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

District Name: WATER VALLEY ISD District ID: 226905

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

Part (i)(1) 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);

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Academic Performance (At Meets		Baseline 2016-17	Stationts	Auriorican	пізрапіс	********	mulan	Malali	ISIAIIGE	Races	DISSOA	Eduç	Former)
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
,	Ū	2017-18 through											
		2021-22 2022-23 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		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 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates											41%
		2017-18 through											
		2021-22											42%
		2022-23 through 2026-27											44%
		2027-28 through 2031-32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											40%
Rate		Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2021-22 2022-23 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through			,-	,		V-10	V= /3		J2 /0	OL /0	OL /0
		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%
	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)(ii), 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);

Comprehensive 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.

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	Students																					
	CWD	53%	46%		•		*	-	•	-	-		-	•		-	*	•	-		•	*
	CWOD	89% 73%	83% 56%	96%	-	100%	100%	-	-	-	5000	92%	100%	•	96%	- 9	4%	100%	-		-	
	Male	82%	75%	84%		83%	91%	•	-	-		70%	100%	-	94%	- 8	4%	-	-	-	-	-
	Female		82%	78%	•	*	*	-	_	-		* 0 /6	10078	•	100%		- /0	78%	-			
Science	All	75%	68%	82%	•	78%	87%	•	-	-	*	75%	92%	*	96%	- 8	9%	67%	-		•	+
	Students		270/															_				
	CWD	39% 78%	37% 72%	96%	-	88%	100%	100	85			100%	92%		96%	- 1	- 00%	86%	-	-	-	-
	EL	46%	25%	-		-	-		_	120	-	10076	JZ /6		2070	_ 1,	- 70	- 00 /8	-	-	-	-
	Male	74%	68%	89%	-	83%	91%	-	-	-	*	80%	100%	•	100%	- 8	9%	-	_			9.1
	Female	76%	69%	67%	*	•	•	-	-	-	*	•	•	*	86%	-	-	67%	-	-	•	
End of Course	_																					
End of Course English I	# All	64%	61%	78%	_		81%			2	_	62%	93%		87%	- 6	0%	100%	_	_	_	_
	Students		0.70				0170				-	0270	5576		0170		70	10078	-	_	•	•
	CWD	25%	21%	*	* 1	•	•	-	-	-	-	•	-		-	-	•	•	-	-		-
	CWOD		67%	87%	Ç.:	•	89%	•	•	-	-	78%	93%	-	87%	- 7	5%	100%	-	-	-	-
	EL	30%	23%	600/	-	:	C 48/	-			-		000/	- :	750/	٠,	-	-	-			•
	Male Female	57%	54% 69%	60% 100%	-		64% 100%			928	•		83% 100%		75% 100%	- 6 -	0%	100%	-	-	-	-
	- Cilian	, , , , , ,	0078	1007	-		10070	, -			-		10070		100 /6	•	•	100 /6	-		_	•
English II	All	66%	67%	70%	23	•	69%	-	-	-		73%	67%		67%	-	*	92%	-	*	-	-
	Students																					
	CWD	25%		# 87%	50	•	679/	-	T05-10	-	-	709/	620/	•	-	-	*	049/	-	-		*
	EL	27%	73% 26%	67%		•	67%	-	0.000	-	_	70%	63%	-	67%	-	_	91%	-	-	-	•
	Male	61%	60%	:	-	•		-			-	:		•		-	-		-	-	-	
	Female			92%	-	•	100%				•	83%	100%	•	91%	-	-	92%	-	•	-	
Algebra I	All	82%	76%	92%		•	90%	-	•	-	-	83%	100%	*	100%	- 8	13%	100%	-	-	-	-
	Students CWD	47%	41%		_	_						*							_		_	_
	CWOD		82%	100%	-	•	100%			-		100%	100%	_	100%	- 1	00%	100%	-		-	-
	EL	67%	58%	•	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-
	Male	78%		83%		•	78%	-	-	-	-	75%	•	•		- 8	3%	-	-	-	-	
	Female	87%	84%	100%			100%	-	*	-	-	•	100%	*	100%	-	-	100%	-	-	-	-
Biology	All	86%	83%	95%	_		94%	_				88%	100%		100%	,	100/	100%				
ыоюду	Students		0378	33/6	-		34 /0	•		-	•	00%	100%		100%	- :	10%	100%	-		•	•
	CMD	56%		•	-	-	•	-			-	*	-			-	•	-	-	-	-	
	CWOD	89%	88%	100%	-	*	100%	-		-	-	100%	100%	-	100%	- 1	00%	100%	-	-	-	-
	EL	64%	55%	-	-	7	-	-	•	-	-		-	-	4.5.	-		-	-	-	17	
	Male Female	83%	80% 86%	90% 100%	*	•	86% 100%		-	-	-	83%	100%	•	100%		0%	1009/	-	53540	-	*
	remale	0076	3076	100%	-	•	100%			-	-	-	100%	-	100%	-	-	100%	-		-	•
STAAR Percen	it at Meeti	Grad	le Leve	l or Abo	Ve																	
Grade 3						acti						FOE			m 1000	_					_	
Reading	All Students		37%	50%	•	22%	63%		-	-	-	50%	50%	33%	54%	- 4	12%	56%		-	•	•
	CWD	28%	23%	33%	*						_	•		33%	-	_	*	*			*	
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			Region		African			American		Pacific	More		Econ			_					Foster	
	CWOD	State	1 5 39%	District 54%	American	Hispanic 25%		Indian	Asian	Islanderi	Races			CWD				FemaleMi	grantHo	meless	Care N	lilltary
	EL	32%	16%	34%		25%	67%	-	-	-	-	58%	50%	-	54%		57%	53%	-	-	-	-
	Male	40%	36%	42%	•	*	50%		-	-	-	•	57%		57%		42%	_	-	-	-	-
