>-</u>	-	-	*	*	*	-	86%	-	-	86%	-	-	-	-
																		-				
AAR Percent	at Maeto	rs Cr	ade I o	vel																		
Grade 6	at maste	5 010	ado Le																			
Reading	All	18%	13%	13%	10%	7%	25%	-	*	-	*	10%	27%	11%	13%	0%	11%	15%	-	-	-	*
	Students	00/	4407	440/	4.50/	*	*				*	440/	*	440/			60/	*				
	CWD CWOD	8% 20%	11% 13%	11% 13%	15% 7%	7%	26%	-	*	-	*	11% 10%	28%	11%	- 13%	0%	6% 12%	15%	-	-	-	*
	EL	20% 4%	0%	0%	7%	0%	2070	-	*	-	*	0%	28%	*	0%	0%		0%	-	-	-	_
	Male	15%	11%	11%	9%	5%	23%	-	*	-	*	7%	31%	6%	12%	0%		-	-	-	-	*
	Female		15%	15%	10%	9%	26%	-	*	-	*	13%	25%	*	15%	0%		15%	-	-	-	-
Mathamatica	Λ.ΙΙ	100/	100/	400/	00/	70/	120/		250/		00/	90/	150/	140/	00/	40/	140/	10/				*
Mathematics	All Students	18%	10%	10%	9%	7%	12%	-	25%	-	0%	8%	15%	14%	9%	4%	14%	4%	-	-	-	-
	CWD	9%	14%	14%	23%	*	14%	_	_	_	*	15%	*	14%	_	*	11%	20%	_	_	_	_
	CWOD		9%	9%	3%	7%	12%	-	25%	_	*	7%	15%	-	9%	5%		2%	-	_	_	*
	EL	6%	4%	4%	*	2%	-	-	17%	-	*	4%	*	*	5%	4%		0%	-	-	-	-
	Male	18%	14%	14%	9%	12%	19%	-	*	-	*	12%	29%	11%	15%	7%		-	-	-	-	*
	Female	17%	4%	4%	10%	0%	6%	-	0%	-	*	4%	5%	20%	2%	0%	-	4%	-	-	-	-
Grade 7																						
Reading	All	28%	18%	18%	9%	17%	21%	_	*	-	*	15%	28%	*	20%	0%	14%	23%	*	-	-	-
	Students				•													-				
	CWD	10%	*	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-

