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

District Name: RIVIERA ISD District ID: 137903

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 students.

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	African			American		Pacific	Two or More	Econ	Cnasial	(Current
				American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Special Educ	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%
	3	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 (90-00), 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

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 Su ort 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.

ΕI

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	Region 02		African American	ı 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 a	at Approaches C	Grade Leve	el or Abov	re																		
Reading	All Students	77%	77%	85%	-	87%	80%	-	-	-	-	80%	92%	*	90%	*	75%	94%	-	-	-	-
-	CWD	51%	53%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD EL	79% 70%	79% 72%	90%	-	91%	89%	-	-	-	-	89%	92%	-	90%	*	80%	100%	-	-	-	-
	Male	74%	75%	75%	-	75%	*	-	-	-	-	67%	86%	*	80%	*	75%	_		-		-
	Female	79%	79%	94%	-	100%	83%	-	-	-	-	91%	100%	*	100%	*	-	94%	-	-	-	-
Mathematics	All Students	77%	78%	94%	-	91%	100%	-	-	-	-	90%	100%	*	97%	*	88%	100%	-	-	-	-
	CWD	52%	58%	*	-	*	*	-	-	-	-	*	4000/	*	- 070/	-	*	4000/	-	-	-	-
	CWOD EL	80% 74%	80% 78%	97%	-	95%	100%	-	-	-		94%	100%	-	97%	*	93%	100%		-		-
	Male	77%	79%	88%	-	83%	*	-	-	-	-	78%	100%	*	93%	*	88%	-	-	-	-	-
	Female	78%	77%	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-
Grade 4																						
Reading	All Students	72%	72%	92%	-	89%	100%	-	-	-	-	89%	100%	*	91%	*	85%	100%	-	-	-	-
	CWD	46%	49%	040/	-	- 000/	*	-	-	-	-	*	1000/	*	010/	-	020/	1000/	-	-	-	-
	CWOD EL	75% 60%	74% 60%	91%	-	89%	_		-	-	-	89%	100%	-	91%	*	83%	100%		-		-
	Male	70%	70%	85%	-	82%	*	-	-	-	-	83%	*	*	83%	*	85%	-	-	-	-	-
	Female	75%	74%	100%	-	100%	*	-	-	-	-	100%	*	-	100%	-	-	100%	-	-	-	-
Mathematics	All Students	77%	77%	96%	-	95%	100%	-	-	-	-	100%	*	*	96%	*	100%	91%	-	-	-	-
	CWD CWOD	49% 81%	52% 80%	96%	-	95%	*	-	-	-	-	100%	*	*	96%	*	100%	- 91%	-	-	-	-
	EL	72%	71%	*	-	95%	_	-	-	-	-	*	_	-	90%	*	100%	9170		-		-
	Male	77%	77%	100%	-	100%	*	-	-	-	-	100%	*	*	100%	*	100%	-	-	-	-	-
	Female	78%	78%	91%	-	88%	*	-	-	-	-	100%	*	-	91%	-	-	91%	-	-	-	-
Grade 5																						
Reading	All Students	83%	81%	88%	-	85%	100%	-	-	-	-	83%	100%	*	92%	*	86%	92%	-	-	-	-
	CWD CWOD	54% 87%	55% 84%	92%	-	89%	100%	-	-	-	-	88%	100%	*	92%	-	92%	92%	-	-	-	-
	EL	73%	67%	927 ₀	-	8	100%	-	-	-	-	-	*	-	9270	*	9270	9270		-		-
	Male	81%	78%	86%	-	82%	*	-	-	-	-	78%	100%	*	92%	*	86%	-	-	-	-	-
	Female	86%	84%	92%	-	89%	*	-	-	-	-	89%	*	-	92%	-	-	92%	-	-	-	-
Mathematics	All Students	90%	89%	92%	-	90%	100%	-	-	-	-	89%	100%	*	92%	*	93%	92%	-	-	-	-
	CWD CWOD	70% 92%	74% 90%	92%		89%	100%	-	-			88%	100%	- :	92%	*	92%	92%		-	-	-
	EL	86%	86%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-		-
	Male	89%	89%	93%	-	91%	*	-	-	-	-	89%	100%	*	92%	*	93%	-	-	-	-	-
	Female	91%	89%	92%	-	89%	*	-	-	-	-	89%	*	-	92%	-	-	92%	-	-	-	-
Science	All Students	75%	72%	81%	-	75%	100%	-	-	-	-	72%	100%	*	80%	*	93%	67%	-	-	-	-
	CWD CWOD	48% 78%	48% 75%	* 80%	-	74%	100%	-	-	-	-	71%	100%	*	80%	*	92%	- 67%	-	-	-	-
	EL	62%	59%	*	-	*	-	-	-	-	-		*	-	*	*	9Z /0 *	-			-	-