	Female		39%	56%	*	17%	73%	-	-	-	-	64%	43%	*	53%	•	-	56%	-	-	*	
Mathematics		46%	38%	50%	•	44%	53%	•	-	-	-	63%	36%	67%	46%	•	50%	50%	-	-	*	-
	Students CWD	30%	28%	67%								*		67%								
	CWOD		39%	46%	•	38%	47%		-			67%	25%	0/%	46%	*	43%	47%		-	_	-
	EL	39%	26%	*	-	*	-	-	-	-		0,70	-		+070	*	75/6	#	-	•		-
	Male	47%	39%	50%	•	•	50%	-	-	-	-	•	57%		43%		50%	-	-	-	-	-
	Female	45%	37%	50%	*	33%	55%	-	-	-	-	73%	14%	*	47%	*	-	50%	-	-	*	-
04-4																						
Grade 4 Reading	All	45%	39%	55%		44%	63%					4.40/	600/		040/		C48/	400/				
reading	Students	73/0	3876	33 /6		44 /6	03 /6	-	-	•		44%	69%		61%	•	61%	46%	•	•	•	•
	CWD	28%	26%		*	•	_		-		-				-		*	*	_	_		-
	CWOD		40%	61%	-	57%	63%	-	-	-	•	50%	75%	-	61%	-	69%	50%		-	_	-
	EL	29%	15%	-	-	-	-	-	+	•	-	-	-	-	-	-	-	-	-	-	-	-
	Male	43%	38%	61%	•	38%	78%		-	-	*	64%	57%	*	69%	-	61%	-	-	-	-	-
	Female	47%	40%	46%	•	*	50%		-	•	•	14%	83%	*	50%	-	-	46%	-	-	-	-
Mathamatian	: All	4007	200/	220/		440/	420/					2004	400/		000/		4407	450/				
Mathematics	Students	48%	39%	32%		11%	42%	•	-	•	-	22%	46%	=	36%	-	44%	15%	-	-	-	-
	CWD	29%	25%		*	•	_		-			•			_				_			_
	CWOD		40%	36%	-	14%	42%		_		•	25%	50%		36%	-	50%	17%		-	-	
	EL	38%	16%	-	-	-	-	-	-	-	-	-		-	-	-		-	-	-	-	
	Male	48%	40%	44%	-	13%	67%	-	-	-	•	36%	57%	•	50%	-	44%	-	-	-	-	-
	Female	47%	37%	15%	*	•	20%	-	-	-	*	0%		*	17%	-	-	15%	-	-	-	-
04-5																						
Grade 5 Reading	All	53%	45%	50%		E00/	EOR/					E00/	E00/		500/		070/	700/				
Nesuing	Students		4376	3076	•	50%	50%	•	-	•	•	50%	50%		52%	-	37%	78%	-	-	-	-
	CWD	30%	27%		_	_	•		-			*							_	_	_	_
	CWOD		47%	52%		50%	53%	-	-	-		53%	50%		52%		37%	88%	-	-	-	
	EL	35%	23%	-	-	-	•	-	-	-		-	-	+	-		-	•	-	-	-	-
	Male	50%	43%	37%	-	38%	36%	-	-	-	-	42%	29%	-	37%	+	37%	-	-	-	-	-
	Female	56%	47%	78%	•	*	71%	-	-	-	•	•	80%	*	88%	-	-	78%	-	-	-	-
14-44			400/				0001															
Mathematics		57%	46%	29%	•	30%	28%	•	-	-	-	31%	25%		30%	•	26%	33%	-	-	-	-
	Students CWD	34%	26%		_	_			_				_									
	CWOD		48%	30%		30%	29%	-	-	-		33%	25%	_	30%	:	26%	38%	-	-	-	-
	EL	46%	28%	•	20	-	-	-	-		120	-	-		-		2070	-		-	-	-
	Male	57%	45%	26%	*:	38%	18%	-	-	-	0.00	25%	29%	-	26%		26%	-		-	-	•
	Female	58%	47%	33%	-	*	43%	34	-	-	-	•	20%	*	38%	•	-	33%	-	-	-	-
0.1.	4.0																					
Science	All	40%	34%	39%	-	20%	50%	15			-	31%	50%	•	41%	•	37%	44%	-	-	-	-
	Students CWD	25%	20%	*	20.		*			19.0	920											
	CWOD		36%	41%	20	20%	53%	-	1000			33%	50%		41%		37%	50%	-	-	-	•
	EL	24%	16%	-		-	-	-	•	•		-	-		- 170		V. /V	-	-	-	-	
	Male	42%	37%	37%		25%	45%	-	-	-		33%	43%	-	37%	-	37%	-	-	-	-	-
	Female	38%	31%	44%	•	•	57%		-	-	•	•	60%	*	50%	-	-	44%	-	-	-	•
Od O																						
Grade 6 Reading	All	28%	32%	33%	2.0		27%					36%	30%		200/			420/				
Neading	Students		3276	3376	-		2/70	•	-	•		30%	30%		39%	•		43%	-	-	-	-
	CWD	22%	19%	*	-	-	•		-	-				•	_				_	_	_	_
	CWOD		33%	39%	-	•	33%		-	-	•	44%	33%		39%	-	*	46%	_	-	-	
	EL	14%	8%	-	-	-	-			-	-	-	-	_		-	-	-	-	-	-	-
	Male	34%	27%	4	-	*	*			-	•	*	*	*		-	*	-	-	-	-	-
	Female	42%	37%	43%	*.	*	36%	-	-	-	•	•	38%	•	46%	-	-	43%	-	-	-	-
Mathematics	Δ11	430/	37%	23%		*	13%					25%			28%			279/				
wantenialic	Students		J (70	2378	•		1370	•	-	•		2370			40%	-		27%	-	-	-	-
	CWD		23%	•	-	_	•	100	0.00	-	-	*	•	*	-	-	*	*	-	_	_	
	CWOD			28%	-	•	17%	-		-	*	33%	•	-	28%	-	*	31%	_	_	_	-
	EL	24%	15%	•	-	-	-	-			-	-	-	-	-	+	-	-	-	-	-	-
	Male	44%	38%	*	-	*		-	-	-		*	•	*	*	-	•	-	-	-	-	•
	Female	42%	37%	27%		-	17%	-	-	-	-	29%	-	-	31%	-	-	27%	-	-	-	-
Grade 7																						
Reading	All	47%	41%	55%	-	•	60%	1.2			*	42%	75%		56%	_	30%	80%	-		_	_
	Students		20	2414			2014						. 5 /4		JU 70	•	JU /0	5576			_	-
	CWD	23%	23%	•	-	-	*	-	-		•	•	-		-	-	*	*	-	-	-	-
	CMOD	50%	43%	56%	-	*	57%	-	-			40%	75%	-	56%	-	22%	89%	-	•	-	-
	EL	16%	5%	-	7.5	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-
	Male	42%		30%	-		38%	25	288	-	-	25%	*	*	22%	-	30%	0000	-	:	-	-
	Female	: 53%	46%	80%	-	-	86%			-	-	•	83%	-	89%	-	-	80%	-	-	-	-
Mathematics	s All	39%	34%	35%	-		40%	_	_			25%	50%		33%		30%	40%	_		_	-
····asiromado	Students		√~ /0	30/8	-		70 /8	-	_	-		2070	JU 76		JJ 76	-	JU 76	→ ∪ 70	-		-	-
	CWD	20%	17%	*		-	*	-	-	-		*	-	•	-	-			-		-	-
	CWOD	41%	36%	33%	-	*	36%			-	-	20%	50%	-	33%	-	22%	44%	-		-	-
	EL	17%	7%	-	-	•		67		-	-	•	-	•	-	-	-	-	-	•	-	-
	Male	38%		30%	-		38%	-	-	-	-	25%	*	•	22%	-	30%	4004	-	:	-	-
	Female	40%	35%	40%	•	-	43%	-	-		-	-	50%	-	44%	-	-	40%	-	-	-	•

