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

Campus Name: CEDAR CREEK MIDDLE Campus ID: 011901106 District Name: BASTROP ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

										Two or			EL (Current
			All	African			American		Pacific		Econ	Special	and
		- "	Students	American I	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets	D II /EL A	Baseline 2016-17	4.40/	000/	070/	000/	400/	740/	450/	F00/	000/	400/	000/
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22 2022 23 through 2026	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026- 27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-	JZ /6	42 /0	40 /0	00 /0	3170	1070	33 /6	02 /0	4370	3170	39 /0
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17											
	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-	40 /0	3170	40 /0	39 /0	4570	02 /0	30 /6	J4 /0	30 /0	23 /0	40 /0
		27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-											
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		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-											4470
		32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											1070
Rate		Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-16 tillough 2021-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-	3070	30 /0	30 /0	30 /0	30 /0	30 /0	30 /0	50 /0	3070	30 /0	3070
		27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-											
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level) b. Other Academic Indicator for Non-High Schools: STAAR Growth Status c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	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;

(DD) 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 plans under subsection (d)(2);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted

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.

											Two											
											or		Non									
		Stata	Dietrie	+Campus	African	n Ulanani		American			More			CWD	CMOL	. =1	Molo	Famalal	Migroptle		Foster	
		State	District	Campus	America	ппізрапі	Cvviiite	mulan	ASIAII	isianue	races	Disau	Disauv	CVVD	CWOL	, EL	wate	remale	MigrantHo	illeless	Care	wiiitary
STAAR Percen	t at Appro	ache	Grade	e Level o	r Above																	
Grade 7	ΛII	73%	56%	53%	67%	48%	74%	*	*		*	49%	67%	270/	55%	2004	51%	56%	*	*	*	*
Reading	All Students	1370	30%	53%	0770	40%	7470			-		4970	0770	2170	55%	2070	3170	30%				
	CWD	37%	24%	27%	*	23%	*	-	_	_	*	20%	*	27%	_	*	24%	*	*	*	_	_
	CWOD		59%	55%	83%	50%	78%	*	*	-	*	51%	69%	-	55%	22%		57%	*	*	*	*
	EL	44%	20%	20%	-	20%	-	-	-	-	*	20%	*	*	22%	20%	19%	20%	*	*	-	-
	Male	69%	52%	51%	*	46%	70%	*	-	-	*	50%		24%			51%		-	*	*	*
	Female	79%	61%	56%	*	51%	79%	-	*	-	*	46%	80%	*	57%	20%	-	56%	*	*	*	*
Mathematic	s All	71%	60%	60%	56%	56%	77%	*	*	_	*	54%	76%	30%	63%	35%	58%	62%	*	*	*	*
maaromaao	Students	, ,	0070		0070	0070	,					0.70	. 0 / 0	0070	0070	0070	0070	0270				
	CWD	42%	23%	30%	*	20%	67%	-	-	-	*	26%	*	30%	-	*	29%	33%	*	*	-	-
	CWOD		64%	63%	83%	60%	79%	*	*	-	*	58%	79%	-	63%	37%			*	*	*	*
	EL	52%	30%	35%	-	35%	-	-	-	-	*	35%	38%	*	37%	35%			*	*	-	-
	Male	69%	58%	58%	*	56%	74%	*	-	-	*	54%	74%	29%		35%			-	*	*	*