											Two		Non									
					African			America			or More		Non Econ								Foster	
	CWOD		District 20%	Campus 20%	Americani 11%	Hispanio 19%	White 23%	Indian -	Asian l	slande -	rRaces *	Disadv 17%	Disadv 29%	CWD	20%		Male 16%	Female 24%	MigrantH *	omeless	Care I	Military -
	EL	6%	0%	0%	-	0%	-	-	*	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male Female	24%	14% 23%	14% 23%	5% 13%	7% 30%	26% 14%	-	*	-	*	9% 22%	28% 29%	*	16% 24%	0% 0%	14%	23%	*	-	-	-
		3370	23 /0	23 /0	13 /6	30 /6	14 /0	-		-	-		29 /0		24 /0	0 /0	-		-	-	-	-
Mathematics	Students	18%	3%	3%	2%	2%	5%	-	*	-	*	3%	4%	6%	3%	0%	5%	2%	*	-	-	-
	CWD	7% 19%	6% 3%	6% 3%	0%	0% 2%	6%	-	*	-	*	7% 3%	5%	6% -	3%	0%	0% 6%	0%	*	-	-	-
	EL	5%	0%	0%	-	0%	-	-	*	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male Female	17% 18%	5% 2%	5% 2%	0% 5%	3% 0%	8% 0%	-	*	-	-	4% 2%	6% 0%	0% *	6% 0%	0% 0%	5% -	2%	-	-	-	-
Grade 8																						
Reading	All Students	26%	18%	18%	12%	7%	35%	-	14%	-	*	12%	33%	5%	19%	0%	13%	22%	-	-	-	-
	CWD	8% 28%	5% 19%	5% 19%	13%	0% 8%	37%	-	17%	-	*	6% 13%	35%	5% -	19%	0%	8% 14%	24%	-	-	-	-
	EL	4%	0%	0%	-	0%	-	-	*	-	*	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male Female	22%	13% 22%	13% 22%	6% 17%	3% 11%	29% 41%	-	20%	-	*	9% 14%	22% 43%	8% *	14% 24%	0% 0%	13%	- 22%	-	-	-	-
Mathamatica									470/		*			100/								
Mathematics	All Students	15%	7%	7%	3%	8%	7%	-	17%	-		7%	8%	19%	6%	0%	9%	6%	-	-	-	-
	CWD	9% 16%	19% 6%	19% 6%	*	18% 7%	* 7%	-	*	-	- *	22% 4%	* 9%	19%	- 6%	0% 0%	17% 7%	22% 4%	-	-	-	-
	EL	6%	0%	0%	-	0%	-	-	*	-	*	0%	*	0%	0%	0%	0%	0%	-	-	_	-
	Male	14%	9%	9%	0%	8%	11%	-	*	-	*	7%	13%	17%	7%	0%	9%	-	-	-	-	-
	Female	16%	6%	6%	6%	9%	3%	-	*	-	-	7%	4%	22%	4%	0%	-	6%	-	-	-	-
Science	All Students	27%	13%	13%	9%	7%	24%	-	0%	-	*	11%	20%	5%	14%	0%	16%	10%	-	-	-	-
	CWD	8%	5%	5%	*	*	*	-	*	-	-	6%	*	5%	-	*	*	*	-	-	-	-
	CWOD	29% 6%	14%	14%	10%	8%	24%	-	0%	-	*	12%	21%	-	14%	0%	18% 0%	11%	-	-	-	-
	EL Male	29%	0% 16%	0% 16%	13%	0% 6%	38%	-	0%	-	*	0% 13%	26%	*	0% 18%	0% 0%	16%	0% -	-	-	-	-
	Female		10%	10%	6%	8%	11%	-	*	-	*	9%	13%	*	11%	0%	-	10%	-	-	-	-
End of Course	AII	240/	400/	020/	600/	*	000/		*		*	000/	770/		020/	*	000/	740/				
Algebra I	All Students	31%	18%	83%	60%		89%	-		-		90%	77%	-	83%		88%	71%	-	-	-	-
	CWD	7%	5% 19%	- 83%	- 60%	-	- 89%	-	-	-	-	- 90%	- 77%	-	- 83%	-	- 88%	- 71%	-	-	-	-
	EL	12%	5%	*	-	*	-	-	_	-	_	90 /0	*	-	*	*	*	-	-	-	-	-