											OF		Non									
			Regio		African			American		Pacific											Foster	
Grade 8		State	15	District	American	Hispani	cWhite	Indian	Aşlaı	nislander	Races	Disadv	Disadv	CWD	CWOD	EL N	lale	FemaleM	igranth	iomeless	Care	Military
Reading	All	48%	41%	48%	-	44%	40%	-	-	-	*	47%	50%	•	54%	- 4	17%	50%	-	-	•	-
:	Students					_																
	CWD	23% 51%	17% 44%	54%	-	50%	46%	-	-	-		58%	50%		54%	- 4	3%	57%	-	-	•	
	EL	13%	5%	-		-	-		_	_		-	- 0078	-		. `	-	-	-	-		-
	Male	44%	36%	47%	-	50%	36%	-	-	-	*	40%	56%	•	53%	- 4	17%	-	-	-	-	-
	Female	53%	47%	50%	•	•	•	-	•	-	*	*	•	•	57%	-	-	50%	-	-	•	-
Mathematics	All	50%	39%	43%	*	44%	40%			-	•	31%	58%	*	50%	- 5	53%	22%	_	_		
	Students																	,				
	CWD	25%	20%	6	•	*	400/	-	-	-	:	400/	-	*		- ,	*	*	-	-	*	-
	CWOD	30%	42% 15%	50%		50%	46%	-	-	-	-	42%	58%	-	50%	- :	59%	29%	-	-		-
	Male	48%	37%	53%	-	67%	45%	-				40%	67%	*	59%	- :	3%		-	-	-	-
	Female	53%	42%	22%	*	*	*	-	-	-	*		*	•	29%	-	-	22%	-	-	*	-
Science	All	50%	42%	71%		67%	73%				*	63%	83%		929/	- :	700/	56%				
	Students	JU /0	72 /0	7 1 70		0176	1370	•	•	-		0376	0376		83%	•	79%	3076	•	-		•
	CWD	23%	21%	•		•		-	-	-	-	•	-	*	-	-	*	•	-	-		-
	CWOD		45%	83%	-	75%	85%	•	-	-	•	83%	83%	-	83%	- {	38%	71%	-	-	•	-
	EL Male	19% 51%	7% 43%	79%	-	67%	82%	-	-	-	•	60%	100%	-	88%	. ;	79%	-	-	-	•	-
	Female		42%	56%	•	*	0270	-	-	-		0076	10076		71%	- '	- 70	56%	-	-		-
End of Course	All	420/	200/	EC9/			670/					200/	740/		640/	,	370/	000/				
English I	All Students	43%	38%	56%	•	_	67%	•	_	•	-	38%	71%	-	61%	- 7	27%	92%	-	•	-	-
	CWD	14%	8%	•	-			-	-		_		-	*	-	-		*	-	-		
	CWOD		43%	61%	-	•	72%	-		-	-	44%	71%	-	61%	- ;	33%	91%	-	-	•	-
	EL Male	10%	5%	27%	-		36%	-	•	-	-		220/	-	220/	- ,	-	-	-	-	-	•
	Female	37% 51%	31% 46%	92%	- :	•	100%			-	-		33% 100%		33% 91%	- :	27%	92%	-	-		
English II	All	47%	45%	55%	•	•	62%	-	-	-	•	45%	67%	•	56%	-	•	83%	-	*	-	-
	Students CWD	14%	14%		_			_	_	_	_				_	_						
	CWOD		50%	56%	-	•	58%	-	-		*	50%	63%	-	56%		•	82%		•	•	-
	EL	9%	5%	-	-	-	-	-	-	-	-	-	•	-	•	-	-	-	-	-	-	-
	Male	41%	38%	*	-	*	000/	-	-	-	:	*	4000/	*	*	-	*	-	-	:	•	-
	Female	34%	54%	83%	-	_	88%	•	•	-		67%	100%	_	82%	•	-	83%	-		-	•
Algebra I	All	53%	43%	50%	-		55%	-		-	-	25%	75%	•	52%	- ;	33%	67%	-	-		-
	Students		4001														_					
	CWD	19% 58%	13% 48%	52%	-	-	59%	-		-	-	22%	75%	-	52%	-	10%	64%	-	-	-	-
	EL	29%	19%	O# 70	-	-	-	-	-	-	-	-	1370	-	J4 /0	-	-0 /6	-	-	-	-	-
	Male	49%	37%	33%	-	•	44%	-	-	-	-	13%		*	40%	- :	33%	-	-	-	-	•
	Female	58%	49%	67%	~	-	64%	-	•	-	-	*	75%	•	64%	-	-	67%	-	-	-	-
Biology	All	57%	49%	90%	_		94%	-		-		75%	100%		95%	- 1	30%	100%	_		_	_
	Students																					
	CWD	22%	16%	*	-	:	*	-	-	-	•	*	-	*	-	-	*	-	-	-	-	-
	EL CWOD	61% 20%	55% 15%	95%	-		100%	•	_	-		86%	100%	-	95%	- 1	39%	100%	-	-	•	•
	Male	55%	47%	80%	-		86%	-	-	-		67%			89%	- ;	80%	-	-	-	:	
	Female		52%	100%	-	-	100%	-	•	-	•	*	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent	at Maste	rs Gra	de Le	evel																		
Grade 3																						
Reading	All Students	24%	21%	20%	•	11%	26%	-	-	-	•	25%	14%	17%	21%	•	8%	28%	-	-	•	-
	CWD	9%	7%	17%				_		-		•	*	17%	-		*	•	_	-	•	-
	CWOD	26%	22%	21%	•	13%	27%	-	-	-	-	25%	17%		21%	٠	14%	24%	-		-	-
	EL	15%	5%	*	-	*	-	-	-	-	-	•	•	-	*	•	-	*	-	-	-	-
	Male Female	22%	19% 22%	8% 28%		0%	0% 45%	-	- :	-	-	- 27%	0% 29%		14% 24%		8%	28%	-	-		-
	Cittale	2070	22 /0	2076		0 /6	45 /6	•	-	-	-	21 /0	2370		2470		-	2070	-	•		-
Mathematics		22%	16%	10%	*	11%	5%	-	-	-	-	13%	7%	0%	13%	•	17%	6%	-	•	*	-
	Students		00/	00/			*							00/								
	CWD	12%	8% 17%	0% 13%		13%	7%				-	17%	8%	0%	13%		29%	6%	-	-		-
	EL	17%	8%	*		*			-		-	*	-	-	*	•	-	*	-	-		-
	Male	23%	18%		•	•	13%	-	-	-	-	*	14%	•	29%		17%	-	-	-	•	-
	Female	21%	14%	6%	•	0%	0%	•	-	-	-	9%	0%	•	6%	*	-	6%	-	-	•	-
Grade 4																						
Reading	All	23%	18%	26%	•	11%	37%	-	-	-	•	22%	31%	*	29%	-	33%	15%	-	-	-	-
	Students		301			•							*	_								
	CWD	9%	7% 19%	29%	-	14%	37%	•	-	-	-	25%	33%	-	29%	-	* 38%	17%	-	-	-	-
	EL	12%	6%	2974	-	·→70	- 37 76	-	-	-		2570	3376	-	± ₹ 70		-	- 70	-	-	-	-
	Male	22%	18%	33%	-	13%	56%		-	-		36%	29%	•	38%	-	33%	-	-	-	-	-
	Female	25%	17%	15%	•	*	20%	-	-	-	*	0%	33%	*	17%	-	-	15%	-	-	-	-
Mathematics	All	26%	17%	16%	•	0%	21%		_	_	•	11%	23%	•	18%		22%	8%	-	-		_
	Students					- • •	,•						/-		/-							
	CMD	11%	9%	•	*	*	-	-	-	-	-	•	•	•	-	•	•	•	-	•	-	-