	Female	73%	62%	62%	*	57%	81%	-	*	-	*	55%	78%	33%	64%	34%	-	62%	*	*	*	*
Grade 8																						
Reading	All	85%	79%	79%	92%	75%	94%	-	*	-	92%	75%	93%	50%	82%	51%	79%	80%	*	*	*	*
9	Students															•	2.0					
	CWD	49%	40%	50%	*	47%	*	-	-	-	*	48%	*	50%	-	55%		*	-	-	-	*
	CWOD		82%	82%	100%	77%	97%	-	*	-	91%	78%	93%	-	82%	50%			*	*	*	*
	EL	58%	52%	51%	-	51%	-	-	-	-	-	50%	*	55%	50%	51%		47%	-	*	-	*
	Male	82%	76%	79%	*	74%	95%	-	*	-	*	74%	92%	52%			79%	-	-	*	-	*
	Female	88%	82%	80%	100%	76%	94%	-	-	-	90%	76%	95%	*	81%	47%	-	80%	*	*	*	-
Mathematic	s All	85%	66%	63%	89%	60%	77%				71%	60%	83%	29%	69%	50%	58%	70%	*	*	*	*
Mauternauc	Students	0370	0070	03 /6	0370	0070	1170	-	-	_	7 1 70	00 /0	0370	2370	0370	30 70	30 70	1070				
	CWD	53%	26%	29%	*	31%	*	-	_	-	*	22%	*	29%	-	33%	20%	50%	_	_	-	*
	CWOD	89%	73%	69%	100%	65%	89%	-	-	-	83%	67%	82%	-	69%	54%			*	*	*	*
	EL	73%	49%	50%	-	50%	-	-	-	-	-	49%	*	33%	54%	50%	45%	57%	-	*	-	*
	Male	82%	60%	58%	*	57%	58%	-	-	-	*	53%	81%	20%	66%	45%	58%	-	-	-	-	*
	Female	87%	71%	70%	100%	65%	100%	-	-	-	*	68%	87%	50%	73%	57%	-	70%	*	*	*	-
0 :		750/	000/		000/	070/	000/		_		0.50/	000/	000/	0.40/	700/	500 /	7.40/	740/	_	_	_	
Science	All Students	75%	66%	72%	92%	67%	92%	-		-	85%	68%	88%	21%	78%	50%	74%	71%				
	CWD	39%	19%	21%	*	18%	*	_	_	_	*	18%	*	21%	_	*	27%	*	_	_	_	*
	CWOD		72%	78%	100%	72%	96%	_	*	_	100%	75%	89%	2170	78%	58%		75%	*	*	*	*
	EL	46%	39%	50%	-	50%	-	_	_	_	-	51%	*	*	58%	50%			_	*	_	*
	Male	74%	69%	74%	*	68%	95%	-	*	-	*	69%	90%	27%	82%	54%		-	-	*	-	*
	Female		64%	71%	100%	65%	88%	-	-	-	90%	67%	86%	*	75%	47%		71%	*	*	*	-
End of Course																						
Algebra I	All	82%	73%	93%	•	91%	96%	-	^	-	100%	91%	96%	•	93%	76%	96%	91%	-	•	•	•
	Students CWD	47%	39%	*		*					*	*		*		*	*	*				
	CWOD		79%	93%	*	91%	96%	-	*		100%	91%	96%	_	93%	75%	96%	91%	-	*	*	*
	EL	67%	52%	76%	_	76%	3070	_	_	_	-	75%	*	*	75%		100%		_	_	_	_
	Male	78%	67%	96%	*	95%	96%	-	*	_	*	95%	97%	*	96%	100%		-	_	-	_	*
	Female		80%	91%	*	89%	95%	-	-	-	100%	89%	96%	*	91%	67%		91%	-	*	*	-
STAAR Percen	t at Maata	Grad	ا میددا	l or Abe	' 0																	
Grade 7	ı aı weets	Grad	e Level	I OI ADOV	•																	
Reading	All	47%	28%	26%	33%	21%	49%	*	*	_	*	20%	44%	6%	27%	2%	22%	30%	*	*	*	*
. todag	Students		2070		0070	2.70	.070					2070	, ,	070	, ,			0070				
	CWD		8%	6%	*	5%	*	-	-	-	*	8%	*	6%	-	*	10%	*	*	*	-	-
	CWOD		30%	27%	50%	22%	54%	*	*	-	*	21%	48%	-	27%	3%	23%		*	*	*	*
	EL	16%	4%	2%	-	2%	-	-	-	-	*	2%	*	*	3%	2%	0%	5%	*	*	-	-
	Male	42%	22%	22%	*	18%	43%	*	-	-	*	17%	39%			0%	22%		-	*	*	*
	Female	53%	36%	30%	*	25%	58%	-	*	-	*	23%	49%	*	33%	5%	-	30%	*	*	*	*
Mathematic	e All	39%	32%	28%	11%	25%	45%	*	*		*	22%	45%	5%	30%	7%	28%	27%	*	*	*	*
wallemalic	Students		JZ /0	20 /0	11/0	20 /0	4 070			-		ZZ /0	4 370	J /0	JU /0	1 /0	20 /0	ZI /0				
	CWD		6%	5%	*	3%	11%	-	_	-	*	3%	*	5%	_	*	4%	7%	*	*	_	_
	CWOD		35%	30%	17%	27%	50%	*	*	-	*	24%	48%	-	30%	8%	31%		*	*	*	*
	EL	17%	9%	7%	-	7%	-	-	-	-	*	8%	0%	*	8%	7%	7%	8%	*	*	-	-
	Male	38%	32%	28%	*	25%	44%	*	-	-	*	23%	46%	4%	31%	7%	28%	-	-	*	*	*
	Female	40%	31%	27%	*	24%	46%	-	*	-	*	21%	44%	7%	29%	8%	-	27%	*	*	*	*

