Texas Education Agency
2017-18 Federal Report Card for Texas Public Schools
Campus Name: JAMES B HAVARD EL
Campus ID: 101910113
District Name: GALENA PARK 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);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17 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 Rate		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;
a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
c. Graduation Rate: Federal Graduation Status
d. ELP Indicator: English Learner Language Proficiency Status
e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	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 (90-100), 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);

[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.

			State	District	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	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All Students		77%	75%	**78%**	79%	79%	*	-	-	-	*	73%	91%	46%	82%	66%	76%	80%	-	*	*	-
	CWD		51%	39%	**46%**	*	50%	*	-	-	-	-	*	*	46%	-	*	56%	*	-	-	*	-
	CWOD		79%	77%	**82%**	81%	84%	*	-	-	-	*	79%	90%	-	82%	71%	80%	85%	-	*	-	-
	EL		70%	76%	**66%**	-	68%	*	-	-	-	-	64%	71%	*	71%	66%	59%	73%	-	-	-	-
	Male		74%	71%	**76%**	86%	77%	*	-	-	-	*	70%	94%	56%	80%	59%	76%	-	-	*	*	-
	Female		79%	78%	**80%**	73%	82%	-	-	-	-	*	78%	88%	*	85%	73%	-	80%	-	*	*	-
Mathematics	All Students		77%	78%	**73%**	72%	76%	*	-	-	-	*	68%	88%	46%	77%	63%	68%	79%	-	*	*	-
	CWD		52%	45%	**46%**	*	50%	*	-	-	-	-	*	*	46%	-	*	56%	*	-	-	*	-
	CWOD		80%	81%	**77%**	74%	80%	*	-	-	-	*	73%	87%	-	77%	68%	70%	83%	-	*	-	-
	EL		74%	82%	**63%**	-	65%	*	-	-	-	-	60%	71%	*	68%	63%	59%	67%	-	-	-	-
	Male		77%	77%	**68%**	64%	72%	*	-	-	-	*	58%	94%	56%	70%	59%	68%	-	-	*	*	-
	Female		78%	80%	**79%**	80%	80%	-	-	-	-	*	78%	81%	*	83%	67%	-	79%	-	*	*	-
Grade 4																							
Reading	All Students		72%	67%	**65%**	70%	62%	62%	-	*	-	*	62%	72%	54%	66%	19%	64%	66%	-	*	-	-
	CWD		46%	31%	**54%**	*	*	*	-	-	-	-	50%	*	54%	-	*	50%	*	-	*	-	-
	CWOD		75%	69%	**66%**	68%	64%	70%	-	*	-	*	64%	72%	-	66%	*	67%	66%	-	*	-	-
	EL		60%	62%	**19%**	-	*	*	-	*	-	-	22%	*	*	*	19%	*	*	-	*	-	-
	Male		70%	61%	**64%**	65%	60%	75%	-	-	-	*	63%	67%	50%	67%	*	64%	-	-	*	-	-
	Female		75%	72%	**66%**	77%	65%	*	-	*	-	-	61%	76%	*	66%	*	-	66%	-	*	-	-
Mathematics	All Students		77%	82%	**78%**	80%	75%	85%	-	*	-	*	77%	82%	54%	81%	60%	69%	90%	-	*	-	-
	CWD		49%	40%	**54%**	*	*	*	-	-	-	-	50%	*	54%	-	*	*	*	-	*	-	-
	CWOD		81%	86%	**81%**	79%	79%	100%	-	*	-	*	80%	83%	-	81%	67%	74%	89%	-	*	-	-