											or		Non									
			Regio		African			American		Pacific											Foster	
		State	15		American			Indian	Asian	ilslander	Races			CWD					grantHon	neless	Care	Military
	CWOD	18%	18% 5%	18%	-	0%	21%	-	-	-	_	13%	25%	-	18%	- 25		8%	-	-	•	-
	Male	27%	19%	22%	-	0%	33%		-		•	18%	29%		25%	- 22		-	-	:	-	
	Female		16%	8%	*	*	10%	-	-	•	•	0%	*	*	8%			8%	-	-	-	
Grade 5	A.H	0001	4000	400/		00/	000/					4004	4 = 0.0		4001			4.484				
Reading	All Students	26%	19%	18%	-	0%	28%	•	-	-	-	19%	17%	•	19%	- 5	%	44%	-	-	-	•
	CWD	9%	7%		-						_		_		_				_	_	_	
	CWOD		20%	19%	-	0%	29%		-	_	-	20%	17%		19%	- 5	%	50%	-	-		
	EL	12%	4%		-	-	-			-	-	20.0	+	-				-	-	-	-	
	Male	24%	17%	5%	-	0%	9%	-	-	-	-	8%	0%	-	5%	- 5	%	-	-	-	-	
	Female	28%	21%	44%	-	•	57%	•	-	-	-	*	40%	•	50%			44%	-	-	-	-
Mathematic		30%	20%	4%	-	0%	6%	•	-	-	-	0%	8%	•	4%	- 0	%	11%	•	-	-	-
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	Female	30%	20%	11%	-	•	14%	-	-	-	-	•	20%	*	13%	-		11%	-	-	-	
Science	All	16%	13%	18%	-	0%	28%	-	-	-	-	19%	17%	•	19%	- 16	%	22%	-	-	-	•
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	EL	7%	3%	13/8	-	-	2070	-	·		-	20%	17.70		13976	- 10	70	2376	-	-	•	•
	Male	18%	14%	16%		0%	27%		-		-	17%	14%	-	16%	- 16	%			_	-	
	Female		11%	22%	-	*	29%			-	_	*	20%		25%	- "		22%		_		
Grade 6																						
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	Students													_								
	CWD	8%	6%	220/	-	-	*	-	-	-				•	-	-		9	-	-	-	-
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	Male	15%	3% 12%		-		-	•	-	-	:							•	-	-	-	-
	Female		16%	29%		•	27%				•		13%		31%	. 6		29%	-	-	•	
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Mathematic	s All	18%	14%	5%	-	•	0%	-	-	-	*	8%	•		6%	_	•	0%	_	-	-	
	Students																					
	CMD	9%	9%	•	-	-		-	-	-	-	•	•	*	-	-			-	-	-	-
	CMOD		15%	6%	-	*	0%	-	-	-	*	11%	•	-	6%	-		0%	-	-	-	•
	EL	6%	4%	-	-	-		-	-	-		:	- 1	- 1		-	-	•	•	-	-	•
	Male Female	18%	13% 15%	0%	•		0%	-	-	-		0%		-	0%	-		0%	-	-	•	-
	i ciliale	17 /0	1070	0 /6	•		0 /0	-	-	-		0 76			U 76	•	•	076	•	-	•	•
Grade 7																						
Reading	All	28%	23%	40%	-	•	40%	-		-	*	33%	50%		39%	- 20	1%	60%	-	•	-	
	Students																					
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	CWOD		25%	39%	-	•	36%	-	-	-	-	30%	50%	-	39%	- 11	%	67%	•	•	-	•
	EL Male	6% 24%	0% 20%	20%	•	-	25%	•	-	-	-	13%	-	-	11%	- 20	-	-	•	-	-	•
	Female			60%		*	57%		-	-		1376	50%	•	67%	- 20		60%	-		- 1	-
		00,0	_,,,				0. 70						0070		0.70			0070	_		_	-
Mathematic	s All	18%	13%	25%	-		33%		-	-	*	17%	38%	•	22%	- 20)%	30%	-	*	-	
	Students																					
	CWD	7%	6%	•	-	-		-	-	-	•	•	-	*	-	-	•	*	•	-	-	-
	CMOD		13%		•	*	29%	-	-	-	-	10%	38%	-	22%	- 11	%	33%	-	*	*	-
	EL	5%	1%	208/	•		050/	-	-	-	-	400/		-	4404	- ~	-	-	•	-	-	•
	Male Female	17%	13% 12%		_		25% 43%	-	•	-	-	13%	33%		11% 33%)%	30%	-	*	•	•
	Citialo	1070	12/0	00 /8			4576		•	-			3378		3370	_		30 /6	•		•	-
Grade 8																						
Reading	All	26%	20%	26%	•	11%	27%	-		-	*	20%	33%	*	29%	- 32	2%	13%		-	•	-
_	Students																					
	CWD	8%	4%	*	-	*	*	-	-	-	-	•	•	•	-	-	*	*	-	-	•	•
	CMOD		22%	29%	-	13%	31%	-	-	-	*	25%	33%	-	29%	- 3	5%	14%	-	-	-	-
	EL Male	4% 22%	0% 16%	32%	•	17%	269/	•	-	-		20%	44%	-	250/	- 21	-	•	•	-	-	•
	Female		24%			1/70	36%	-	-	-		20%	44%		35% 14%		2%	13%	-	-	-	•
	T GITTUIG	0070	2470	1070											1476	•	•	1376	-	_		•
Mathematic	s All	15%	10%	7%	•	11%	7%	-	-			0%	17%		8%	- 11	%	0%	-		*	_
	Students																					
	CWD	9%	6%	•	•		•	•	-	-	-	*	-		-	-	•	*	-	-	•	-
	CWOD		10%	8%	-	13%	8%	•	-	-	*	0%	17%	-	8%	- 12	2%	0%	-	-	-	-
	EL M-1-	6%	2%	4404	-	4-00	-	•	-	-	•	•	-	-	4000	-	-	-	-	•	-	-
	Male	14%	9%	11%	-	17%	9%	-	-	•		0%	22%	-	12%	- 11	1%	-	-	-	•	-
	Female	10%	11%	0%	-	-	-	-	-	-	-	•	-	-	0%	-	•	0%	•	-	•	•
Science	Ali	27%	20%	39%	•	33%	33%				*	31%	50%		46%	- 53	3%	11%			*	
-301106	Students		_0 /0	23/8		JJ /6	JJ /0	-	-	-		⊌ 1 /0	JU /0		-7U /0	- 0	- 10	/0	-	-		-
	CWD	8%	6%	*	*			-		_		•	-	*		-	*	•			•	
	CWOD		22%	46%	-	38%	38%	-	-	-	•	42%	50%	-	46%	- 59	9%	14%	-	-	-	-
	EL	6%	1%	•	-	-	•	-	-	-	-	-	-	-	•	-	•	-	-	-	-	-
	Male	29%	20%		-	50%	45%	•	-	-	*	40%	67%		59%		3%	4451	•	-	-	-
	Female	25%	19%	11%	•	•	•	•	-	-	•	-	*	•	14%	-	-	11%	•	-	*	-