Grade 8

Two

											or		Non									
		Statel	Dietrict	Campue	African American l	Jienani		American			More		Econ Dieady	CWD	cwon	EI	Malo F	-omalo	Migranti	Jomoloes	Foste	
Reading	All	48%		39%	75%	33%	56%	-	ASIAIIIS *	-	54%	32%			40%			41%	wiigraniti *	*	tare	*
	Students	.0,0	0.70	0070	. 0 / 0	0070	0070				0.70	02,0	0.70	.070	.070	,	0.70					
		23%	15%	19%	*	26%	*	-	-	-	*	16%	*	19%	-	27%		*	-	-	-	*
	CWOD		39%	40%	82%	33%	59%	-	*	-	64%	33%	61% *	-	40%	9%	39%	41%	*	*	*	*
	EL	13%	10%	11%	*	11%	-	-	-	-	-	11%		27%	9%		16%	6%	-	*	-	*
	Male Female	44%	35% 40%	37% 41%	86%	31% 34%	54% 58%	-	-	-	50%	31% 33%	53% 71%	19%	39% 41%	16% 6%	3/%	- 41%	*	*	*	-
	remale	JJ /0	40 /0	41/0	00 /0	34 /0	30 /0	-	-	-	30 /6	33 /0	/ 1 /0		4170	0 /0	-	4170				-
Mathematics	All	50%	25%	16%	22%	16%	14%	-	-	-	14%	16%	17%	9%	17%	8%	19%	12%	*	*	*	*
S	Students																					
	CWD	25%	8%	9%	*	10%	*	-	-	-	*	6%	*	9%	-	11%	8%	10%	-	-	-	*
	CWOD		28%	17%	25%	17%	17%	-	-	-	17%	18%	15%	-	17%	7%	21%	13%	*	*	*	*
	EL Mala	30%	10% 25%	8% 19%	*	8% 18%	- 17%	-	-	-	*	8% 19%	100/	11% 8%	7%	8% 8%	8%	8%	-	•	-	*
	Male Female	48%	25% 26%	19%	20%	13%	10%	-	-	-	*	19%	19% 13%	8% 10%	21% 13%	8%	19%	- 12%	*	*	*	
	remale	JJ /0	2070	12/0	20 /0	1370	10 /0	-	-	-		12 /0	13/0	10 /0	13 /0	0 /0	-	12 /0				_
Science	All	50%	39%	43%	54%	37%	67%	-	*	-	46%	36%	67%	9%	47%	16%	48%	38%	*	*	*	*
S	Students																					
		23%	7%	9%	*	12%	*	-	-	-	*	8%	*	9%	-	*	10%	*	-	-	-	*
	CWOD		42%	47%	58%	40%	72%	-	*	-	60%	40%	69%	-	47%	18%		40%	*	*	*	*
	EL	19%	12%	16%	*	16%	-	-	-	-	-	16%	*	*	18%	16%		11%	-	*	-	*
	Male	51%	43%	48%		42%	70%	-	•	-	F00/	40%	74%	10%	55%	21%		-	*	*	-	•
	Female	50%	34%	38%	38%	32%	63%	-	-	-	50%	33%	60%		40%	11%	-	38%				-
End of Course																						
	All	53%	37%	63%	*	57%	73%	-	*	-	86%	59%	72%	*	63%	24%	70%	58%	_	*	*	*
	Students		•	/ •			- / 0				•	•	_,,				•	•				
	CWD	19%	12%	*	-	*	-	-	-	-	*	*	-	*	-	*	*	*	-	-	-	-
	CWOD		41%	63%	*	57%	73%	-	*	-	100%	59%	72%	-	63%	20%		59%	-	*	*	1
	EL	29%	14%	24%	- *	24%	-	-	-	-	-	20%	*	*	20%		50%	13%	-	-	-	
	Male	49% 58%	33% 42%	70% 58%	*	64% 53%	74% 71%	-	•	-	* 80%	70% 52%	70% 74%	*	69% 50%	50%	70%	- 58%	-	*	*	
	Female	JO 70	42%	58%		53%	1 1 70	-	-	-	00%	JZ 70	1470		59%	13%	-	58%	-			
AAR Percent a	at Maste	rs Gra	de Lev	el																		
Grade 7																						
	All	28%	14%	13%	22%	10%	28%	*	*	-	*	8%	28%	6%	13%	1%	13%	13%	*	*	*	,
S	Students	400/	00/	•••	*	50 /	*				_	00/	*	00/		_	400/	_	_	_		
		10%	3%	6%		5%		-	-	-	*	8%		6%	420/	40/	10%	4.40/	*	*	-	