	Male	76%	73%	93%	-	91%	*	-	-	-	-	89%	100%	*	92%	*	93%	-	-	-	-	-
	Female	75%	71%	67%	-	56%	*	-	-	-	-	56%	*	-	67%	-	-	67%	-	-	-	-
Grade 6																						
Reading	All Students CWD	68% 35%	65% 38%	75% *	-	71%	86%	-	-	-	*	75%	75% *		80%		71%	78%	-	-	-	-
	CWOD	71%	68%	80%	-	74%	100%		-	-	*	78%	86%	-	80%	*	77%	82%				-
	EL	42%	40%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	63%	60%	71%	-	73%	*	-	-	-	-	75%	*	*	77%	-	71%	-	-	-	-	-
	Female	72%	70%	78%	-	69%	•	-	-	-	•	75%		•	82%	-	-	78%	-	-	-	-
Mathematics	All Students	76%	72%	78%	-	75%	100%	-	-	-	*	71%	100%	*	80%	*	79%	78%	-	-	-	-
	CWD CWOD	50% 79%	50% 75%	80%	-	78%	100%	-	-	-	*	74%	100%	_	80%	*	77%	82%				-
	EL	61%	58%	*	-	*	-	-	-	-	_	*	-	-	*	*	-	*	-	-		-
	Male	76%	72%	79%	-	73%	*	-	-	-	-	63%	100%	*	77%	-	79%	-	-	-	-	-
	Female	77%	73%	78%	-	77%	*	-	-	-	*	75%	*	*	82%	*	-	78%	-	-	-	-
Grade 7																						
Reading	All Students	73%	68%	90%	-	90%	89%	-	-	-	-	86%	100%	*	93%	-	100%	84%	-	-	-	-
	CWD	37% 77%	35% 72%	93%		90%	100%	-	-			90%	100%	-	93%	-	100%	89%		-		-
	EL	44%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	69%	64%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	-	100%	-	-	-	-	-
	Female	79%	73%	84%	-	87%	*	-	-	-	-	81%	*	*	89%	-	-	84%	-	-	-	-

		State	Region 02		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
Mathematics	All Students CWD	71% 42%	68% 41%	74%	-	72%	78%	-	-	-	-	64%	100%	*	78%	-	92%	64%	-	-	-	-
	CWOD	75%	71%	78%	-	75%	88%	-	-		-	70%	100%		78%	-	92%	70%	-	-		
	EL	52%	51%	7070	-	7570	-	_		-		7070	10070	_	7070	-	3270	7070		_		
	Male	69%	66%	92%	_	86%	100%	-	_	_	_	83%	100%	_	92%	_	92%	_	_	-	_	_
	Female	73%	69%	64%	-	67%	*	-	-	-	-	58%	*	*	70%	-	-	64%	-	-	-	-
Grade 8	All Students	85%	83%	79%		77%	1000/					81%	75%	*	85%		71%	87%				
Reading	CWD	49%	48%	1970		/ / 70 *	100%	-			-	0170	75%	*	0070	_	/ 170 *	0170	-			
	CWOD	88%	86%	85%	-	85%	100%	-	-	-	-	89%	75%	-	85%	*	83%	87%	-	-	-	-
	EL	58%	45%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	82%	80%	71%	-	64%	*	-	-	-	-	67%	*	*	83%	*	71%	-	-	-	-	-
	Female	88%	86%	87%	-	91%		-	-	-	-	92%		-	87%	-	-	87%	-	-	-	-
Mathematics	All Students	85%	84%	82%	-	78%	100%	-	-	-	-	86%	71%	*	84%	*	69%	93%	-	-	-	-
	CWD	53%	54%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	89%	87%	84%	-	80%	100%	-	-	-	-	89%	*	-	84%	*	73%	93%	-	-	-	-
	EL Male	73% 82%	67% 82%	69%	-	64%	*	-	-		-	78%	*	*	73%	*	69%	-	-			
	Female	87%	86%	93%	-	92%	*	-	-	-	-	92%	*	*	93%	-	-	93%	-	-	-	-
Science	All Students	75%	69%	69%	-	61%	100%	-	-	-	-	71%	63%	*	77%	*	57%	80%	-	-	-	-
	CWD CWOD	39% 78%	39% 73%	77%	-	70%	100%	-	-	-	-	79%	71%	•	- 77%	*	67%	86%	-	-	-	-
	EL	46%	38%	*		*	-	-	-	-	-	1970	*	-	*	*	*	-	-	-	-	-
	Male	74%	69%	57%	-	45%	*	-	-	-	-	56%	*	*	67%	*	57%	-	-	-	-	-
	Female	76%	70%	80%	-	75%	*	-	-	-	-	83%	*	*	86%	-	-	80%	-	-	-	-
End of Course																						
English I	All Students	64%	59%	48%	_	40%	89%	_	_	_	_	48%	50%	*	55%	*	45%	52%	_	_	_	*
2.1g.1011 1	CWD	25%	24%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	68%	64%	55%	-	47%	89%	-	-	-	-	54%	63%	-	55%	*	54%	58%	-	-	-	*
	EL	30%	24%	* 4 5 0/	-	200/	-	-	-	-	-	400/	*	- :	*	*	450/	*	-	-	-	-
	Male Female	57% 71%	53% 66%	45% 52%	-	39% 41%	*	-	-	-	-	48% 47%	*	*	54% 58%	*	45%	52%	-	-	-	*
			0070	0270											0070			02/0				
English II	All Students	66%	63%	71%	-	67%	100%	-	-	-	-	64%	93%	*	77%	*	64%	76%	-	-	-	*