											Two		Non								
			Region		African			America	n	Pacific	More		Econ							Foster	
End of Course		State	15	DistrictA	merican	Hispanio	:White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL Mai	e Female	Migran	tHomeless	Care	Military
End of Course English I	All Students	7%	4%	19%	10	•	19%	\approx	*	-		15%	21%	•	17%	- 0%	42%		-		-
	CWD	3%	2%	•	-	•		-	125		16	•	-	•	-		•	100		. *:	-
	CWOD EL	7% 0%	5% 0%	17%	9.5%	*	17%	-	*	-	-	11%	21%	•	17%	- 0%		-	-		
	Male	5%	3%	0%	-	•	0%		29		0.0		0%		0%	- 0%		:	:	:	
	Female	9%	6%	42%	-	•	40%	-	•			•	38%	*	36%		42%	•	-	-	-
English II	All Students	8%	6%	10%	-	•	8%	-	-	-	•	9%	11%	•	11%	- *	17%		•		-
	CWD	4%	4%	*	10.70	•	•	-			-	*	•	•	227		•		-		
	CWOD		6%	11%	-	129	8%		-	-	•	10%	13%	-	11%	- •	18%	•	•	-	-
	EL Male	0% 5%	0% 4%	-	-		*		-		-		-	-	-	: :	-		-	0.00	57405
	Female		8%	17%	-	•	13%	-	•	-	*	17%	17%		18%		17%	•	•	10700	-
Algebra I	All Students	31%	21%	25%	-	•	30%		•	17	2	25%	25%	*	24%	- 179	6 33%	-	-	-	
	CWD	7%	5%	•	-	-	*	-		-				•		- •	•		_		
	CWOD		23% 6%	24%	-	*	29%	-	•		-	22%	25%	-	24%	- 20%	6 27%		*		-
	EL Male	12% 28%	17%	17%	:	-	22%	- :	- :	-	-	- 13%			20%	- 179	6 -	•	-	0.00	-
	Female		25%	33%	-	*	36%		•	-		•	25%	•	27%		33%	-	-	-	-
Biology	All Students	23%	15%	45%	-	•	50%	-	٠	:	8	25%	58%	•	47%	- 30%	60%		2.		
	CWD	5%	4%	•	-	-	•	-		-	-	•	_	•	-	. •	-		-		
	CWOD		17%	47%	-	*	53%	•	•	-	-	29%	58%	+	47%	- 339	60%	-	-		
	EL Male	3% 22%	1% 16%	30%	-		43%	- 1	3.0	22	-	17%		*	33%	- 30%		1/2		-	-
	Female		15%	60%	-	-	56%	-	•	1	12	*	63%	-	60%		60%		-		-
STAAR Percent	at Appro	ache	s Grade	Level o	r Above																
All Grades All Subjects	All		72%	82%	•	80%	84%	œ.	•	- 7	79%	78%	88%	43%	87%	* 80%	6 85%	18	•	•	-
	Students CWD	45%	41%	43%	*	55%	47%			-		39%	67%	43%		- 52%	6 30%	2	_		
	CWOD	80%	76%	87%	*	83%	89%	-	•	-	86%	86%	89%	-	87%	* 849		-	•		-
	EL Male	60% 74%	46% 69%	80%	:	76%	- 81%	-	•	-	- 92%	74%	88%	- 52%	84%	- 80%	, •	•	-	-	-
	Female		76%	85%	•	90%	87%		•		67%	82%	88%	30%	91%		85%		•	•	-
Reading	All Students	73%	69%	81%	•	78%	83%	-	•		82%	75%	88%	50%	85%	* 75%	6 88%	÷	•	•	
	CWD	39%	34%	50%	•	•	60%	-		-		47%	•	50%	-	- 569	6 •				-
	CWOD		74%	85%	•	81%	86%	-	•	-	90%	81%	90%	•	85%	* 789		•	•	•	-
	EL Male	52% 69%	35% 65%	* 75%		71%	76%	-	-		100%	71%	81%	56%	78%	- 759		14	-	320	200
	Female		74%	88%	•	89%	90%	-	•	-	*	81%	94%	*	92%	* -	88%				-
Mathematics	All Students	80%	75%	83%	*	83%	84%	-	•		70%	81%	84%	48%	88%	* 829	6 83%		•	•	
	CWD	52%	46%	48%	•	•	47%	-		-		42%		48%	-	- 579	6 -			•	-
	CWOD			88%	•	83%	90%	-	•	٠	78%	90%	84%	-	88%	* 879		-	*	-	3.7.5
	EL Male	70% 78%	58% 73%	82%		77%	85%	-		-		78%	89%	57%	87%	- 829		1		- 1	
	Female			83%	•	93%	84%	-		-	*	86%	79%	*	88%	* -	83%	-	•	•	-
Science	All Students		74%	86%	•	82%	88%	-	٠	-	٠	75%	97%	•	93%	- 859	6 86%		-	٠	-
	CWD	48%	45%	•	•	•	•	-	_		-	•	-		-		•	12	-		
	CWOD		78% 47%	93%	-	86%	96%	-	•	-	•	88%	97%	•	93%	- 919	6 96%	17	-	20	953
	Male	78%		85%	-	82%	86%	-	-	-		75%	100%		91%	- 859	- % -	12	- 2	:	-
	Female	80%	75%	86%	•	*	90%	-	*	•	•	75%	94%	•	96%		86%	•	-	*	-
STAAR Percent	at Meets	Grad	le Leve	l or Abov	/e																
All Grades All Subjects	Ali	A7%	40%	48%		36%	51%	_		_	63%	41%	56%	21%	51%	* 439	% 54%				
7 iii Odbjoolo	Students										*				3170			-			-
	CWD		19% 43%	21% 51%	•	9% 39%	29% 54%				68%	16% 46%	44% 57%	21%	51%	- 189 * 469		-	•	-	:
	EL	26%	14%	•		•	-	-	-	•	-	•	-	-	*	• -	•		•	*	
	Male Female	45% 50%		43% 54%	•	34% 41%	46% 57%	•			75% 50%	36% 49%	53% 58%	18% 25%	46% 57%	- 439	% - 54%	-	:		-
_								-								•		-			-
Reading	All Students			50%	•	37%	55%	•	*	-	64%	45%	58%		54%	* 389		-	•	*	
	CWD		18% 43%	21% 54%	•	42%	33% 58%	-	•	-	70%	16% 51%	59%	21%	54%	- 139 * 429	/Q	-	-	-	
	EL	21%	10%	*	-		-	-	-	-	-	•	•	-	*	* -		-		-	-
	Male Female	41%		38% 65%	•	29% 53%	40% 69%	•	:	-	80%	35% 57%	42% 71%	13%	42% 67%	- 389	% - 65%	•	:	*	•
Mathematics			40%	38%		30%	39%				50%	32%	44%	26%	39%	* 385			*	•	13
	Students	i																			