	CWOD	30% 6%	15% 1%	13% 1%	33%	10% 1%	30%	_	_	-	*	8% 1%	30%	*	13% 1%	1% 1%	13% 0%	14% 2%	*	*	_	
	Male	24%	12%	13%	*	10%	30%	*	_	_	*	9%	29%	10%	13%	0%	13%		_	*	*	
	Female		16%	13%	*	10%	25%	-	*	-	*	7%	27%	*	14%	2%	-	13%	*	*	*	1
	All	18%	13%	9%	0%	8%	18%	*	*	-	*	7%	18%	0%	10%	1%	10%	9%	*	*	*	1
S	Students				*								*									
	CWD	7%	0%	0%		0%	0%	-	-	-	*	0%		0%	400/	~	0%	0%	*	*	-	
	CWOD	5%	15% 3%	10% 1%	0%	9% 1%	21%	_	_	-	*	7% 1%	20% 0%	*	10% 2%	2% 1%	11% 0%	10% 3%	*	*	_	
	Male	17%	13%	10%	*	8%	21%	*	_	_	*	6%	22%	0%	11%	0%	10%	-	_	*	*	,
	Female		14%	9%	*	8%	15%	-	*	-	*	7%	14%	0%	10%	3%	-	9%	*	*	*	+
Grade 8																						
	All	26%	16%	17%	33%	13%	25%	-	*	-	46%	13%	31%	0%	18%	3%	16%	18%	*	*	*	1
S	Students	00/	00/	00/	*	00/	*				*	00/	*	00/		00/	00/	*				
	CWD CWOD	8%	0% 17%	0% 18%	36%	0% 14%	27%	-	*	-	55%	0% 14%	31%	0% -	18%	0% 3%	0% 18%	18%	*	*	*	
	EL	4%	3%	3%	-	3%	-	-	_	-	3370	3%	3170 *	0%	3%	3%	4%	2%	_	*	_	
	Male	22%	16%	16%	*	13%	24%	_	*	_	*	14%	24%	0%	18%	4%	16%	-	_	*	_	
	Female		16%	18%	43%	13%	26%	-	-	-	40%	12%	39%	*	18%	2%	-	18%	*	*	*	
Mathematics		15%	4%	0%	0%	1%	0%	-	-	-	0%	0%	0%	0%	0%	1%	1%	0%	*	*	*	1
S	Students	00/	00/	60/	*	00/	*				*	00/	*	00/		001	00/	00/				
	CWD	9% 16%	0% 5%	0% 0%	0%	0% 1%	0%	-	-	-	0%	0% 1%	0%	0% -	- 0%	0% 1%	0% 1%	0% 0%	- *	*	*	
	EL	16% 6%	5% 1%	0% 1%	-	1%	0%	-	-	-	0% -	1%	U% *	0%	0% 1%	1%	1% 2%	0% 0%	_	*	_	
		14%	1% 2%	1%	*	1%	0%	-	-	-	*	1%	0%	0% 0%	1%	2%	2% 1%	U% -	-	_	-	
	Female		5%	0%	0%	0%	0%	-	_	_	*	0%	0%	0%	0%	0%	-	0%	*	*	*	
				- 7.0																		
Science	All	27%	16%	19%	38%	14%	35%	-	*	-	38%	15%	34%	5%	21%	5%	22%	15%	*	*	*	
S	Students																					
	CWD	8%	4%	5%	*	6%	*	-	-	-	*	5%	*	5%	-	*	3%	*	-	-	-	
	CWOD		18%	21%	42%	15%	37%	-	*	-	50%	16%	35%	*	21%	4%	26%	16%	*	*	*	
	EL	6% 29%	4% 20%	5% 22%	*	5% 16%	- 45%	-	*	-	*	5% 16%	42%	3%	4%	5% 5%	5% 22%	4% -	-	*	-	
	Male Female		13%	15%	25%	12%	22%	-	_	-	40%	13%	24%	370	26% 16%	4%	-	- 15%	*	*	*	
	remaie	2070	1070	1070	2070	12 /0	22 /0	_	_	_	4070	1070	2470		1070	770	_	1070				
nd of Course																						
	All	31%	16%	35%	*	29%	44%	-	*	-	43%	28%	47%	*	35%	5%	42%	29%	-	*	*	
	Students																					
	CWD	7%	4%	*	-	*	-	-	-	-	*	*	-	*	-	*	*	*	-	-	-	
	CWOD		18%	35%	*	29%	44%	-	*	-	60%	29%	47%	-	35%		44%	29%	-	*	*	
	EL	12%	1%	5%	- *	5%	4007	-	-	-	-	5%	*	*	5%		17%	0%	-	-	-	
	Male	28%	13%	42%	*	36%	48%	-	*	-	*	35%	53%	*	44%	17%		20%	-	- *	*	
	Female	34%	19%	29%		24%	38%	-	-	-	40%	24%	41%		29%	0%	-	29%	-	-		•
AAR Percent a	at Appro	aches	Grade	Level or	Above																	
AAR Percent a	at Appro	aches	Grade	Level or	Above																	