	CWD	25%	24%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD EL	71% 27%	67% 22%	77% *	-	73%	100%	-	-		-	70%	100%	*	77%	*	74%	79%	-			_
	Male	61%	58%	64%	-	60%	*	-	-	-	-	61%	*	*	74%	*	64%	-	-	-	-	-
	Female	72%	68%	76%	-	71%	100%	-	-	-	-	65%	100%	*	79%	*	-	76%	-	-	-	*
Aleskas I	All Chirdren	000/	000/	000/		000/	4000/					000/	4000/		000/		0.50/	070/				
Algebra I	All Students CWD	82% 47%	82% 51%	86% *	-	82%	100%	-	-	-	-	82%	100%	*	90%	*	85%	87% *	-	-	-	_
	CWOD	86%	86%	90%	-	88%	100%	-	-	-	-	88%	100%	-	90%	*	91%	90%	-	-	-	*
	EL	67%	75%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	78%	78%	85%	-	80%	100%	-	-	-	-	78%	100%	*	91%	*	85%	-	-	-	-	-
	Female	87%	87%	87%	-	84%		-	-	-	-	85%			90%		-	87%	-	-	-	
Biology	All Students	86%	82%	79%	-	75%	100%	-	-	-	-	76%	89%	*	86%	*	79%	79%	-	-	-	*
	CWD	56%	49%	*	-	*		-	-	-	-	*	*	*	. .	*	*	*	-	-	-	-
	CWOD EL	89% 64%	86% 59%	86%	-	83%	100%	-	-	-	-	83%	94%	-	86%	*	85%	86%	-	-	-	*
	Male	83%	79%	79%		75%	100%	-	-	-	-	78%	82%	*	85%	*	79%	_	-	-	-	
	Female	88%	84%	79%	-	76%	100%	-	-	-	-	74%	100%	*	86%	*	-	79%	-	-	-	*
STAAR Percent a	t Meets Grade I	evel or Al	hove																			
Grade 3																						
Reading	All Students	43%	41%	55%	-	52%	60%	-	-	-	-	45%	69%	*	58%	*	50%	59%	-	-	-	-
	CWD	28%	30%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD EL	44% 32%	43% 32%	58% *	-	55%	67%	-	-		-	50%	69%	-	58%	*	53%	63%	-	-	-	-
	Male	40%	40%	50%	-	50%	*	-	-	-	-	44%	57%	*	53%	*	50%	-	-	-	-	-
	Female	45%	43%	59%	-	55%	67%	-	-	-	-	45%	83%	*	63%	*	-	59%	-	-	-	-
	A II O	400/	450/	070/		700/	000/					FF0/	0.50/		740/		000/	050/				
Mathematics	All Students CWD	46% 30%	45% 33%	67% *		70%	60%	-	-		-	55%	85%	*	71%	_	69%	65%	-	-		-
	CWOD	48%	46%	71%	-	73%	67%	-	-	-	-	61%	85%	-	71%	*	73%	69%	-	-	-	-
	EL	39%	40%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	47%	47%	69%	-	67%	*	-	-	-	-	56%	86%	*	73%	*	69%	-	-	-	-	-
	Female	45%	43%	65%	-	73%	50%	-	-	-	-	55%	83%	-	69%	-	-	65%	-	-	-	-
Grade 4																						
Reading	All Students	45%	44%	63%	-	58%	80%	-	-	-	-	58%	80%	*	61%	*	46%	82%	-	-	-	-
	CWD CWOD	28% 47%	31% 45%	* 61%	-	58%	*	-	-	-	-	56%	80%	*	- 61%	*	* 42%	82%	-	-	-	-
	EL	29%	45% 32%	*	-	38%	_	-	-		-	J070 *	-	-	*	*	42%	82%	-	-	-	-
	Male	43%	43%	46%	-	36%	*	-	-	-	-	42%	*	*	42%	*	46%	-	-	-	-	-

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	Female	State 47%	Region 02 44%	District 82%	African American	Hispanic 88%	White	American Indian -	Asian -	Pacific Islander	Two or More Races	Econ Disadv 86%	Non Econ Disadv *	CWD	CWOD 82%	EL -	Male -	Female 82%	Migrant -	Homeless	Foster Care	Military -
Mathematics	All Students	48%	45%	46%	-	47%	40%	-	-	-	-	42%	*	*	48%	*	46%	45%	-	-	-	-
	CWD CWOD	29% 50%	31% 47%	* 48%	-	- 47%	*	-	-	-	-	*	-	*	400/	-	*	- 4E0/	-	-	-	-
	EL	38%	37%	40 % *	-	4170 *	-	-	-	-	-	44%	-	-	48%	*	50%	45% -	-	-	-	-
	Male	48%	46%	46%	-	55%	*	-	-	-	-	42%	*	*	50%	*	46%	-	-	-	-	-
	Female	47%	44%	45%	-	38%	-	-	-	-	-	43%	•	-	45%	-	-	45%	-	-	-	-
Grade 5																						
Reading	All Students CWD	53% 30%	49% 34%	54% *	-	45%	83%	-	-	-	-	39%	88%	*	56%	*	50%	58%	-	-	-	-
	CWD	56%	50%	56%	-	47%	83%	-	-	-	-	41%	88%	-	56%	*	54%	58%	-	-	-	-
	EL	35%	32%	*	-	*	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male Female	50% 56%	47% 51%	50% 58%	-	45% 44%	*	-	-	-	-	33% 44%	80%	-	54% 58%	_	50%	58%	-	-	-	-