											Two											
											OF		Non									
			Region		African			American		Pacific											Foster	
		State	15	Distric	tAmericani	Hispanio	:White	Indian	Asiar	islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	FemaleM	igrantHo	meless	Care !	Military
	CWD	26%	21%	26%	*		33%	-	-	•	*	21%	•	26%	-	-	29%				•	
	CWOD	51%	42%	39%	*	31%	40%	-	•		56%	35%	44%	-	39%	*	40%	39%	-	*	-	20
	EL	33%	19%	•	-		-				-	•	-	-		٠	-	*	-	-	-	-
	Male	47%	39%	38%	•	32%	40%				•	29%	53%	29%	40%	_	38%		-		-	-
	Female	49%	41%	37%	*	27%	39%	-	*	-		37%	37%	•	39%	٠	-	37%	-		*	
Science	All	49%	42%	64%	•	45%	71%	-	*	-	*	53%	78%	•	70%	-	63%	68%	-			2
	Students											,-										
	CWD	23%	19%										-		_	_						
	CWOD		45%	70%	_	48%	78%					62%	78%	-	70%	_	67%	76%	32	0	_	_
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	Male	50%	43%	63%	_	47%	69%	_				50%	80%		67%		63%		_		70	•
	Female		42%	68%		# / / 6	75%			_		58%	75%		76%	•	0376	68%	-	-	*	30
	Lemoie	43/0	72 70	UQ 76			7376			•		20 70	/3%		1076	-	•	0076	-	-		***
STAAR Percent	at Maste	re Gra	ide Lev	/el																		
All Grades	ar mate			101																		
All Subjects	All	21%	15%	20%	•	8%	23%			_	38%	17%	23%	9%	21%		18%	23%			*	
	Students	2170	13/0	20 /6		0 /0	23/0	-		•	30 76	17.70	2370	270	2170		1076	2376	•			
	CWD	8%	6%	9%		0%	15%					11%	00/	00/			C0/	450/				
					•			- 5		5.5			0%	9%	-	-	6%	15%	*	Ţ.,	-	-
	CWOD		17%	21%	-	9%	24%	-	-		41%	19%	25%	-	21%		20%	24%		•	500	-
	EL	9%	3%		-		-	-	-	•	-			-		*	-	•	-	-	-	•
	Male	20%	14%	18%		10%	21%	-	-	-	42%	14%	23%	6%	20%	-	18%		-	-	*	-
	Female	22%	16%	23%	•	5%	26%	-	•	-	33%	22%	24%	15%	24%	•	-	23%	-	*	•	40
0.20																						
Reading	All	19%	15%	22%	•	9%	26%	1.5	•	17	36%	21%	23%	13%	23%	•	15%	30%	3	•	*	•
	Students																					
	CWD	7%	5%	13%	*		20%	-	-	-	*	16%	•	13%	-	-	6%	•	-	-	•	-
	CWOD		16%	23%	*	10%	27%	-	*	-	40%	23%	24%	-	23%	*	16%	31%	-	•	-	-
	EL	7%	2%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	•	-	-	-	
	Male	16%	13%	15%	•	9%	18%	55		2.5	20%	14%	16%	6%	16%	-	15%	-	-	-	-	-
	Female	22%	17%	30%	•	11%	34%		•		•	32%	29%	•	31%	•	-	30%	-	•	*	-
Mathematics		23%	16%	13%	•	4%	15%	-	•		20%	10%	16%	9%	13%		13%	12%	*	*	•	-
	Students																					
	CMD	10%	7%	9%	•	*	13%	-	-	-		11%	*	9%	-	-	7%	*	-	-		4
	CWOD	25%	17%	13%	•	5%	15%	C-4.		5.40	22%	10%	17%	-	13%	•	14%	12%	-			100
	EL	13%	5%	•	-	•	-			-	-	*	-	-	•	*	-	•	-		-	-
	Male	23%	16%	13%		6%	15%			4	•	10%	18%	7%	14%	_	13%	_			-	
	Female		16%	12%	•	0%	15%	- 12			•	9%	14%	*	12%			12%			*	
						- 10						0.0			,_,,			/0				
Science	All	22%	16%	33%	•	14%	37%	-		-		25%	42%	*	36%	-	33%	32%	-			4.0
	Students											,,			22.0		//	,-				
	CWD	7%	6%		*			10			-	*	-	*				•	0			-
	CWOD		17%	36%	-	14%	40%				•	29%	42%	_	36%	Ī	36%	36%	(6)	25	_	_
	EL	5%	2%	5074		1-7/0	7070	13		200,00		20/0	74/0	_	30 /6	_	JU /8	JU /6		72	¥.	20
	Male	23%	17%	33%	-	18%	38%	-	-	533		25%	45%	*	36%	-	33%	-	(g		31	*
	Female		15%	32%		1070	35%	-		500		25%	38%			-	JJ 70	220/	357	15	្	5
	Comale	2170	10/0	J4 /8			33 /6	-		-		2070	30 %		36%	-	•	32%	-	•		-