Two

											or		Non									
		.	5	_	African			America			More		Econ								Foste	
	CWD	State 45%	District 29%	Campus: 31%	American *	Hispani 27%	cWhite 48%	Indian	Asiani	Islande -	rRaces 60%	Disadv 27%	Disadi 58%	31%	CWOD		Male 31%	Female 32%	Migrant	Homeless *	Care	Military *
	CWOD		72%	72%	96%	67%	89%	*	100%	-	88%	68%	84%	-	72%		71%	73%	100%	55%	*	50%
	EL	60%	45%	41%	-	41%	-	- *	- *	-	*	41%	38%	24%	43%		41%	41%	*	*	-	*
	Male Female	74%	64% 70%	66% 70%	64% 97%	62% 65%	84% 88%	-	*	-	72% 88%	62% 66%	80% 86%	31% 32%	71% 73%	41% 41%	66%	- 70%	- 80%	50%	*	46% *
	Tomaic	, 1070	1070	1070	31 70	0070	0070	_		_	0070	0070	0070	02 70	1070	7170	_	7070	0070	3070		
Reading	All	73%	61%	66%	81%	61%	84%	*	*	-	83%	62%	80%	37%	69%	33%	64%	69%	*	50%	*	*
	Students		210/	37%	*	240/	4E0/				*	240/	EG0/	37%		250/	200/	250/	*	*		*
	CWD	39% 77%	21% 66%	69%	94%	34% 63%	45% 88%	*	*	-	87%	34% 65%	56% 81%	31%	69%		38% 67%	35% 70%	*	*	*	*
	EL	52%	34%	33%	-	33%	-	-	-	-	*	33%	28%	25%	34%		34%	32%	*	*	-	*
	Male	69%	56%	64%	70%	59%	82%	*	*	-	86%	61%	73%	38%	67%		64%	-	-	*	*	*
	Female	77%	67%	69%	91%	64%	87%	-	*	-	82%	63%	87%	35%	70%	32%	-	69%	*	*	*	*
Mathematics	All	80%	71%	68%	76%	63%	84%	*	*	_	79%	63%	83%	32%	71%	43%	64%	72%	*	56%	*	*
	Students																					
	CWD	52%	32%	32%	*	27%	54%	-	-	-	*	28%	58%	32%	-		27%	42%	*	*	-	*
	CWOD EL	70%	77% 56%	71% 43%	94%	67% 44%	87%	_	_	-	80% *	67% 43%	85% 48%	- 27%	71% 46%		69% 41%	74% 46%	*	*	_	*
	Male	78%	69%	64%	50%	61%	79%	*	*	_	63%	59%	82%	27%	69%	41%		-	-	*	*	*
	Female	82%	73%	72%	100%	66%	89%	-	*	-	91%	67%	85%	42%	74%	46%	-	72%	*	*	*	*
Caianaa	A II	700/	700/	700/	000/	670/	000/		*		0.50/	C00/	0.00/	040/	700/	E00/	740/	740/	*	*	*	*
Science	All Students	79%	73%	72%	92%	67%	92%	-		-	85%	68%	88%	21%	78%	50%	74%	71%				
	CWD	48%	38%	21%	*	18%	*	-	-	-	*	18%	*	21%	-	*	27%	*	-	-	-	*
	CWOD		78%	78%	100%	72%	96%	-	*	-	100%	75%	89%	-	78%	58%		75%	*	*	*	*
	EL Male	58% 78%	49% 74%	50% 74%	*	50% 68%	95%	-	- *	-	*	51% 69%	* 90%	* 27%	58% 82%	50%	54% 74%	47% -	-	*	-	*
	Female		72%	74%	100%	65%	88%	-	_	-	90%	67%	86%	2170 *	75%	47%	7470	- 71%	*	*	*	_
		, 00,0	/ 0	, 0	10070	0070	0070				0070	0.70	0070		. 0 / 0							
CTAAD Dawaama	-4 M4-			a A la a																		
STAAR Percent All Grades	at weets	Grad	e Level	OF ADOV	/e																	
All Subjects	All	47%	36%	34%	44%	29%	54%	*	40%	-	46%	28%	53%	10%	37%	9%	34%	34%	30%	25%	*	20%
	Students																					
	CWD	23%	12%	10% 37%	* E20/	11%	7% 59%	*	40%	-	10%	9%	17% 55%	10%	- 37%		11%	7% 36%	* 38%	* 25%	- *	* 25%
	CWOD EL	26%	39% 14%	9%	52%	31% 9%	39%	_	40%	-	55% *	31% 9%	11%	- 11%	9%	9% 9%	37% 10%	8%	30%	23%	_	2370
	Male	45%	34%	34%	36%	29%	54%	*	*	-	50%	28%	52%	11%	37%	10%		-	-	*	*	23%
	Female	50%	38%	34%	50%	29%	56%	-	*	-	44%	28%	54%	7%	36%	8%	-	34%	30%	22%	*	*
Reading	All	46%	33%	32%	57%	27%	53%	*	*		44%	26%	52%	12%	34%	6%	29%	36%	*	30%	*	*
	Students		33 /6	JZ /0	31 /0	21 /0	3370			-	44 /0	20 /0	JZ /0	12 /0	34 /0	0 /0	29/0	30 /0		30 /0		