	Male	28%	21%	88%	*	*	86%	-	*	-	-	100%	78%	-	88%	*	88%	-	-	-	-	-
	Female	34%	14%	71%		-	-	-	-	-	-	-	-	-	71%	-	-	71%	-	-	-	-
STAAR Percent	at Appro	aches	Grade	Level o	r Above																	
All Grades All Subjects	All	77%	73%	71%	61%	69%	77%	_	89%	_	76%	67%	82%	49%	74%	53%	66%	75%	*	_	_	*
,	Students	1170	1070			00 /0	1170		0070		1070	01 70	02 /0	1070	7 1 70	00 70	0070					
	CWD		47%	49%	44%	47%	51%	-	*	-	*	49%	54%	49%	-		47%	53%	-	-	-	-
	CWOD EL	60%	77% 62%	74% 53%	65% *	72% 51%	80%	-	88% 75%	-	76% *	70% 53%	83% 50%	41%	74% 56%			77% 54%	*	-	-	_
	Male	74%	70%	66%	55%	64%	73%	-	96%	-	64%	62%	81%	47%	70%			-	*	-	-	*
	Female	79%	76%	75%	67%	74%	81%	-	81%	-	90%	73%	83%	53%	77%	54%	-	75%	-	-	-	-
Reading	All	73%	66%	65%	54%	64%	73%	-	88%	-	56%	60%	82%	37%	69%	46%	58%	72%	*	-	-	*
	Students CWD	39%	36%	37%	32%	33%	44%	-	*	-	*	33%	*	37%	-	29%	33%	43%	-	-	-	-
	CWOD	77%	70%	69%	59%	67%	76%	-	88%	-	*	65%	82%	-	69%	50%	62%	75%	*	-	-	*
	EL Male	52% 69%	52% 61%	46% 58%	43%	44% 56%	- 67%	-	71% 100%	-	*	47% 52%	* 79%	29% 33%	50% 62%			48%	*	-	-	*
	Female			72%	64%	72%	78%	-	75%	-	*	69%	86%	43%	75%			72%	-	_	_	-
Mathematics	ΔII	80%	82%	79%	72%	78%	83%	_	95%		100%	77%	97%	66%	81%	67%	77%	81%	*			*
	Students														0170							
	CWD		59% 85%	66% 81%	59% 74%	67% 80%	69% 84%	-	* 95%	-	* 100%	67% 79%	* 88%	66%	- 81%		64%	70% 83%	- *	-	-	- *
	EL		77%	67%	/ <del>+</del> /0 *	64%	-	-	90%	-	*	67%	63%	62%	68%			65%	*	-	-	_
	Male	78%	81%	77%	68%	76%	82%	-	90%	-	100%	73%	90%	64%	79%			-	*	-	-	*
	Female	82%	83%	81%	75%	81%	84%	-	100%	-	*	81%	82%	70%	83%	65%	-	81%	-	-	-	-
Science	All Students	79%	73%	61%	50%	56%	73%	-	75%	-	*	58%	70%	33%	65%	29%	57%	65%	-	-	-	-
	CWD		45%	33%	*	*	*	-	*	-	-	39%	*	33%	-	*	*	*	-	-	-	-
	CWOD EL	82% 58%	77% 57%	65% 29%	53% -	60% 30%	78% -	-	71% *	-	*	61% 28%	74% *	*	65% 31%			68% 33%	-	-	-	-
	Male		73%	57%	50%	52%	63%	-	100%	-	*	55%	61%	*	61%			-	-	-	-	-
	Female	80%	73%	65%	50%	61%	81%	-	*	-	*	60%	78%	*	68%	33%	-	65%	-	-	-	-
STAAR Percent	at Meets	Grad	e Level	or Abov	re																	
All Grades All Subjects	All		37%	34%	21%	30%	45%	_	58%	_	43%	30%	48%	26%	35%	120/	30%	37%	*	_	_	*
	Students							-		-	<del>7</del> 0 /0				JJ /0					-	-	
	CWD CWOD	23% 50%	23% 39%	26% 35%	29% 20%	17% 31%	32% 46%	-	* 55%	-	* 47%	28% 30%	15% 49%	26%	- 35%		23% 32%	33% 38%	*	-	-	*
	EL		21%	12%	*	13%	-	-	15%	-	*	12%	15%	4%	14%			14%	*	-	-	-