	EL		72%	83%	**60%**	-	59%	*	-	*	-	-	64%	*	*	67%	60%	53%	73%	-	*	-	-
	Male		77%	78%	**69%**	71%	66%	75%	-	-	-	*	67%	75%	*	74%	53%	69%	-	-	*	-	-
	Female		78%	86%	**90%**	92%	87%	100%	-	*	-	-	91%	88%	*	89%	73%	-	90%	-	*	-	-
Grade 5																							
Reading	All Students		83%	84%	**85%**	89%	83%	86%	-	*	-	*	83%	89%	75%	87%	44%	84%	87%	-	*	-	-
	CWD		54%	49%	**75%**	83%	75%	*	-	-	-	-	78%	*	75%	-	*	69%	*	-	*	-	-
	CWOD		87%	87%	**87%**	91%	84%	100%	-	*	-	*	84%	91%	-	87%	38%	90%	86%	-	*	-	-
	EL		73%	78%	**44%**	-	44%	-	-	-	-	-	*	*	*	38%	44%	50%	*	-	-	-	-
	Male		81%	81%	**84%**	93%	82%	83%	-	-	-	-	85%	83%	69%	90%	50%	84%	-	-	*	-	-
	Female		86%	87%	**87%**	86%	86%	*	-	*	-	*	83%	94%	*	86%	*	-	87%	-	*	-	-
Mathematics	All Students		90%	94%	**93%**	86%	95%	100%	-	*	-	*	91%	97%	85%	95%	83%	90%	96%	-	*	-	-
	CWD		70%	82%	**85%**	*	92%	*	-	-	-	-	83%	*	85%	-	100%	88%	*	-	*	-	-
	CWOD		92%	95%	**95%**	91%	95%	100%	-	*	-	*	93%	97%	-	95%	77%	90%	98%	-	*	-	-
	EL		86%	92%	**83%**	-	83%	-	-	-	-	-	83%	83%	100%	77%	83%	70%	100%	-	-	-	-
	Male		89%	93%	**90%**	86%	89%	100%	-	-	-	*	88%	94%	88%	90%	70%	90%	-	-	*	-	-
	Female		91%	94%	**96%**	86%	100%	*	-	*	-	*	94%	100%	*	98%	100%	-	96%	-	*	-	-
Science	All Students		75%	78%	**82%**	75%	82%	100%	-	*	-	*	76%	94%	65%	86%	50%	79%	87%	-	*	-	-
	CWD		48%	44%	**65%**	*	67%	*	-	-	-	-	67%	*	65%	-	*	63%	*	-	*	-	-
	CWOD		78%	81%	**86%**	82%	85%	100%	-	*	-	*	79%	97%	-	86%	54%	86%	88%	-	*	-	-
	EL		62%	72%	**50%**	-	50%	-	-	-	-	-	42%	*	*	54%	50%	*	63%	-	-	-	-
	Male		76%	79%	**79%**	71%	79%	100%	-	-	-	*	73%	94%	63%	86%	*	79%	-	-	*	-	-
	Female		75%	77%	**87%**	79%	89%	*	-	*	-	*	82%	94%	*	88%	63%	-	87%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students		43%	36%	**37%**	41%	37%	*	-	-	-	*	31%	53%	8%	41%	25%	25%	50%	-	*	*	-
	CWD		28%	18%	**8%**	*	10%	*	-	-	-	-	*	*	8%	-	*	0%	*	-	-	*	-
	CWOD		44%	38%	**41%**	44%	41%	*	-	-	-	*	35%	57%	-	41%	29%	30%	52%	-	*	-	-
	EL		32%	38%	**25%**	-	26%	*	-	-	-	-	24%	29%	*	29%	25%	24%	27%	-	-	-	-
	Male		40%	32%	**25%**	21%	28%	*	-	-	-	*	19%	44%	0%	30%	24%	25%	-	-	-	-	-
	Female		45%	41%	**50%**	60%	46%	-	-	-	-	*	45%	63%	*	52%	27%	-	50%	-	*	-	-
Mathematics	All Students		46%	45%	**41%**	45%	41%	*	-	-	-	*	37%	50%	15%	44%	34%	34%	47%	-	*	*	-
	CWD		30%	19%	**15%**	*	10%	*	-	-	-	-	*	*	15%	-	*	22%	*	-	-	*	-
	CWOD		48%	47%	**44%**	44%	45%	*	-	-	-	*	40%	53%	-	44%	39%	36%	51%	-	*	-	-
	EL		39%	47%	**34%**	-	35%	*	-	-	-	-	32%	43%	*	39%	34%	35%	33%	-	-	-	-
	Male		47%	45%	**34%**	29%	38%	*	-	-	-	*	30%	44%	22%	36%	35%	34%	-	-	*	*	-