Mathematics	All Students CWD	57% 34%	52% 38%	46% *		35%	83%	-	-	-	-	33%	75%		48%		36%	58%	-	-	-	-
	CWOD	60%	53%	48%	-	37%	83%	-	-	-	-	35%	75%	-	48%	*	38%	58%	-	-	-	-
	EL Mala	46% 57%	42% 51%	* 36%	-	* 27%	-	-	-	-	-	22%	* 60%	-	* 38%		36%	-	-	-	-	-
	Male Female	58%	52%	58%	-	44%	*	-	-	-	-	44%	*	-	58%	-	-	58%	-	-	-	-
0 '	AH 01 1 1	400/	050/	0=0/		000/	500/					000/	000/		000/		400/	050/				
Science	All Students CWD	40% 25%	35% 29%	35% *	-	30%	50%	-	-	-	-	33%	38%	*	32%	_	43%	25%	-	-	-	-
	CWOD	42%	36%	32%	-	26%	50%	-	-	-	-	29%	38%	-	32%	*	38%	25%	-	-	-	-
	EL Male	24% 42%	20% 38%	* 43%	-	* 36%	*	-	-	-	-	33%	60%	*	* 38%	*	43%	-	-	-	-	-
	Female	38%	33%	25%	-	22%	*	-	-	-	-	33%	*	-	25%	-	-	25%	-	-	-	-
0 1 0																						
Grade 6 Reading	All Students	38%	34%	41%	_	38%	57%	-	-	_	*	42%	38%	*	43%	*	21%	56%	_	-	-	-
3	CWD	22%	24%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD EL	40% 14%	35% 13%	43%	-	39%	67%	-	-	-	*	43%	43%	-	43%	*	23%	59%	-	-	-	-
	Male	34%	30%	21%	-	18%	*	-	-	-	-	13%	*	*	23%	-	21%	-	-	-	-	-
	Female	42%	38%	56%	-	54%	*	-	-	-	*	56%	*	*	59%	*	-	56%	-	-	-	-
Mathematics	All Students	43%	37%	53%	-	50%	71%	-	-	-	*	54%	50%	*	57%	*	43%	61%	-	-	-	-
	CWD	23%	25%	* E 7 0/	-	*	*	-	-	-	-	*	* E70/	*	- E70/	*	* 460/	* CE0/	-	-	-	-
	CWOD EL	46% 24%	38% 17%	57% *		52%	83%	-	-	-	-	57% *	57% -	-	57% *	*	46%	65%	-	-	-	-
	Male	44%	37%	43%	-	36%	*	-	-	-	-	38%	50%	*	46%	-	43%	-	-	-	-	-
	Female	42%	36%	61%	-	62%		-	-	-		63%	•		65%		-	61%	-	-	-	-
Grade 7																						
Reading	All Students CWD	47% 23%	41% 23%	60% *		57%	67%	-	-	-	-	48%	89%		62%	-	55%	63%	-	-	-	-
	CWOD	50%	43%	62%	-	57%	75%	-	-	-	-	50%	89%	-	62%	-	55%	67%	-	-	-	-
	EL Male	16% 42%	12% 36%	- 55%	-	- 17%	1000/	-	-	-	-	20%	- 020/	-	- 55%	-	-	-	-	-	-	-
	Female	53%	46%	63%	-	73%	100%	-	-	-	-	56%	83%	*	67%	-	55% -	63%	-	-	-	-
N 4 - 4 l 4 i	All Children	200/	0.40/	200/		200/	220/					000/	4.40/		2.40/		220/	200/				
Mathematics	All Students CWD	39% 20%	34% 22%	32%	-	32%	33%	-	-	-	-	28%	44%	*	34%	-	33%	32%	-	-	-	-
	CWOD	41%	36%	34%	-	33%	38%	-	-	-	-	30%	44%	-	34%	-	33%	35%	-	-	-	-
	EL Male	17% 38%	15% 34%	33%	-	14%	60%	-	-	-	-	17%	50%	-	33%	-	33%	-	-	-	-	-
	Female	40%	35%	32%	-	39%	*	-	-	-	-	32%	*	*	35%	-	-	32%	-	-	-	-
Grade 8																						
Reading	All Students	48%	44%	34%	-	27%	67%	-	-	-	-	29%	50%	*	37%	*	29%	40%	-	-	-	-
	CWD CWOD	23% 51%	25% 46%	* 37%	-	30%	- 67%	-	-	-	-	32%	- 50%	*	- 37%	*	33%	40%	-	-	-	-
	EL	13%	10%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	44%	41%	29%	-	27%	*	-	-	-	-	22%	*	*	33%	*	29%	-	-	-	-	-
	Female	53%	48%	40%	-	27%		-	-	-	-	33%		-	40%	-	-	40%	-	-	-	-
Mathematics	All Students	50%	45%	54%	-	48%	80%	-	-	-	-	48%	71%	*	56%	*	38%	67%	-	-	-	-
	CWD CWOD	25% 53%	27% 47%	56%		50%	80%	-	-	-	-	53%		-	- 56%	*	45%	64%	-	-	-	-
	EL	30%	26%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male Female	48% 53%	43% 46%	38% 67%	-	36% 58%	*	-	-	-	-	33% 58%	*	*	45% 64%	*	38%	- 67%	-	-	-	-
					=			=	-	=	-					•			-	-	-	•
Science	All Students CWD	50% 23%	43% 27%	41% *	-	26%	100%	-	-	-	-	33%	63%	*	46%	*	43%	40%	-	-	-	-
	CWD	23% 53%	45%	46%	-	30%	100%	-	-	-	-	37%	71%	-	46%	*	50%	43%	-	-	-	-
	EL	19%	15%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male Female	51% 50%	45% 41%	43% 40%	-	27% 25%	*	-	-	-	-	33% 33%	*	*	50% 43%	-	43%	40%	-	-	-	-
		-0.0																				

		State	Region 02	District	African American Hispa	nic 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