											or		Non									
					African			Americar		Pacific		Fcon									Foster	
		State	District	Campus	American	Hisnani	·White							CWD	CWOL	) FI	Male	FemaleN	ligrantHo	meless		
	Male	45%	36%	30%	18%	24%	43%	-	71%	-	9%	26%	46%		32%			-	*	-	-	*
	Female		38%	37%	24%	35%	46%	_	43%	_	80%	34%	50%	33%				37%	_	_	_	_
																, .						
Reading	All	46%	35%	33%	24%	26%	47%	-	47%	-	33%	28%	49%	26%	34%	7%	27%	39%	*	-	-	*
_	Students																					
	CWD	22%	23%	26%	32%	17%	31%	-	*	-	*	27%	*	26%	-	5%	21%	35%	-	-	-	-
	CWOD	48%	37%	34%	22%	27%	49%	-	44%	-	*	28%	50%	-	34%	8%	28%	39%	*	-	-	*
	EL	21%	14%	7%	-	8%	-	-	0%	-	*	8%	*	5%	8%	7%	5%	10%	*	-	_	-
	Male	41%	32%	27%	17%	19%	42%	-	56%	-	*	22%	44%	21%	28%	5%	27%	-	*	-	_	*
	Female		38%	39%	30%	33%	52%	-	38%	-	*	34%	54%	35%	39%	10%		39%	-	-	-	-
Mathema	atics All	48%	41%	35%	20%	35%	41%	-	65%	-	44%	32%	45%	28%	36%	20%	33%	38%	*	-	-	*
	Students																					
	CWD	26%	24%	28%	27%	17%	38%	-	*	-	*	28%	*	28%	-	5%	24%	35%	-	-	-	-
	CWOD	51%	43%	36%	18%	38%	42%	-	63%	-	43%	33%	46%	-	36%	23%	34%	38%	*	-	-	*
	EL	33%	32%	20%	*	19%	_	_	30%	_	*	20%	25%	5%	23%	20%	18%	22%	*	_	_	_
	Male	47%	42%	33%	19%	30%	41%	_	80%	_	20%	30%	44%	24%			33%		*	_	_	*
	Female		39%	38%	21%	41%	42%	_	50%	_	*	35%	47%	35%	38%			38%				
	remale	49/0	39 /0	30 /0	21/0	41/0	42 /0	-	30 /6	-		33 /6	47 /0	35 /6	JO /0	22 /0	-	30 /0	-	-	-	-
Science	All	49%	33%	32%	18%	24%	47%	_	63%	_	*	26%	50%	24%	34%	5%	33%	32%				
Science	Students	73/0	3370	JZ /6	1070	24 /0	<del>-1</del> /0		0370			2070	JU /0	24 /0	J <del>-1</del> /0	J /0	JJ /0	JZ /0				
	CWD	220/	21%	24%	*	*	*		*			28%	*	24%		*	*	*				
		23%					=00/	-	0/	-	-				- 40/	00/	0.407	000/	-	-	-	-
	CWOD		35%	34%	17%	25%	50%	-	57%	-		25%	53%	-	34%			33%	-	-	-	-
	EL	21%	10%	5%	-	5%	-	-	*	-	*	3%	*	*	6%	5%	9%	0%	-	-	-	-
	Male	50%	33%	33%	19%	21%	50%	-	80%	-	*	23%	57%	*	34%	9%	33%	-	-	-	-	-
	Female	49%	33%	32%	17%	26%	44%	-	*	-	*	28%	43%	*	33%	0%	-	32%	-	-	-	-