	State	District	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	Homeless	Foster Care	Military
Female	45%	45%	**47%**	60%	43%	-	-	-	-	*	44%	56%	*	51%	33%	-	47%	-	*	-	-
Grade 4																					
Reading All Students	45%	35%	**33%**	33%	30%	46%	-	*	-	*	29%	44%	31%	34%	0%	33%	34%	-	*	-	-
CWD	28%	20%	**31%**	*	*	*	-	-	-	-	30%	*	31%	-	*	40%	*	-	*	-	-
CWOD	47%	36%	**34%**	32%	31%	50%	-	*	-	*	29%	45%	-	34%	*	31%	36%	-	*	-	-
EL	29%	31%	**0%**	-	*	*	-	*	-	-	0%	*	*	*	0%	*	*	-	*	-	-
Male	43%	30%	**33%**	24%	31%	50%	-	-	-	*	33%	33%	40%	31%	*	33%	-	-	*	-	-
Female	47%	39%	**34%**	46%	29%	*	-	*	-	-	24%	53%	*	36%	*	-	34%	-	*	-	-
Mathematics All Students	48%	48%	**34%**	33%	33%	38%	-	*	-	*	31%	42%	31%	35%	20%	30%	40%	-	*	-	-
CWD	29%	22%	**31%**	*	*	*	-	-	-	-	30%	*	31%	-	*	*	*	-	*	-	-
CWOD	50%	51%	**35%**	29%	34%	50%	-	*	-	*	31%	43%	-	35%	25%	28%	43%	-	*	-	-
EL	38%	47%	**20%**	-	19%	*	-	*	-	-	24%	*	*	25%	20%	26%	9%	-	*	-	-
Male	48%	48%	**30%**	24%	32%	38%	-	-	-	*	27%	38%	*	28%	26%	30%	-	-	*	-	-
Female	47%	49%	**40%**	46%	35%	40%	-	*	-	-	36%	47%	*	43%	9%	-	40%	-	*	-	-
Grade 5																					
Reading All Students	53%	47%	**52%**	50%	51%	57%	-	*	-	*	49%	58%	40%	54%	11%	45%	60%	-	*	-	-
CWD	30%	26%	**40%**	33%	42%	*	-	-	-	-	44%	*	40%	-	*	38%	*	-	*	-	-
CWOD	56%	49%	**54%**	55%	52%	60%	-	*	-	*	50%	62%	-	54%	15%	48%	61%	-	*	-	-
EL	35%	37%	**11%**	-	11%	-	-	-	-	-	*	*	*	15%	11%	0%	*	-	*	-	-
Male	50%	45%	**45%**	57%	39%	50%	-	-	-	-	43%	50%	38%	48%	0%	45%	-	-	*	-	-
Female	56%	49%	**60%**	43%	64%	*	-	*	-	*	57%	67%	*	61%	*	-	60%	-	*	-	-
Mathematics All Students	57%	62%	**50%**	36%	52%	86%	-	*	-	*	46%	58%	55%	49%	22%	52%	49%	-	*	-	-
CWD	34%	35%	**55%**	*	67%	*	-	-	-	-	56%	*	55%	-	40%	50%	*	-	*	-	-
CWOD	60%	65%	**49%**	41%	49%	80%	-	*	-	*	43%	59%	-	49%	15%	52%	47%	-	*	-	-
EL	46%	60%	**22%**	-	22%	-	-	*	-	-	25%	17%	40%	15%	22%	30%	13%	-	*	-	-
Male	57%	61%	**52%**	36%	53%	83%	-	-	-	-	48%	61%	50%	52%	30%	52%	-	-	*	-	-
Female	58%	63%	**49%**	36%	53%	*	-	*	-	*	46%	56%	*	47%	13%	-	49%	-	*	-	-
Science All Students	40%	38%	**33%**	25%	35%	29%	-	*	-	*	28%	44%	20%	36%	6%	34%	33%	-	*	-	-
CWD	25%	18%	**20%**	*	25%	*	-	-	-	-	22%	*	20%	-	*	19%	*	-	*	-	-
CWOD	42%	40%	**36%**	27%	37%	40%	-	*	-	*	30%	47%	-	36%	8%	40%	33%	-	*	-	-
EL	24%	30%	**6%**	-	6%	-	-	-	-	-	0%	*	*	8%	6%	*	13%	-	*	-	-
Male	42%	44%	**34%**	36%	34%	33%	-	-	-	-	33%	39%	19%	40%	*	34%	-	-	*	-	-
Female	38%	32%	**33%**	14%	37%	*	-	*	-	*	24%	50%	*	33%	13%	-	33%	-	*	-	-