End of Course																					
English I	All Students	43%	36%	19%	- 119	56%	-	-	-	-	14%	40%	*	21%	*	12%	29%	-	-	-	*
	CWD	14%	14%	*	- *	. <u>-</u>	-	-	-	-	*	*	*		-	*	*	-	-	-	-
	CWOD EL	47% 10%	39% 7%	21%	- 13%	56%	-	-	-	-	15%	50%	-	21%	*	14%	32%	-	-	-	*
	Male	37%	30%	12%	- 4%	*		-	-	-	4%	*	*	14%	*	12%	_		-	-	
	Female	51%	43%	29%	- 24%		-	-	-	-	26%	*	*	32%	*	-	29%	-	-	-	*
English II	All Children	470/	440/	440/	250	750/					200/	070/		450/		400/	E 40/				
English II	All Students CWD	47% 14%	41% 15%	41% *	- 35%	75%	-	-	-	-	32%	67%	*	45%	*	18%	54%	-	-	-	
	CWOD	51%	43%	45%	- 409	75%	-	-	-	-	35%	77%	-	45%	*	21%	59%	-	-	-	*
	EL	9%	6%	*	- *	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	41%	35%	18%	- 209		-	-	-	-	17%	*	*	21%	*	18%	-	-	-	-	-
	Female	54%	47%	54%	- 45%	100%	-	-	-	-	42%	82%		59%		-	54%	-	-	-	
Algebra I	All Students	53%	53%	37%	- 319	60%	-	-	-	-	32%	55%	*	43%	*	46%	26%	-	-	-	*
	CWD	19%	23%	*	- *	. <u>-</u>	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD EL	58% 29%	57% 30%	43%	- 38%	60%	-	-	-	-	36%	67%	*	43%	*	55%	30%	-	-	-	
	Male	49%	49%	46%	- 35%	83%	-	-	-		33%	75%	*	55%	*	46%	_		-	-	-
	Female	58%	58%	26%	- 26%		-	-	-	-	30%	*	*	30%	*	-	26%	-	-	-	*
B: 1	A II O	F70/	400/	450/	400	500/					400/	500/		500/		450/	400/				
Biology	All Students CWD	57% 22%	48% 20%	45%	- 43% - *	58%			-	-	43%	53%		50%		45%	46%		-	-	
	CWOD	61%	51%	50%	- 489	58%	-	-	-	-	47%	59%	-	50%	*	50%	50%	-	-	-	*
	EL	20%	12%	*	- *	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	55%	46%	45%	- 389		-	-	-	-	44%	45%	*	50%		45%	460/	-	-	-	-
	Female	59%	49%	46%	- 48%	33%	-	-	-	-	42%	63%		50%		-	46%	-	-	-	
STAAR Percent a	t Masters Grade	e Level																			
Grade 3 Reading	All Students	24%	23%	36%	- 39%	30%					30%	46%	*	39%	*	25%	47%				
Reading	CWD	9%	23% 9%	30%	- 397	30%		-	-	-	3070	46%	*	39%	_	2370	4170 *	-	-	-	-
	CWOD	26%	25%	39%	- 419	33%	-	-	-	-	33%	46%	-	39%	*	27%	50%	-	-	-	-
	EL	15%	15%	*	- *	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	22%	22%	25%	- 339		-	-	-	-	22%	29%	*	27%		25%	470/	-	-	-	-
	Female	26%	25%	47%	- 45%	50%	-	-	-	-	36%	67%		50%		-	47%	-	-	-	-
Mathematics	All Students	22%	21%	55%	- 529	60%	-	-	-	-	35%	85%	*	58%	*	56%	53%	-	-	-	-
	CWD	12%	13%	*	- *	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	24%	22%	58%	- 55%	67%	-	-	-	-	39%	85%	-	58%		60%	56%	-	-	-	-
	EL Male	17% 23%	17% 22%	56%	- 50%	*		-	-	-	33%	86%	*	60%	*	56%	_		-	-	-
	Female	21%	20%	53%	- 55%		-	-	-	-	36%	83%	*	56%	*	-	53%	-	-	-	-
Grade 4	All Students	23%	21%	25%	- 269	20%					21%	40%		26%		15%	36%				
Reading	CWD	9%	9%	25% *	- 207	2070		-	-	-	Z 170 *	40%	*	20%	_	1370	30%	-	-	-	-
	CWOD	25%	23%	26%	- 269	*	-	-	-	-	22%	40%	-	26%	*	17%	36%	-	-	-	-
	EL	12%	14%	*	- *	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	22%	21%	15%	- 189		-	-	-	-	8%	*	*	17%	*	15%	-	-	-	-	-
	Female	25%	22%	36%	- 38%	0 ^	-	-	-	-	43%	•	-	36%	-	-	36%	-	-	-	-
Mathematics	All Students	26%	24%	33%	- 329	40%	-	-	-	-	26%	*	*	35%	*	31%	36%	-	-	-	-
	CWD	11%	12%	*			-	-	-	-	*		*		-	*	. .	-	-	-	-
	CWOD	28%	26%	35%	- 329	· *	-	-	-	-	28%	*	-	35%		33%	36%	-	-	-	-
	EL Male	18% 27%	19% 26%	31%	- 36%			-	-	-	25%	*	*	33%	*	31%	-	-	-	-	-
	Female	25%	22%	36%	- 25%		-	-	-	-	29%	*	-	36%	-	-	36%	-	-	-	-
Grade 5	All Students	26%	22%	27%	- 20%	50%					22%	38%		28%		29%	25%				