All Grades All Subje		21%	12%	13%	9%	9%	20%	_	27%	_	24%	10%	23%	9%	14%	1%	14%	13%	*	_	_	*
	Students																					
	CWD	8%	6%	9%	15%	3%	11%	-	*	-	*	10%	0%	9%	-	0%	7%	13%	-	-	-	-
	CWOD	23%	13%	14%	8%	9%	21%	-	26%	-	29%	10%	24%	-	14%	1%	15%	13%	*	-	-	*
	EL	9%	5%	1%	*	0%	-	-	5%	-	*	1%	0%	0%	1%	1%	1%	0%	*	-	_	-
	Male	20%	12%	14%	8%	7%	24%	_	38%	_	0%	10%	25%	7%	15%	1%	14%	_	*	_	_	*
	Female		13%	13%	9%	10%	16%	_	14%	_	50%	11%	20%	13%	13%	0%	-	13%	_	_	_	_
			.070	, ,	0,0	.070	.070		, 0		0070	,0	_0,0	.0,0	.0,0	0,0		.070				
Reading	All Students	19%	12%	16%	10%	11%	27%	-	29%	-	11%	12%	30%	6%	17%	0%	12%	20%	*	-	-	*
	CWD	7%	5%	6%	9%	0%	13%	-	*	-	*	7%	*	6%	-	0%	5%	9%	-	-	-	-
	CWOD	20%	13%	17%	10%	12%	28%	-	31%	-	*	13%	31%	-	17%	0%	14%	21%	*	-	-	*
	EL	7%	4%	0%	-	0%	-	-	0%	-	*	0%	*	0%	0%	0%	0%	0%	*	-	-	-
	Male	16%	9%	12%	7%	5%	26%	_	22%	_	*	8%	26%	5%	14%	0%	12%	-	*	_	_	*
	Female		15%	20%	13%	17%	28%	_	38%	_	*	16%	33%	9%	21%	0%		20%	_	_	_	_
	remaie		1070	2070	1070	,0	2070		0070			1070	00 /0	0 70	2170	0 70		2070				
Mathema	atics All Students	23%	13%	10%	8%	7%	13%	-	35%	-	22%	8%	17%	14%	10%	2%	14%	6%	*	-	-	*
	CWD	10%	9%	14%	23%	8%	6%	_	*	_	*	15%	*	14%	_	0%	10%	22%	_	_	_	_
	CWOD		14%	10%	4%	7%	14%	_	32%	_	29%	7%	18%	-	10%	2%	15%	5%	*	_	_	*
	EL	13%	8%	2%	*	1%	1-70	_	10%	_	*	2%	0%	0%	2%	2%	3%	0%	*			
					00/						00/								+	-	-	-
	Male	23%	15%	14%	8%	9%	19%	-	70%	-	0%	11%	24%	10%	15%	3%		-		-	-	-
	Female	24%	11%	6%	7%	5%	6%	-	0%	-	*	5%	9%	22%	5%	0%	-	6%	-	-	-	-
Science	All Students	22%	11%	13%	9%	7%	24%	-	0%	-	*	11%	20%	5%	14%	0%	16%	10%	-	-	-	-
	CWD	7%	5%	5%	*	*	*	_	*	_	_	6%	*	5%	_	*	*	*	_	_	_	_
	CWOD		12%	14%	10%	8%	24%	_	0%	_	*	12%	21%	-	14%	0%	18%	11%	_	_	_	_
	EL	5%	1%	0%	. 5 / 0	0%	- T/U	_	*	_	*	0%	*	*	0%	0%	0%	0%	_	_	_	
					120/		200/	-	00/	-	*		260/	*				U% -	-	-	-	-
	Male	23%	11%	16%	13%	6%	38%	-	0%	-		13%	26%	*	18%	0%	16%		-	-	-	-
	Female	∠1%	11%	10%	6%	8%	11%	-	-	-		9%	13%	-	11%	0%	-	10%	-	-	-	-