STAAR Percent at Masters Grade Level

	State	District	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	Homeless	Foster Care	Military
Grade 3																					
Reading All Students	24%	16%	**22%**	34%	18%	*	-	-	-	*	14%	41%	8%	24%	16%	19%	25%	-	*	*	-
CWD	9%	5%	**8%**	*	10%	*	-	-	-	-	*	*	8%	-	*	0%	*	-	*	*	-
CWOD	26%	17%	**24%**	37%	19%	*	-	-	-	*	15%	43%	-	24%	18%	22%	25%	-	*	-	-
EL	15%	17%	**16%**	-	16%	*	-	-	-	-	16%	14%	*	18%	16%	24%	7%	-	-	-	-
Male	22%	15%	**19%**	21%	21%	*	-	-	-	*	12%	38%	0%	22%	24%	19%	-	-	*	*	-
Female	26%	18%	**25%**	47%	15%	-	-	*	-	*	18%	44%	*	25%	7%	-	25%	-	*	-	-
Mathematics All Students	22%	20%	**17%**	24%	15%	*	-	-	-	*	14%	25%	0%	19%	3%	10%	25%	-	*	-	-
CWD	12%	8%	**0%**	*	0%	*	-	-	-	-	*	*	0%	-	*	0%	*	-	*	*	-
CWOD	24%	20%	**19%**	26%	17%	*	-	-	-	*	16%	27%	-	19%	4%	12%	26%	-	*	-	-
EL	17%	21%	**3%**	-	3%	*	-	-	-	-	4%	0%	*	4%	3%	0%	7%	-	-	-	-
Male	23%	19%	**10%**	21%	8%	*	-	-	-	*	5%	25%	0%	12%	0%	10%	-	-	*	*	-
Female	21%	20%	**25%**	27%	23%	-	-	*	-	*	24%	25%	*	26%	7%	-	25%	-	*	-	-
Grade 4																					
Reading All Students	23%	16%	**13%**	10%	12%	23%	-	*	-	*	8%	25%	8%	13%	0%	11%	14%	-	*	-	-
CWD	9%	4%	**8%**	*	*	*	-	-	-	-	0%	*	8%	-	*	10%	*	-	*	-	-
CWOD	25%	16%	**13%**	11%	12%	30%	-	*	-	*	9%	24%	-	13%	*	12%	15%	-	*	-	-
EL	12%	13%	**0%**	-	*	*	-	*	-	-	0%	*	*	*	0%	*	*	-	*	-	-
Male	22%	13%	**11%**	0%	14%	25%	-	-	-	*	9%	20%	10%	12%	*	11%	-	-	*	-	-
Female	25%	18%	**14%**	23%	10%	*	-	*	-	-	6%	29%	*	15%	*	-	14%	-	*	-	-
Mathematics All Students	26%	24%	**19%**	17%	22%	15%	-	*	-	*	15%	30%	15%	20%	10%	14%	26%	-	*	-	-
CWD	11%	6%	**15%**	*	*	*	-	-	-	-	10%	*	15%	-	*	*	*	-	*	-	-
CWOD	28%	26%	**20%**	14%	23%	20%	-	*	-	*	15%	30%	-	20%	13%	13%	28%	-	*	-	-
EL	18%	20%	**10%**	-	11%	*	-	*	-	-	12%	*	*	13%	10%	16%	0%	-	*	-	-
Male	27%	24%	**14%**	6%	18%	13%	-	-	-	*	10%	25%	*	13%	16%	14%	-	-	*	-	-
Female	25%	25%	**26%**	31%	26%	20%	-	*	-	-	21%	35%	*	28%	0%	-	26%	-	*	-	-
Grade 5																					
Reading All Students	26%	17%	**18%**	14%	20%	0%	-	*	-	*	14%	25%	5%	21%	0%	9%	28%	-	*	-	-
CWD	9%	4%	**5%**	17%	0%	*	-	-	-	-	6%	*	5%	-	*	6%	*	-	*	-	-
CWOD	27%	18%	**21%**	14%	24%	0%	-	*	-	*	17%	26%	-	21%	0%	10%	31%	-	*	-	-
EL	12%	8%	**0%**	-	0%	-	-	*	-	-	*	*	*	0%	0%	0%	*	-	*	-	-
Male	24%	17%	**9%**	7%	11%	0%	-	-	-	-	5%	17%	6%	10%	0%	9%	-	-	*	-	-
Female	28%	17%	**28%**	21%	31%	*	-	*	-	*	26%	33%	*	31%	*	-	28%	-	*	-	-
Mathematics All Students	30%	29%	**18%**	14%	16%	43%	-	*	-	*	14%	25%	15%	18%	6%	19%	17%	-	*	-	-
CWD	13%	9%	**15%**	*	17%	*	-	-	-	-	17%	*	15%	-	20%	13%	*	-	*	-	-
CWOD	31%	31%	**18%**	18%	16%	40%	-	*	-	*	14%	26%	-	18%	0%	21%	16%	-	*	-	-

		State	District	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	Homeless	Foster Care	Military
	EL	19%	25%	**6%**	-	6%	-	-	-	-	-	8%	0%	20%	0%	6%	10%	0%	-	-	-	-
	Male	29%	28%	**19%**	14%	18%	33%	-	-	-	-	20%	17%	13%	21%	10%	19%	-	-	*	-	-
	Female	30%	31%	**17%**	14%	14%	*	-	*	-	*	9%	33%	*	16%	0%	-	17%	-	*	-	-
Science	All Students	16%	13%	**11%**	4%	11%	29%	-	*	-	*	8%	17%	10%	11%	0%	10%	12%	-	*	-	-
	CWD	9%	6%	**10%**	*	17%	*	-	-	-	-	11%	*	10%	-	*	13%	*	-	*	-	-
	CWOD	17%	13%	**11%**	5%	10%	40%	-	*	-	*	7%	18%	-	11%	0%	10%	13%	-	*	-	-
	EL	7%	7%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	18%	15%	**10%**	0%	11%	33%	-	-	-	-	13%	6%	13%	10%	*	10%	-	-	*	-	-
	Female	15%	10%	**12%**	7%	11%	*	-	*	-	*	3%	28%	*	13%	0%	-	12%	-	*	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades

		State	District	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	Homeless	Foster Care	Military
All Subjects	All Students	77%	77%	**79%**	79%	79%	75%	-	100%	-	91%	75%	88%	63%	82%	55%	76%	84%	-	78%	*	-
	CWD	45%	45%	**63%**	69%	64%	50%	-	-	-	-	61%	75%	63%	-	43%	63%	65%	-	*	*	-
	CWOD	80%	80%	**82%**	80%	82%	84%	-	100%	-	91%	78%	89%	-	82%	58%	79%	85%	-	78%	-	-
	EL	60%	65%	**55%**	-	56%	*	-	*	-	-	53%	61%	43%	58%	55%	49%	63%	-	*	-	-
	Male	74%	73%	**76%**	76%	75%	75%	-	-	-	*	71%	86%	63%	79%	49%	76%	-	-	79%	*	-
	Female	79%	81%	**84%**	82%	84%	77%	-	100%	-	86%	81%	89%	65%	85%	63%	-	84%	-	78%	-	-
Reading	All Students	73%	71%	**76%**	79%	75%	64%	-	*	-	100%	73%	84%	61%	78%	44%	75%	78%	-	70%	*	-
	CWD	39%	34%	**61%**	80%	60%	*	-	-	-	-	59%	71%	61%	-	33%	60%	64%	-	*	*	-
	CWOD	77%	74%	**78%**	79%	78%	74%	-	*	-	100%	75%	85%	-	78%	47%	78%	79%	-	63%	-	-
	EL	52%	55%	**44%**	-	45%	*	-	*	-	-	42%	53%	33%	47%	44%	42%	47%	-	*	-	-
	Male	69%	66%	**75%**	80%	73%	68%	-	*	-	*	72%	82%	60%	78%	42%	75%	-	-	*	*	-
	Female	77%	77%	**78%**	79%	78%	*	-	*	-	*	74%	86%	64%	79%	47%	-	78%	-	*	-	-
Mathematics	All Students	80%	83%	**81%**	79%	82%	80%	-	*	-	*	78%	89%	65%	84%	66%	75%	88%	-	90%	*	-
	CWD	52%	55%	**65%**	70%	67%	*	-	-	-	-	62%	86%	65%	-	53%	66%	64%	-	*	*	-
	CWOD	83%	86%	**84%**	81%	84%	89%	-	*	-	*	81%	89%	-	84%	69%	77%	90%	-	88%	-	-
	EL	70%	78%	**66%**	-	67%	*	-	*	-	-	66%	67%	53%	69%	66%	59%	76%	-	*	-	-
	Male	78%	81%	**75%**	73%	76%	74%	-	*	-	*	70%	88%	66%	77%	59%	75%	-	-	100%	*	-
	Female	82%	85%	**88%**	86%	89%	100%	-	*	-	*	87%	90%	64%	90%	76%	-	88%	-	*	-	-
Science	All Students	79%	79%	**82%**	75%	82%	100%	-	*	-	*	76%	94%	65%	86%	50%	79%	87%	-	*	-	-
	CWD	48%	46%	**65%**	*	67%	*	-	-	-	-	67%	*	65%	-	*	63%	*	-	*	-	-
	CWOD	82%	82%	**86%**	82%	85%	100%	-	*	-	*	79%	97%	-	86%	54%	86%	88%	-	*	-	-
	EL	58%	60%	**50%**	-	50%	-	-	-	-	-	42%	*	*	54%	50%	*	63%	-	-	-	-
	Male	78%	77%	**79%**	71%	79%	100%	-	-	-	-	73%	94%	63%	86%	*	79%	-	-	*	-	-
	Female	80%	81%	**87%**	79%	89%	*	-	*	-	*	82%	94%	*	88%	63%	-	87%	-	*	-	-