Reading	CWD	9%	11%	2170 *	- 207	50%		-	-	-	2270 *	30%	*	2070	_	2970	25%	-	-	-	-
	CWOD	27%	23%	28%	- 219	50%	-	-	-	-	24%	38%	-	28%	*	31%	25%	-	-	-	-
	EL	12%	11%	*	- *	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male Female	24% 28%	21% 24%	29% 25%	- 189 - 229		-	-	-	-	11% 33%	60%	*	31% 25%	*	29%	25%	-	-	-	-
	remale	2070	24 /0	25 /6	- 227	o .	-	-	-	-	33 /0		-	2370	-	-	23 /0	-	-	-	-
Mathematics	All Students	30%	24%	27%	- 15%	67%	-	-	-	-	17%	50%	*	28%	*	21%	33%	-	-	-	-
	CWD	13%	17%	*	- *	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD EL	31% 19%	25% 15%	28%	- 16% - *	67%	-	-	-	-	18%	50%	-	28%	*	23%	33%	-	-	-	-
	Male	29%	24%	21%	- 9%	*		-		-	0%	60%	*	23%	*	21%		-	-	-	
	Female	30%	24%	33%	- 22%		-	-	-	-	33%	*	-	33%	-	-	33%	-	-	-	-
0.1											00/	050/				4.40/					
Science	All Students CWD	16% 9%	14% 11%	12%	- 5%	33%	-	-	-	-	6%	25%	*	12%	_	14%	8%	-	-	-	-
	CWD	9% 17%	11% 14%	12%	- 5%		-	-	-	-	6%	25%	_	12%	*	15%	8%	-	-	-	-
	EL	7%	7%	*	- *	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	18%	14%	14%	- 9%	*	-	-	-	-	0%	40%	*	15%	*	14%	-	-	-	-	-

	Female	State 15%	Region 02 13%	District 8%	African American -	Hispanic 0%	White	American Indian -	Asian -	Pacific Islander -	Two or More Races	Econ Disadv 11%	Non Econ Disadv *	CWD -	CWOD 8%	EL -	Male -	Female 8%	Migrant -	Homeless -	Foster Care	Military -
Grade 6																						
Reading	All Students	18%	15%	31%	_	29%	43%	-	_	_	*	33%	25%	*	33%	*	7%	50%	_	-	_	-
	CWD	8%	9%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	20%	15%	33%	_	30%	50%	-	-	-	*	35%	29%	-	33%	*	8%	53%	-	-	-	-
	EL	4%	3%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	15%	12%	7%	-	9%	*	-	-	-	-	0%	*	*	8%	-	7%	-	-	-	-	-
	Female	22%	17%	50%	-	46%	*	-	-	-	*	50%	*	*	53%	*	-	50%	-	-	-	-
Mathematics	All Students	18%	13%	34%	-	33%	43%	-	-	-	*	38%	25%	:	37%	*	21%	44%	-	-	-	-
	CWD	9%	11%	270/	-	250/		-	-	-	-	200/	200/		- 070/	-	220/	470/	-	-	-	-
	CWOD EL	19% 6%	14% 6%	37%	-	35%	50%	-	-	-		39%	29%	-	37%	*	23%	47%	-	-	-	-
	Male	18%	13%	21%	-	27%	*	-			-	25%	17%	*	23%	_	21%	_				-
	Female	17%	13%	44%	_	38%	*	_	_	_	*	44%	*	*	47%	*		44%	_	_	_	_
	· omaio		.070	,		0070									11.70							
Grade 7																						
Reading	All Students	28%	22%	47%	-	48%	44%	-	-	-	-	38%	67%	*	48%	-	45%	47%	-	-	-	-
	CWD	10%	8%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	30%	23%	48%	-	48%	50%	-	-	-	-	40%	67%	-	48%	-	45%	50%	-	-	-	-
	EL	6%	4%	450/	-	470/	- 000/	-	-	-	-	- 000/	- 070/	-	450/	-	450/	-	-	-	-	-
	Male Female	24% 33%	18% 25%	45% 47%	-	17% 60%	80%	-	-	-	-	20% 44%	67%	*	45% 50%	-	45%	- 47%	-	-	-	-
	remale	3370	2370	41 /0	-	00 /0		-	-	-	-	44 /0			30 /0	-	-	47 /0	-	-	-	-
Mathematics	All Students	18%	14%	15%	-	12%	22%	-	-	-	-	12%	22%	*	16%	-	25%	9%	-	-	-	-
	CWD	7%	8%	*	-	*	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	19%	15%	16%	-	13%	25%	-	-	-	-	13%	22%	-	16%	-	25%	10%	-	-	-	-
	EL	5%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male .	17%	14%	25%	-	14%	40%	-	-	-	-	17%	33%	-	25%	-	25%	-	-	-	-	-
	Female	18%	15%	9%	-	11%	*	-	-	-	-	11%	*	*	10%	-	-	9%	-	-	-	-
Grade 8																						
Reading	All Students	26%	23%	14%	_	5%	50%	_	_	_	_	0%	50%	*	15%	*	14%	13%	_	_	_	_
rtodding	CWD	8%	9%	*	_	*	-	-	_	_	-	*	-	*	-	_	*	-	_	-	_	_
	CWOD	28%	24%	15%	_	5%	50%	-	-	-	-	0%	50%	-	15%	*	17%	13%	-	-	-	-