	CWD	22%	10%	12%	*	15%	9%	-	-	-	*	12%	11%	12%	-	13%	14%	6%	*	*	-	*
	CWOD		36%	34%	71%	28%	57%	*	*	-	53%	27%	54%	-	34%	5%	30%	37%	*	*	*	*
	EL Male	21% 41%	9% 29%	6% 29%	30%	6% 24%	- 49%	- *	*	-	43%	6% 23%	6% 46%	13% 14%	5% 30%	6% 7%	7% 29%	5%	_	*	*	*
	Female		38%	36%	82%	30%	58%	-	*	-	45%	28%	59%	6%	37%	5%	-	36%	*	*	*	*
Mathematics	All Students	48%	37%	32%	24%	28%	50%	*	*	-	47%	27%	48%	9%	34%	9%	32%	31%	*	11%	*	*
•	CWD	26%	13%	9%	*	8%	8%	-	-	-	*	7%	17%	9%	_	11%	9%	8%	*	*	_	*
	CWOD		41%	34%	29%	30%	54%	*	*	-	53%	29%	50%	-	34%	9%	35%	33%	*	*	*	*
	EL	33%	20%	9%	-	9%	- 50%	-	-	-	*	9%	10%	11%	9%	9%	9%	9%	*	*	-	*
	Male Female	47%	37% 38%	32% 31%	20% 27%	28% 28%	49%	_	*	-	63% 36%	27% 26%	48% 48%	9% 8%	35% 33%	9% 9%	32%	- 31%	*	*	*	*
			0070	0.70	2.70	2070	1070				0070	2070	.070	0,0	0070			0.70				
Science	All	49%	40%	43%	54%	37%	67%	-	*	-	46%	36%	67%	9%	47%	16%	48%	38%	*	*	*	*
•	Students CWD	23%	15%	9%	*	12%	*	_	_	_	*	8%	*	9%	_	*	10%	*		_		*
	CWOD		43%	47%	58%	40%	72%	-	*	-	60%	40%	69%	-	47%	18%	55%	40%	*	*	*	*
	EL	21%	11%	16%	-	16%	-	-	-	-	-	16%	*	*	18%	16%	21%	11%	-	*	-	*
	Male	50%	41%	48%	* 38%	42% 32%	70% 63%	-	*	-	* 50%	40% 33%	74% 60%	10%	55%	21%		-	-	*	-	*
	Female	4970	39%	38%	30%	3270	03%	-	-	-	30%	3370	00%		40%	11%	-	38%				-
STAAR Percent All Grades	at Maste	ers Gr	ade Lev	el																		
All Subjects	All	21%	13%	15%	24%	11%	27%	*	20%	_	32%	11%	28%	2%	16%	2%	15%	14%	0%	17%	*	13%
	Students		.070	,		,0			2070		0270				.070		.070		0,0			1070
	CWD	8%	3%	2%	*	2%	3%	-	-	-	0%	3%	0%	2%	-	1%	2%	2%	*	*	-	*
	CWOD EL	23% 9%	15% 4%	16% 2%	28%	12% 2%	30%	*	20%	-	40% *	11% 2%	29% 0%	- 1%	16% 2%	2% 2%	17% 2%	15% 2%	0% *	15%	*	17%
	Male	20%	13%	15%	20%	11%	31%	*	*	-	33%	11%	30%	2%	17%	2%	15%	2 /0	_	*	*	15%
	Female		14%	14%	27%	11%	23%	-	*	-	31%	10%	25%	2%	15%	2%	-	14%	0%	17%	*	*
D 10	A.II	400/	440/	4.50/	000/	440/	000/	*			000/	400/	000/	00/	400/	00/	4.40/	450/	*	000/		
Reading	All Students	19%	11%	15%	29%	11%	26%	•	•	-	39%	10%	29%	3%	16%	2%	14%	15%	•	20%	•	•
	CWD	7%	2%	3%	*	2%	9%	-	-	_	*	4%	0%	3%	_	0%	5%	0%	*	*	_	*
	CWOD	20%	12%	16%	35%	12%	28%	*	*	-	47%	11%	31%	-	16%	2%	16%	16%	*	*	*	*
	EL Mala	7%	2%	2%	100/	2%	- 070/	- *	- *	-	* 420/	2%	0%	0%	2%	2%	2%	2%	*	*	-	*
	Male Female	16%	10% 13%	14% 15%	10% 45%	11% 12%	27% 25%	-	*	-	43% 36%	11% 10%	27% 32%	5% 0%	16% 16%	2% 2%	14%	- 15%	*	*	*	*
	· Cirial	/0	1070	10/0	TO /0	12/0	20/0	-		-	JU /0	10 /0	JE /0	J /0	10 /0	∠ /0	-	10/0				
Mathematics		23%	15%	12%	10%	9%	24%	*	*	-	21%	9%	23%	0%	13%	2%	12%	11%	*	11%	*	*
	Students		20/	00/	*	00/	00/				*	00/	00/	00/		00/	00/	00/	*	*		*
	CWD	10% 25%	3% 17%	0% 13%	12%	0% 10%	0% 27%	*	*	-	27%	0% 10%	0% 25%	0% -	- 13%	0% 2%	0% 14%	0% 12%	*	*	*	*
	EL	13%	6%	2%	-	2%	-	-	-	-	*	2%	0%	0%	2%	2%	1%	2%	*	*	-	*
	Male	23%	15%	12%	10%	9%	27%	*	*	-	25%	8%	27%	0%	14%	1%	12%	-	-	*	*	*
	Female	: ∠4%	16%	11%	9%	10%	21%	-	-	-	18%	9%	20%	0%	12%	2%	-	11%		-	-	-