STAAR Percent at Meets Grade Level or Above

All Grades

		State	District	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	Homeless	Foster Care	Military
All Subjects	All Students	47%	43%	**40%**	38%	40%	44%	-	80%	-	45%	36%	50%	30%	42%	18%	36%	45%	-	57%	*	-
	CWD	23%	19%	**30%**	31%	31%	29%	-	-	-	-	32%	19%	30%	-	6%	31%	27%	-	*	*	-
	CWOD	50%	46%	**42%**	39%	42%	49%	-	80%	-	45%	36%	52%	-	42%	22%	37%	46%	-	56%	-	-
	EL	26%	29%	**18%**	-	19%	*	-	*	-	-	17%	22%	6%	22%	18%	18%	19%	-	*	-	-
	Male	45%	40%	**36%**	32%	37%	43%	-	-	-	*	33%	44%	31%	37%	18%	36%	-	-	50%	*	-
	Female	50%	47%	**45%**	44%	44%	46%	-	80%	-	57%	40%	56%	27%	46%	19%	-	45%	-	67%	-	-
Reading	All Students	46%	39%	**41%**	41%	40%	44%	-	*	-	60%	36%	52%	28%	43%	13%	34%	48%	-	60%	*	-
	CWD	22%	17%	**28%**	30%	27%	*	-	-	-	-	31%	14%	28%	-	0%	29%	27%	-	*	-	-
	CWOD	48%	41%	**43%**	43%	42%	47%	-	*	-	60%	37%	55%	-	43%	16%	36%	50%	-	50%	-	-
	EL	21%	22%	**13%**	-	14%	*	-	*	-	-	10%	24%	0%	16%	13%	9%	18%	-	*	-	-
	Male	41%	34%	**34%**	33%	33%	42%	-	*	-	*	31%	43%	29%	36%	9%	34%	-	-	*	*	-
	Female	50%	44%	**48%**	50%	47%	*	-	*	-	*	43%	61%	27%	50%	18%	-	48%	-	*	-	-
Mathematics	All Students	48%	49%	**42%**	38%	42%	48%	-	*	-	60%	38%	50%	37%	42%	26%	38%	46%	-	60%	*	-
	CWD	26%	23%	**37%**	40%	37%	*	-	-	-	-	38%	29%	37%	-	13%	40%	27%	-	*	*	-
	CWOD	51%	52%	**42%**	38%	43%	53%	-	*	-	*	38%	52%	-	42%	29%	38%	47%	-	63%	-	-
	EL	33%	40%	**26%**	-	26%	*	-	*	-	-	27%	22%	13%	29%	26%	30%	21%	-	*	-	-
	Male	47%	47%	**38%**	29%	41%	47%	-	*	-	*	34%	48%	40%	38%	30%	38%	-	-	50%	*	-
	Female	49%	51%	**46%**	48%	44%	50%	-	*	-	*	42%	53%	27%	47%	21%	-	46%	-	*	-	-
Science	All Students	49%	44%	**33%**	25%	35%	29%	-	*	-	*	28%	44%	20%	36%	6%	34%	33%	-	*	-	-
	CWD	23%	18%	**20%**	*	25%	*	-	-	-	-	22%	*	20%	-	*	19%	*	-	*	-	-
	CWOD	52%	47%	**36%**	27%	37%	40%	-	*	-	*	30%	47%	-	36%	8%	40%	33%	-	*	-	-
	EL	21%	22%	**6%**	-	6%	-	-	-	-	-	0%	*	*	8%	6%	*	13%	-	-	-	-
	Male	50%	44%	**34%**	36%	34%	33%	-	-	-	-	33%	39%	19%	40%	*	34%	-	-	*	-	-
	Female	49%	44%	**33%**	14%	37%	*	-	*	-	*	24%	50%	*	33%	13%	-	33%	-	*	-	-

STAAR Percent at Masters Grade Level

All Grades

		State	District	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	Homeless	Foster Care	Military
All Subjects	All Students	21%	16%	**17%**	17%	16%	18%	-	60%	-	18%	13%	27%	9%	18%	6%	13%	21%	-	17%	*	-
	CWD	8%	4%	**9%**	8%	10%	7%	-	-	-	-	8%	13%	9%	-	3%	9%	8%	-	*	*	-
	CWOD	23%	17%	**18%**	18%	17%	21%	-	60%	-	18%	14%	28%	-	18%	6%	14%	22%	-	22%	-	-
	EL	9%	10%	**6%**	-	6%	*	-	*	-	-	7%	2%	3%	6%	6%	8%	3%	-	*	-	-
	Male	20%	14%	**13%**	10%	14%	16%	-	-	-	*	10%	21%	9%	14%	8%	13%	-	-	7%	*	-
	Female	22%	18%	**21%**	24%	19%	23%	-	60%	-	29%	16%	33%	8%	22%	3%	-	21%	-	33%	-	-