Two

Part (iii): Academic Growth and Graduation Rate

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

	All	African American	Lienanie	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Academic Growth Score	Students	American	пізрапіс	wille	iliulali	Asiaii	isianuei	Naces	Disauv	CVVD	EL
Reading											
All Students	62	60	61	66	-	59	-	*	61	59	59
CWD	59	38	71	66	-	*	-	*	57	59	67
CWOD	62	65	59	66	-	56	-	*	61	-	57
EL	59	-	59	-	-	*	-	*	60	67	59
Male	60	59	58	65	-	67	-	*	58	61	65
Female	64	61	64	68	-	*	-	*	64	55	51
Mathematics											
All Students	67	68	67	64	-	75	-	100	68	74	67
CWD	74	67	69	88	-	*	-	*	72	74	64
CWOD	66	68	67	61	-	74	-	100	67	-	68
EL	67	*	66	-	-	75	-	*	67	64	67
Male	67	63	66	66	-	90	-	100	66	70	69

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

Indicates zero observations reported for this group.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Female	68	73	69	61	-	60	-	*	69	82	65

## 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 Grad	uation 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.
- '-' Indicates there are no students in the group.

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
129	26	20%

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

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

Student Success (Student Achie			Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	39	30	36	47	-	58	-	48	36	28	*
School Quality (College, Career	, and Military	/ Readines	s Performa	ince)							
%Students meeting CCMR	_	-	-	-	_	-	-	-	-	-	-

- Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates the student group is not applicable to this report.

Part (vi): Goal Meeting Status

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

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status	Ottudents	American	inspanic	vviiito	maian	Asian	isianaci	Nuccs	Disauv	OIID	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N					N	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	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	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	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	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	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	N

# **English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met	Υ
Interim Goals (2023-2027)	44%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met			·								Y 46% Y 46% Y
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%

<sup>&#</sup>x27;+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		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
Participation Rat	е																
All Subjects	All Students	100%	100%	100%	100%	-	100%	_	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	_
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	*	100%	-	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students		100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	•
	Female	100%	100%	100%	100%	-	100%	-	•	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students CWD	100% 100%	100% 100%	100% 100%	100% 100%	-	100%	-	100%	100% 100%	100% 100%	100% 100%	100%	100% 100%	100% 100%	100% 100%	*
	CWD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	EL	100%	*	100%	100 /0	_	100%	_	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	100%	_	100%	_	100%	100%	100%	100%	100%	100%	100%	10070	*
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
Non-Participation	Female n Rate	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
•																	
All Subjects	All Students		0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	*	0%	-	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD CWOD	0% 0%	0% 0%	0% 0%	0% 0%	-	0%	-	0%	0% 0%	0% 0%	0%	0%	0% 0%	0% 0%	0% 0%	-
	EL	0%	U% -	0%	U70	-	0%	-	U 70 *	0%	0%	0%	0%	0%	0%	0%	*
	EL Male	0% 0%	0%	0%	0%	-	0% 0%	-	00/	0% 0%	0% 0%	0% 0%	0% 0%	0% 0%	0% 0%	U% -	*
	Female	0%	0%	0%	0%	-	0%	-	0% *	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	_	0%	_	0%	0%	0%	0%	0%	0%	0%	0%	*
···ationiatioo	CWD	0%	0%	0%	0%	_	*	_	*	0%	0%	0%	-	0%	0%	0%	_
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	*	0%	-	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students		0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	•	-	•	0%	0%	0%	0%	0%	-	0%	-

Two or Non More Pacific African American Econ Econ Male Female Migrant Campus American Hispanic White Indian Asian Islander Races Disadv Disadv CWD CWOD EL

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	African	Uionania	\A/bita	Indian or Alaska Native	Acion	Pacific	Two or More	EL	Students with	Students with Disabilities
Students Without Disabilities		students	American	піѕрапіс	White	Native	Asian	Islander	Races	EL	Disabilities (	Section 504)
In-School Suspensions												
in-oction odspetisions	Male	50	17	20	11	*	*	*	*	14		
	Female	15	*	8	5	*	*	*	*	5		
	Total	65	19	28	16	*	*	*	*	19		
Out-of-School Suspensions	Total	00	13	20	10					13		
out of control cuoperiolons	Male	21	7	7	7	*	*	*	*	*		
	Female	12	5	5	*	*	*	*	*	5		
	Total	33	12	12	9	*	*	*	*	9		
Expulsions	Total	33	12	12	3					3		
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
With Educational Oct Vices	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
Without Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Officer Zero Tolerance Policies		*	*	*	*	*	*	*	*	*		
	Female											
Cabaal Dalatad Assacts	Total											
School-Related Arrests	Mala		*		*	*	*	*	*	*		
	Male	•	*	_	*	*	*	*		_		
	Female		_	_	*	_	_	_		_		
	Total	•	•	•	•	•	•	•	•	•		
Referrals to Law Enforcement						*		*				
	Male	*	*	*	*	*			*			
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions												
	Male	10	5	5	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	12	5	5	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	6	*	*	*	*	*	*	*	*		*
	Female	6	*	*	*	*	*	*	*	*		*
	Total	12	*	6	*	*	*	*	*	*		*
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	16	*	*	8	*	*	*	*	*	*	*
	Female	21	*	5	14	*	*	*	*	*	*	*
	Total	37	*	7	22	*	*	*	*	*	*	*
		<del>-</del> ·		•								

	iotai
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	*

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

<sup>...</sup> 

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.