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	73	•	74	74	-	-		60	74	83	-
CWD	83	•		86	-	-		•	89	83	-
CWOD	72	-	72	73	-		-	67	72	-	_
EL	-	-	-		22	÷	-	•	-		0
Male	75	-	78	74					76	100	
Female	71	•	67	73	-105	-	200		72		
Mathematics											
All Students	51	•	54	52			_		48	47	_
CWD	47	•	•	*			_	•	50	47	_
CWOD	51	-	55	52		•	-	•	48		-
EL	-	_	-		-		-		C1410		100
Male	53	-	52	53	-			*	45		-
Female	48	•	61	50	-		-	*	53	•	+0

Part (III)(II): Graduation Rate
This section provides information on high school graduation rates.

	All	African		American		Pacific	Two or More	Econ				Foster
	Students	American Hispanic	White	Indian	Asian	islander	Races	Disadv	CWD	EL	Homeless	Care
Endoral Graduation Dates												

Indicates zero observations reported for this group.

	All	African			American		Pacific	Two or More	Econ				Foster
	Students /	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
4-year Longitudinal Cohort Gra	aduation Rate ((Gr 9-12):	Class of 20)17									
All Students	97.0%	•	85.7%	100.0%	•	*	-	*	100.0%	80.0%		500	72
CWD	80.0%	•	•	•	7.1	-	-	-	•	80.0%	5.50	2.4	1.0
CWOD	100.0%	-	100.0%	100.0%	*	•	104	*	100.0%	-		-	
EL	•		-		-		-		-	-		0.20	
Male	93.3%		•	100.0%	•	-	-	e2.	100.0%	*	*11		1.6
Female	100.0%	•	100.0%	100.0%	*	*	-	•	100.0%	•	-	-	

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency

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

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

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

Student Success (Student Achie	All Students : vement Dom			White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
STAAR Component Score	50	•	41	53	27	*	-	60	45	24	•	
School Quality (College, Career, and Military Readiness Performance)												
%Students meeting CCMR	53%	•	56%	46%	*	•	48	•	53%	•		

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	Y		Y	N					Υ		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		N	N					Υ		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	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		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N				**	N	1,550	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N	100	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		, , ,
English Learner Language Prof	ficiency Statu	IS									
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90% Y	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%

Indicates there are no students in the group.

Indicates zero observations reported for this group.

^{. 1} Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y										
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y										- 1.00
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Υ										

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.

		District	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 Ra	ate																
All Subjects	All Students	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%	- 100%	;	100% 100%	100% 100%	-
	EL	*	-	•	-		-	-	•			_	*			*	_
	Male	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	-	100%	-	-
	Female	100%	100%	100%	100%	-	•	-	100%	100%	100%	100%	100%	•	-	100%	-
Reading	Ali Students	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%	
	EL	•	-	*	-		7.0	-	-	*	-	-	*	*	-	*	-
	Male	100%	•	100%	100%	•	-	-	100%	100%	100%	100%	100%	-	100%	-	-
	Female	100%	•	100%	100%	-	•	-	100%	100%	100%	100%	100%	•	•	100%	-
Mathematics	Students	100%	•	100%	100%	•	*	-	100%	100%	100%	100%	100%	*	100%	100%	•
	CMD	100%	•	100%	100%		*	-	*	100%	100%	100%	-	-	100%	100%	-
	CWOD	100%	•	100%	100%	-	*	-	100%	100%	100%	-	100%	*	100%	100%	-
	EL	4000	*	40001	-	-	-	•	-		-	-	*	•		•	-
	Male Female	100% 100%	•	100% 100%	100% 100%	25	•	-	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%		100%	100%	-
Science	All	100%	•	100%	100%		•	-	•	100%	100%	100%	100%		100%	100%	
	Students CWD	100%								4000/		40004					
	CWOD	100%	1.0			-	-	•		100%	40004	100%	4008/	-			-
	EL	100%	7.5	100%	100%	24		•		100%	100%	-	100%	-	100%	100%	•
	Male	100%		100%	100%		•	•		100%	100%	-	4009/		1000/	•	-
	Female	100%	:	100%	100%	27		•		100%	100%	•	100% 100%	:	100%	100%	-
Non-Participati		10076		10078	10076	-		-		100 /6	10076		10076	•	•	100%	•
All Subjects	Ail Students	0%	0%	0%	0%	•	*	-	0%	0%	0%	0%	0%	•	0%	0%	-
	CWD	0%	0%	0%	0%	45	-		*	0%	0%	0%	-		0%	0%	-
	CWOD	0%	*	0%	0%	29	•	-	0%	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	•	-	-	6.0		-	*	-		*	•	-	*	-
	Male	0%	•	0%	0%	-			0%	0%	0%	0%	0%	-	0%		-
	Female	0%	0%	0%	0%	•	•	-	0%	0%	0%	0%	0%	•	•	0%	-
Reading	All Students	0%	*	0%	0%	**	•	-	0%	0%	0%	0%	0%	•	0%	0%	•
	CWD	0%	•	0%	0%	* 1	*:	-	*	0%	0%	0%	-	-	0%	0%	-
	CWOD	0%	•	0%	0%	-	•	-	0%	0%	0%	-	0%	•	0%	0%	-
	EL	*	-	•	-	-	-	-	-	*	-	-		•	•	*	-
	Male	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-
	Female	0%	•	0%	0%	-		•	0%	0%	0%	0%	0%	•	٠	0%	•
Mathematics	All Students	0%	*	0%	0%	+1	•	-	0%	0%	0%	0%	0%	*	0%	0%	-
	CMD	0%	*	0%	0%	-	*	-	•	0%	0%	0%	-	-	0%	0%	-
	CWOD	0%	•	0%	0%	•	*	•	0%	0%	0%	-	0%	•	0%	0%	-
	EL.	*	-	•	-	-	-	-	-	•	•	-		*	-	•	-
	Male	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-
	Female	0%	•	0%	0%	-	*	•	0%	0%	0%	0%	0%	•	•	0%	-
Science	All Students	0%	•	0%	0%	*	•	•	*	0%	0%	0%	0%	-	0%	0%	-
	CWD	0%	**			-	-	-	-	0%	•	0%	-	-	*	*	-
	CWOD EL	0%	-	0%	0%	25.	7	-	•	0%	0%	-	0%	-	0%	0%	-
	E∟ Male	0%	-	0%	- 0%		~ ·	•	-	0%	09/		09/	-	08/	-	-
	Female	0%	•	0%	0%	:	Ç	-	•	0% 0%	0% 0%	•	0% 0%	-	0% -	0%	-