		State	District	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	Homeless	Foster Care	Military
Reading	All Students	19%	12%	**17%**	20%	17%	12%	-	*	-	20%	12%	30%	7%	19%	6%	13%	23%	-	10%	*	-
	CWD	7%	3%	**7%**	10%	7%	*	-	-	-	-	5%	14%	7%	-	0%	6%	9%	-	*	*	-
	CWOD	20%	13%	**19%**	21%	19%	16%	-	*	-	20%	14%	31%	-	19%	8%	15%	24%	-	13%	-	-
	EL	7%	7%	**6%**	-	7%	*	-	*	-	-	7%	6%	0%	8%	6%	9%	3%	-	*	-	-
	Male	16%	10%	**13%**	9%	15%	11%	-	-	-	*	9%	24%	6%	15%	9%	13%	-	-	*	*	-
	Female	22%	15%	**23%**	31%	19%	*	-	*	-	*	17%	35%	9%	24%	3%	-	23%	-	*	-	-
Mathematics	All Students	23%	21%	**18%**	18%	17%	20%	-	*	-	*	15%	27%	11%	19%	6%	14%	23%	-	30%	*	-
	CWD	10%	6%	**11%**	10%	10%	*	-	-	-	-	10%	14%	11%	-	7%	11%	9%	-	*	*	-
	CWOD	25%	22%	**19%**	19%	19%	21%	-	*	-	*	15%	28%	-	19%	6%	15%	23%	-	38%	-	-
	EL	13%	15%	**6%**	-	7%	*	-	*	-	-	8%	0%	7%	6%	6%	9%	3%	-	*	-	-
	Male	23%	19%	**14%**	13%	15%	16%	-	-	-	*	11%	22%	11%	15%	9%	14%	-	-	17%	*	-
	Female	24%	22%	**23%**	24%	21%	33%	-	*	-	*	18%	31%	9%	23%	3%	-	23%	-	*	-	-
Science	All Students	22%	15%	**11%**	4%	11%	29%	-	*	-	*	8%	17%	10%	11%	0%	10%	12%	-	*	-	-
	CWD	7%	4%	**10%**	*	17%	*	-	-	-	-	11%	*	10%	-	*	13%	*	-	*	-	-
	CWOD	24%	16%	**11%**	5%	10%	40%	-	*	-	*	7%	18%	-	11%	0%	10%	13%	-	*	-	-
	EL	5%	5%	**0%**	-	0%	-	-	-	-	-	0%	*	7%	0%	0%	*	0%	-	-	-	-
	Male	23%	16%	**10%**	0%	11%	33%	-	-	-	-	13%	6%	13%	10%	*	10%	-	-	*	-	-
	Female	21%	14%	**12%**	7%	11%	*	-	*	-	*	3%	28%	*	13%	0%	-	12%	-	*	-	-

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

Part (iii): Academic Growth and Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	63	69	60	63	-	*	-	*	62	73	58
CWD	73	75	75	*	-	-	-	-	71	73	73
CWOD	61	68	58	63	-	*	-	*	60	-	53
EL	58	-	59	*	-	*	-	-	58	73	58
Male	63	69	59	68	-	-	-	*	66	73	60
Female	64	69	62	*	-	*	-	*	57	71	56
Mathematics											
All Students	63	60	66	58	-	*	-	*	60	71	68
CWD	71	75	73	*	-	-	-	-	71	71	68
CWOD	62	58	65	57	-	*	-	*	58	-	69
EL	68	-	69	*	-	*	-	-	67	68	68
Male	59	52	63	54	-	-	-	*	55	63	70
Female	69	71	69	*	-	*	-	*	67	100	67

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates there are no students in the group.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
168	34	20%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	45	45	45	46	-	*	-	*	41	34	26
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates there are no students in the group.

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	Y	Y	N					Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y	N					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	Y	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

English Learner Language Proficiency Status

	EL +
Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

Federal Graduation Status

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

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%	99%	100%	99%	-
	CWD	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	-	100%	99%	100%	99%	-
	EL	**99%**	-	99%	100%	-	*	-	-	99%	100%	100%	99%	99%	100%	99%	-
	Male	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	100%	99%	100%	-	100%	-	100%	99%	100%	100%	99%	99%	-	99%	-
Reading	All Students	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	99%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	**100%**	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-

		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
	Female	99%	100%	99%	100%	-	*	-	*	99%	100%	100%	99%	100%	-	99%	-
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%	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%	-
Science	All Students	99%	100%	99%	100%	-	*	-	*	99%	100%	100%	99%	94%	100%	98%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	*	-
	CWOD	99%	100%	98%	100%	-	*	-	*	98%	100%	-	99%	92%	100%	98%	-
	EL	94%	-	94%	-	-	-	-	-	92%	100%	100%	92%	94%	100%	88%	-
	Male	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	98%	100%	97%	*	-	*	-	*	97%	100%	*	98%	88%	-	98%	-

Non-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	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	1%	0%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	1%	0%	1%	-
	EL	1%	-	1%	0%	-	*	-	-	1%	0%	0%	1%	1%	0%	1%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	0%	-	0%	-	0%	1%	0%	0%	1%	1%	-	1%	-
Reading	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	-	*	-	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	0%	-	*	-	*	1%	0%	0%	1%	0%	-	1%	-
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%	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%	-
Science	All Students	1%	0%	1%	0%	-	*	-	*	1%	0%	0%	1%	6%	0%	2%	-
	CWD	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-
	CWOD	1%	0%	2%	0%	-	*	-	*	2%	0%	-	1%	8%	0%	2%	-
	EL	6%	-	6%	-	-	-	-	-	8%	0%	0%	8%	6%	0%	13%	-
	Male	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	2%	0%	3%	*	-	*	-	*	3%	0%	*	2%	13%	-	2%	-