	EL	4%	1%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	22%	19%	14%	-	9%	*	-	-	-	-	0%	*	*	17%	*	14%	-	-	-	-	-
	Female	30%	26%	13%	-	0%	*	-	-	-	-	0%	*	-	13%	-	-	13%	-	-	-	-
M-414:	All Ct d t -	4.50/	400/	4.40/		00/	400/					F0/	400/		400/		00/	200/				
Mathematics	All Students CWD	15% 9%	12% 10%	14%	-	9%	40%		-	-	-	5%	43%	*	16%	_	8%	20%			-	-
	CWOD	16%	12%	16%	_	10%	40%			_	-	5%	*	_	16%	*	9%	21%		_		_
	EL	6%	5%	*	_	*	-	-	_	_	-	-	*	_	*	*	*	-	_	-	_	_
	Male	14%	11%	8%	_	9%	*	-	-	-	-	0%	*	*	9%	*	8%	-	-	-	-	-
	Female	16%	12%	20%	-	8%	*	-	-	-	-	8%	*	*	21%	-	-	20%	-	-	-	-
Science	All Students	27%	21%	21%	-	4%	83%	-	-	-	-	5%	63%		23%	*	21%	20%	-	-	_	-
	CWD	8%	10%	*	-	*	. .	-	-	-	-	*	*	*	<u>-</u>	-	*	*	-	-	-	-
	CWOD	29%	22%	23%	-	5%	83%	-	-	-	-	5%	71%	-	23%	*	25%	21%	-	-	-	-
	EL Mala	6% 29%	5%	21%	-	9%	*	-	-	-	-	0%	*	*	25%	*	21%	-	-	-	-	-
	Male Female	25%	23% 18%	20%	-	0%	*		-			8%	*	*	21%	_	2170	20%				-
	Tomale	2070	1070	2070		070						070			2170			2070				
End of Course																						
English I	All Students	7%	5%	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	*	0%	0%	-	-	-	*
	CWD	3%	5%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD EL	7% 0%	5% 1%	0% *	-	0%	0%		-	-	-	0%	0%	-	0%	*	0%	0%			-	_
	Male	5%	4%	0%	-	0%	*	_	-	-	-	0%	*	*	0%	*	0%	_		_		-
	Female	9%	7%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	*
English II	All Students	8%	5%	2%	-	2%	0%	-	-	-	-	2%	0%	*	2%	*	5%	0%	-	-	-	*
	CWD	4%	6%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD EL	8%	5%	2%	-	2%	0%	-	-	-	-	3%	0%	-	2%		5%	0%	-	-	-	
	Male	0% 5%	0% 4%	5%	-	5%	*	-				6%	*	*	5%	*	5%	_	-	-		-
	Female	10%	6%	0%	_	0%	0%	-	_	_	_	0%	0%	*	0%	*	-	0%	_	-	_	*
Algebra I	All Students	31%	30%	16%	-	13%	30%	-	-	-	-	13%	27%	*	19%	*	23%	9%	-	-	-	*
	CWD	7%	10%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	34%	33%	19%	-	16%	30%	-	-	-	-	15%	33%	-	19%	*	27%	10%	-	-	-	*
	EL Male	12% 28%	13% 28%	23%	-	15%	50%	-	-	-	-	17%	38%	*	27%	*	23%	-	-	-	-	-
	Female	28% 34%	28% 32%	23% 9%	-	11%	*	-		-	-	10%	38%	*	10%	*	2370	9%		-	-	*
		5-770	5270	- /0								. 5 / 0			. 5 / 0			270				
Biology	All Students	23%	15%	9%	-	6%	25%	-	-	-	-	7%	16%	*	10%	*	8%	10%	-	-	-	*
	CWD	5%	5%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	25%	16%	10%	-	7%	25%	-	-	-	-	8%	18%	-	10%	*	9%	11%	-	-	-	*
	EL Mala	3%	1% 15%	90/	-	20/	220/	-	-	-	-	40/	100/	*	00/	*	90/	*	-	-	-	-
	Male Female	22% 23%	15% 15%	8% 10%	-	3% 9%	33% 17%	-		-	-	4% 10%	18% 13%	*	9% 11%	*	8%	10%	-	-	-	*
		2070	.570	. 3 /0		5 70	70					. 5 /0	. 570					. 5 70				

		State	Region 02	District	African American I	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 a	at Approaches G	rade Leve	el or Abov	re																		
All Subjects	All Students	77%	74%	79%	-	75%	95%	-	-	-	*	75%	89%	27%	84%	56%	77%	81%	-	-	-	*
	CWD	45%	46%	27%	-	23%	*	-	-	-	-	21%	50%	27%		*	29%	25%	-	-	-	-
	CWOD	80%	77%	84%	-	80%	98%	-	-	-	*	80%	92%	-	84%	58%	82%	85%	-	-	-	*
	EL Mala	60%	58%	56%	-	56%	- 0E9/	-	-	-	-	57%	0.40/		58%	56%	71%	46%	-	-	-	-
	Male Female	74% 79%	72% 77%	77% 81%	-	72% 78%	95% 94%		-	-	*	73% 77%	84% 96%	29% 25%	82% 85%	71% 46%	77%	81%	-		-	*
	Temale	1370	1170	0170		1070	3470					1170	3070	2570	0370	4070		0170				
Reading	All Students	73%	70%	75%	-	71%	92%	-	-	-	*	71%	86%	*	80%	43%	69%	80%	-	-	-	*
	CWD	39%	39%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	77%	73%	80%	-	76%	96%	-	-	-	*	77%	90%	-	80%	45%	76%	84%	-	-	-	*