Two or Non American Pacific More Econ Econ Male Female Migrant District American Hispanic White Indian Asian Islander Races Disady Disady CWD CWOD EL

Part (vili): 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.

												Students
						2 12211			_			with
						Indian or			Two or			Disablities
		Total	African			Alaska		Pacific	More		with	(Section
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	504)
Students Without Disabilities												
in-School Suspensions												
	Male	10	*	•	•	•	•	•	•	•		
	Female	•	*	•	•	•	•	•	•	•		
	Total	12	•	•	6	•	•	•	•	*		
Out-of-School Suspensions												
	Male	*	•	•	•	•	•	•	•	•		
	Female	*	•	*	•	•	•	•	•	•		
	Total	•	*	•	•	•	•	*	•			
Expulsions												
With Educational Services	Male	•	•	3.	•	•	•	•	•	•		
	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		•			•	*	•	•	•		
Students With Disabilities												
In-School Suspensions		-										
	Male	6		:	•	•	•	•		•		•
	Female	•	•	35.0	:	•	•	•	•			•
	Total	6	•	1970	7	•	•	•	•	•		•
Out-of-School Suspensions		20	-24	(905)	5.2	100						
	Male		•			•		•	•			•
	Female		*	•	•	•	•	•	•			•
_ % .	Total	•	•			•		•	•			•
Expulsions												
With Educational Services	Male	•	•	•		Ō	•	•	•	•		•
	Female		:	•			•	•	•	•		•
	Total			•		•	•	•	•	•		•
Without Educational Services	Male		:	:	•	•	•	•	•	•		•
	Female	- 0	:	:	:	•	:	•	:	•		•
	Total		•	:	1	•	:	•	200	•		•
Under Zero Tolerance Policies	Male	•				•		•	•	•		•
	Female		:		•	:	- :		•	•		•
	Total	·*	•	•	95	•	*		•	•		•
School-Related Arrests		10	12	3.20	10	19	2.5	512-8	7720			
	Male		:	•		•	•	•	•			•
	Female			:	:		•	•		•		•
Park all and Total	Total						•		20.0			•
Referrals to Law Enforcement		-	_	2042	7.6	-	40		21 - 21			
	Male .	1	:	:	: :	*		•	•			•
	Female	1	•			•	*					•
AH 04 - 1 - 4	Total	1.5	•		•	•		•	•			•
All Students												
Chronic Absenteeism		_	_									
	Male	8	:	:			:	•			•	•
	Female	13	:		9		3	30.0	•		•	•
	Total	21	•	8	13	•	•	•		•	•	

Incidents of Violence	Total
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	•

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

Indicates zero observations reported for this group

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

Total

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	7	•	•	5	•	•	*			•
	Female	7	•		5	*		•	•		•
	Total	14	•	•	10	*		•	*		•
Accelerated Coursework					-						
Advanced Placement Courses	Male	-	-	-	2.40	-		-3		-	
	Female		-	-		-		-		2	-
	Total		-	-				-			
International Baccalaureate Courses	Male	** <u>-</u>	-	73	-	779	-	-	· ·		2
	Female	-	-	-	-		-	23	10	-	•
	Total		-		25-25	-		-11			-

- 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.

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 School		High-Pove	rty Schools	Low-Pover	tv Schools
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.1	Percent 6.3%	Number	Percent	Number 0.0	Percent -
Teachers Teaching with Emergency or Provisional Credentials	0.0	-			0.0	15
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.5	13.9%			1.0	100.0%

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

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,

920.	State Number of ALT2	State Rate of ALT2	Region 15 Number of ALT2	Region 15 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3	0.040	401	50	404		
Reading	6,019	1%	50	1%	•	•
Mathematics	6,020	1%	50	1%	-	•
Grade 4 Reading	6,061	1%	59	2%		

	State Number of ALT2	State Rate of ALT2	Region 15 Number of ALT2	Region 15 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Mathematics	6,056	1%	59	1%	2	
Grade 5 Reading	6,162	2%	46	1%	:	•
Mathematics	6,160	1%	46	1%	2	
Science	6,164	1%	45	1%	· ·	
Grade 6 Reading	5,678	1%	52	1%		40
Mathematics	5,677	1%	52	1%	1*	
Grade 7 Reading	5,298	1%	49	1%		•
Mathematics	5,294	1%	49	1%	•	•
Grade 8 Reading	5,088	1%	45	1%		
Mathematics	5,087	2%	45	1%		2.5
Science	5,087	1%	45	1%		
End of Course English I	4,868	1%	35	1%		
English II	4,556	1%	45	1%	28	•
Algebra I	4,884	1%	36	1%	•	•
Biology	4,861	1%	42	1%		:*0
All Grades All Subjects	99,020	1%	850	1%	5	1%
Reading	43,730	1%	381	1%		•
Mathematics	39,178	1%	337	1%	•	•
Science	16,112	1%	132	1%		(*)

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

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

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

			% Belov	w Basic	% At or Al	bove Basic	% At or Abo	va Proficient	% At or Abov	va Advancad
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 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	4	1
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	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

Indicates zero observations reported for this group.

			% 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
	· · ·	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
		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

Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

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