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

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	24	5	17	2	0	0	0	0	5		
	Female	9	2	5	2	0	0	0	0	2		
	Total	33	7	22	4	0	0	0	0	7		
Out-of-School Suspensions												
	Male	6	0	4	2	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	6	0	4	2	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	5	5	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	5	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	4	2	0	2	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Total		4	2	0	2	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	17	2	11	2	0	0	0	2	5	2	2
	Female	9	2	5	2	0	0	0	0	2	2	0
	Total	26	4	16	4	0	0	0	2	7	4	2

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	18	2	14	2	0	0	0	0	11	0
	Female	18	0	14	2	0	2	0	0	11	0
	Total	36	2	28	4	0	2	0	0	22	0
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates there are no students in the group.
     Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.0	18.5%

	All School	
	Number	**Percent**
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.4	13.1%

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,019	1%	11	1%	-	-
Mathematics	6,020	1%	11	1%	-	-
Grade 4						
Reading	6,061	1%	18	1%	*	*
Mathematics	6,056	1%	18	1%	*	*
Grade 5						
Reading	6,162	2%	21	1%	*	*
Mathematics	6,160	1%	21	1%	*	*
Science	6,164	1%	21	1%	*	*
Grade 6						
Reading	5,678	1%	17	1%	-	-
Mathematics	5,677	1%	17	1%	-	-
Grade 7						
Reading	5,298	1%	18	1%	-	-
Mathematics	5,294	1%	18	1%	-	-
Grade 8						
Reading	5,088	1%	17	1%	-	-
Mathematics	5,087	2%	17	1%	-	-
Science	5,087	1%	17	1%	-	-
End of Course						
English I	4,868	1%	22	1%	-	-
English II	4,556	1%	11	0%	-	-
Algebra I	4,884	1%	22	1%	-	-
Biology	4,861	1%	22	1%	-	-
All Grades						
All Subjects	99,020	1%	319	1%	**13**	**2%**
Reading	43,730	1%	135	1%	**5**	**1%**
Mathematics	39,178	1%	124	1%	**5**	**1%**
Science	16,112	1%	60	1%	*	*

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

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

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

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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	60	68	29	37	5	9
		Black	44	49	56	51	22	20	3	3
		Hispanic	49	46	51	54	19	23	3	4
		White	21	22	79	78	45	47	10	13
		American Indian	*	52	*	48	*	20	*	3
		Asian	16	16	84	84	61	59	19	22
		Pacific Islander	*	42	*	58	*	27	*	4
		Two or More Races	33	27	67	73	38	42	8	11
		Econ Disadv	50	46	50	54	18	22	2	3
		Students with Disabilities	75	70	25	30	7	11	1	2
		English Language Learners	63	68	37	32	12	9	1	1
	Mathematics	Overall	18	20	82	80	41	40	8	8
		Black	30	37	70	63	24	19	3	2
		Hispanic	21	29	79	71	33	26	5	3
		White	9	12	91	88	59	51	13	11
		American Indian	*	31	*	69	*	24	*	3
		Asian	8	8	92	92	74	67	34	25
		Pacific Islander	*	29	*	71	*	29	*	4
		Two or More Races	13	15	87	85	57	45	17	11
		Econ Disadv	25	31	75	69	29	25	4	3
		Students with Disabilities	50	55	50	45	16	15	2	2
		English Language Learners	29	47	71	53	27	14	4	2
Grade 8	Reading	Overall	29	24	71	76	28	36	2	4
		Black	42	40	58	60	14	18	n/a	1
		Hispanic	34	33	66	67	21	23	1	1
		White	17	16	83	84	40	45	3	6
		American Indian	*	37	*	63	*	22	*	1
		Asian	8	13	92	87	63	57	10	12
		Pacific Islander	*	35	*	65	*	23	*	2
		Two or More Races	23	18	77	82	35	42	5	6
		Econ Disadv	38	35	62	65	17	21	1	1
		Students with Disabilities	74	65	26	35	4	8	n/a	1
		English Language Learners	62	68	38	32	5	5	n/a	n/a
	Mathematics	Overall	30	30	70	70	33	34	9	10
		Black	44	53	56	47	14	13	1	2
		Hispanic	38	43	62	57	23	20	4	4
		White	16	20	84	80	51	44	16	13
		American Indian	*	44	*	56	*	18	*	4
		Asian	3	12	97	88	77	64	40	32
		Pacific Islander	*	36	*	64	*	25	*	6
		Two or More Races	24	27	76	73	33	37	8	13
		Econ Disadv	40	45	60	55	20	18	3	3
		Students with Disabilities	78	73	22	27	5	7	1	1
		English Language Learners	61	71	39	29	7	6	1	1

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

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

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting   December 2018