Two Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Science ΑII 38% 35% 38% 15% 34% Students CWD 7% 4% 6% **CWOD 24%** 16% 21% 42% 15% 37% 50% 16% 35% 21% 4% 26% 16% FΙ 5% 2% 5% 5% 5% 4% 5% 5% 4% 42% 3% Male 23% 16% 22% 16% 45% 16% 26% 5% 22% 15% 25% 40% 24% 4% Female 21% 13% 15% 12% 22% 13% 16%

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		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	70	64	69	75	*	*	-	78	69	68	67
CWD	68	*	76	55	-	-	-	*	71	68	71
CWOD	70	79	68	77	*	*	-	73	69	-	67
EL	67	-	68	-	-	-	-	*	69	71	67
Male	65	*	65	69	*	*	-	71	66	64	65
Female	74	82	72	82	-	*	-	82	73	76	71
Mathematics											
All Students	65	81	63	71	*	*	-	72	63	57	57
CWD	57	*	51	73	-	-	-	*	57	57	51
CWOD	66	76	64	71	*	*	-	75	64	-	59
EL	57	-	57	-	-	-	-	*	58	51	57
Male	63	80	61	70	*	*	-	*	62	57	55
Female	67	82	65	72	_	*	-	77	64	58	61

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort Gra	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	` - ´	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
256	16	6%

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

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

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

Student Success (Student Achie	All Students vement Don		•	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	39	50	34	56	*	*	-	53	34	*	17
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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

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

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

All African American Pacific Two or More Econ
Students American Hispanic White Indian Asian Islander Races Disadv CWD EL

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 Disadv	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N	N					N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N					N	Ν	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N	N	N
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met	ficiency Statu	IS									42% Y 44% Y 46% Y
Long-Term Goals											46%
Target Met											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%

^{&#}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.