... - . .

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	19.5	35.5%
Teachers Teaching with Emergency or Provisional Credentials	3.4	6.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	8.1	15.3%

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State 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%	5	2%	-	-
Mathematics	6,020	1%	5	2%	-	-
Grade 4						
Reading	6,061	1%	*	*	-	-
Mathematics	6,056	1%	*	*	-	-
Grade 5						
Reading	6,162	2%	6	3%	-	-
Mathematics	6,160	1%	6	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
Science	6,164	1%	6	3%	-	-
Grade 6 Reading	5,678	1%	6	3%	6	3%
Mathematics	5,677	1%	6	3%	6	3%
Grade 7 Reading	5,298	1%	*	*	*	*
Mathematics	5,294	1%	*	*	*	*
Grade 8 Reading	5,088	1%	*	*	*	*
Mathematics	5,087	2%	*	*	*	*
Science	5,087	1%	*	*	*	*
End of Course English I	4,868	1%	*	*	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	*	*	-	-
Biology	4,861	1%	*	*	-	-
All Grades All Subjects	99,020	1%	69	2%	30	2%
Reading	43,730	1%	30	2%	13	2%
Mathematics	39,178	1%	28	2%	13	2%
Science	16,112	1%	11	2%	*	*

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

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Ab	ove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	•	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4

		% Belov	w Basic	% At or At	ove Basic	% At or Abo	ve Proficient	% At or Abov	e Advanced
Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	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
	Subject	White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities	Subject         Student Group         TX           White         16           American Indian         *           Asian         3           Pacific Islander         *           Two or More Races         24           Econ Disadv         40           Students with Disabilities         67	White         16         20           American Indian         *         44           Asian         3         12           Pacific Islander         *         36           Two or More Races         24         27           Econ Disadv         40         45           Students with Disabilities         67         69	Subject         Student Group         TX         US         TX           White         16         20         33           American Indian         *         44         *           Asian         3         12         19           Pacific Islander         *         36         *           Two or More Races         24         27         43           Econ Disadv         40         45         40           Students with Disabilities         67         69         23	Subject         Student Group         TX         US         TX         US           White         16         20         33         37           American Indian         *         44         *         38           Asian         3         12         19         24           Pacific Islander         *         36         *         39           Two or More Races         24         27         43         36           Econ Disadv         40         45         40         37           Students with Disabilities         67         69         23         22	Subject         Student Group         TX         US         TX         US         TX           White         16         20         33         37         35           American Indian         *         44         *         38         *           Asian         3         12         19         24         37           Pacific Islander         *         36         *         39         *           Two or More Races         24         27         43         36         24           Econ Disadv         40         45         40         37         17           Students with Disabilities         67         69         23         22         8	Subject         Student Group         TX         US         TX         US         TX         US           White         16         20         33         37         35         31           American Indian         *         44         *         38         *         14           Asian         3         12         19         24         37         32           Pacific Islander         *         36         *         39         *         18           Two or More Races         24         27         43         36         24         25           Econ Disadv         40         45         40         37         17         15           Students with Disabilities         67         69         23         22         8         7	Subject         Student Group         TX         US         TX         US         TX         US         TX           White         16         20         33         37         35         31         16           American Indian         *         44         *         38         *         14         *           Asian         3         12         19         24         37         32         40           Pacific Islander         *         36         *         39         *         18         *           Two or More Races         24         27         43         36         24         25         8           Econ Disadv         40         45         40         37         17         15         3           Students with Disabilities         67         69         23         22         8         7         2

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

<b>Grade</b> 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.

Data are not available.

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<sup>&#</sup>x27;\*\* Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.