Participation Rate		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	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%	*
	CWOD	100%	100%	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%	-	-
	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%	*
	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%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
	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%	-	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	*
Non-Participation	n Rate																
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	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%	-	0%	0%
Reading	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	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%	-	0%	*
Mathematics	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	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%	-	0%	*
Science	All Students	0%	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%	-	-
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	*

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

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with with Disabilities Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions			_			_		*			
	Male	134	5	107	20	*	*	*	*	41	
	Female	76	5	62	5	*	*	*	*	11	
	Total	210	10	169	25	*	*	*	*	52	
Out-of-School Suspensions			*		_	*	*	*	*	_	
	Male	29	*	22	5	*	*	*	*	7 *	
	Female	9	*	7		*	*	*	*		
	Total	38	*	29	5	*	*	*	*	7	
Expulsions		*	*	*	*	*	*	*	*	*	
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	-	*		*				*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
School-Related Arrests		_		_		_					
	Male	7	*	5 *	*	*	*	*	*	*	
	Female	*	*		*	*	*	*	*	*	
	Total	7	*	5	*	*	*	*	*	*	
Referrals to Law Enforcement					*		*				
	Male	9	*	5		*		*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	11	*	7	*	*	*	*	*	*	
Students With Disabilities											
In-School Suspensions						_					
	Male	68	*	50	14	*	*	*	*	17 *	23
	Female	18		11	5						8
	Total	86	*	61	19	*	*	*	*	19	31
Out-of-School Suspensions											
	Male	22	*	13	7	*	*	*	*	*	7
	Female	6	*	*	*	*	*	*	*	*	*
	Total	28	*	17	7	*	*	*	*	6	9
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*

Indicates zero observations reported for this group.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
School-Related Arrests											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	6	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	6	*	*	*	*	*	*	*	*	*
All Students Chronic Absenteeism											
	Male	170	*	119	47	*	*	*	*	35	41 26
	Female	147	*	110	29	*	*	*	*	23	17 20
	Total	317	*	229	76	*	*	*	*	58	58 46

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	7
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	13
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

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

Part (ix): Teacher Quality Data

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

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 12.2	Percent 22.9%
Teachers Teaching with Emergency or Provisional Credentials	4.8	9.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.2	14.3%

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.

All School Number Percent

'-' 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.

Overde 0	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%	8	1%	-	-
Mathematics	6,020	1%	8	1%	-	-
Grade 4 Reading	6,061	1%	11	1%	-	-
Mathematics	6,056	1%	11	1%	-	-
Grade 5 Reading	6,162	2%	*	*	-	-
Mathematics	6,160	1%	*	*	-	-
Science	6,164	1%	*	*	-	-
Grade 6 Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7 Reading	5,298	1%	5	1%	*	*
Mathematics	5,294	1%	5	1%	*	*
Grade 8 Reading	5,088	1%	5	1%	*	*
Mathematics	5,087	2%	5	1%	*	*
Science	5,087	1%	5	1%	*	*
End of Course English I	4,868	1%	8	1%	-	-
English II	4,556	1%	7	1%	-	-
Algebra I	4,884	1%	9	1%	-	-
Biology	4,861	1%	15	1%	-	-
All Grades All Subjects	99,020	1%	129	1%	16	1%
Reading	43,730	1%	56	1%	6	1%
Mathematics	39,178	1%	50	1%	6	1%
Science	16,112	1%	23	1%	*	*

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

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

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

			% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
Grado .	. touug	Black	44	49	34	31	19	17	3	3
			49	46	31	32	16	19	3	4
		Hispanic White	21	22	34		35	34	10	13
			∠ I *		34 *	32	35 *		10 *	
		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 Disady	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
			29	47	44	39	23	13		2
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	3	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	22	33 18	42	42	31	36	5	6
			23	35				20	1	1
		Econ Disadv	38		45	43	16		•	•
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disady	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1
			٠.	• •	V-		•	•	•	•

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.

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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