	EL	52%	48%	43% 69%	-	43%	-	-	-	-	-	42%	700/		45%	43%	63%		-	-	-	-
	Male Female	69% 77%	66% 74%	80%	-	65% 77%	89% 94%		-	-	*	66% 75%	76% 97%	*	76% 84%	63%	69%	80%	-		-	*
	Temale	1170	7 - 70	00 /0	-	1170	3470	-	-	=		1370	31 /0		0470		=	0070	=	=	-	
Mathematics	All Students	80%	79%	85%	-	83%	96%	-	-	-	*	82%	95%	56%	88%	71%	86%	85%	-	-	-	*
	CWD	52%	54%	56%	-	50%	*	-	-	-		43%	*	56%		*	60%	*	-	-	-	-
	CWOD	83%	81%	88%	-	86%	98%	-	-	-	*	85%	95%	-	88%	69%	89%	87%	-	-	-	*
	EL Male	70% 78%	71% 77%	71% 86%	-	71% 82%	100%	-	-	-	-	75% 82%	95%	60%	69% 89%	71%	86%	67%	-	-	-	-
	Female	82%	80%	85%	-	83%	93%	-	-	-	*	82%	96%	*	87%	67%	-	85%	-	-	-	*
	· omaio	0270	0070	0070		0070	0070					0270	0070		0.70	0.70		0070				
Science	All Students	79%	75%	77%	-	72%	100%	-	-	-	-	74%	86%	*	83%	63%	77%	77%	-	-	-	*
	CWD	48%	46%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD EL	82% 58%	78% 54%	83% 63%	-	78% 63%	100%	-	-	-	-	80%	91%	*	83% 71%	71% 63%	83%	82%	-	-	-	
	Male	78%	74%	77%	-	72%	100%	-	-	-	-	76%	81%	*	83%	*	77%	_	-	-	-	-
	Female	80%	75%	77%	-	72%	100%	-	-	-	-	73%	93%	*	82%	*	-	77%	-	-	-	*
STAAR Percent a All Grades	at Meets Grade L	evel or A	bove																			
All Subjects	All Students	47%	43%	44%	_	39%	64%	-	-	_	*	38%	62%	6%	47%	21%	39%	49%	-	-	-	*
,	CWD	23%	26%	6%	-	5%	*	-	-	-	-	5%	8%	6%	-	*	6%	5%	-	-	-	-
	CWOD	50%	44%	47%	-	42%	67%	-	-	-	*	41%	66%	-	47%	23%	42%	52%	-	-	-	*
	EL	26%	24%	21%	-	21%	-	-	-	-	-	22%	*	*	23%	21%	35%	12%	-	-	-	-
	Male Female	45% 50%	41% 44%	39% 49%	-	32% 46%	66% 63%	-	-	-	*	30% 44%	57% 68%	6% 5%	42% 52%	35% 12%	39%	49%	-	-	-	*
	Tomalo	0070	4470	40 /0		4070	0070					4470	0070	070	0270	1270		4070				
Reading	All Students	46%	41%	43%	-	36%	67%	-	-	-	*	35%	64%	*	46%	10%	31%	53%	-	-	-	*
	CWD	22%	23%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD EL	48% 21%	43%	46% 10%	-	40% 10%	70%	-	-	-	*	37% 5%	69%	-	46% 10%	10%	33%	56%	-	-	-	
	Male	41%	20% 37%	31%		24%	59%	-	-		-	21%	52%	*	33%	10% 25%	25% 31%	_		-	-	
	Female	50%	45%	53%	-	49%	73%	-	-	-	*	46%	79%	*	56%	*	-	53%	-	-	-	*
Mathematics	All Students	48%	45%	47%	-	43%	60%	-	-	-	*	41%	64%	6%	50%	43%	45%	48%	-	-	-	*
	CWD	26%	28% 47%	6% 50%	-	7% 47%	e=0/	-	-	-	*	0% 44%	670/	6%	- E00/		0%	E 4 0/	-	-	-	-
	CWOD EL	51% 33%	32%	43%		47%	65%		-		_	50%	67%	*	50% 46%	46% 43%	50%	51% 33%				_
	Male	47%	44%	45%	_	40%	64%	-	-	_	-	35%	65%	0%	50%	*	45%	-	-	-	-	-
	Female	49%	45%	48%	-	47%	56%	-	-	-	*	45%	63%	*	51%	33%	-	48%	-	-	-	*
0 '	A II O	400/	400/	400/		070/	070/					000/	E40/		450/	400/	4.40/	440/				
Science	All Students CWD	49% 23%	42% 25%	42% *		37%	67%	-	-	-	-	39%	51%	*	45%	13%	44%	41%	-	-	-	-
	CWOD	52%	44%	45%		40%	67%	-	-	-	-	42%	56%	-	45%	14%	47%	44%	-	-	-	*
	EL	21%	16%	13%	-	13%	-	-	-	-	-	*	*	*	14%	13%	*	*	-	-	-	-
	Male	50%	43%	44%	-	35%	83%	-	-	-	-	40%	52%	*	47%	*	44%	-	-	-	-	-
	Female	49%	41%	41%	-	39%	50%	-	-	-	-	38%	50%	*	44%		-	41%	-	-	-	*
STAAR Percent a	at Masters Grade	l evel																				
All Grades	nuotoro Grade	_0.01																				
All Subjects	All Students	21%	18%	20%	-	16%	36%	-	-	-	*	15%	35%	0%	22%	7%	18%	22%	-	-	-	*
	CWD	8%	9%	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	23%	19%	22%	-	18%	38%	-	-	-	*	16%	38%	*	22%	8%	20%	24%	-	-	-	
	EL Male	9% 20%	9% 17%	7% 18%	-	7% 14%	34%	-	-	-	-	8% 9%	37%	0%	8% 20%	7% 12%	12% 18%	4%	-	-	-	-
	Female	22%	19%	22%	-	19%	38%	-	-	-	*	19%	33%	0%	24%	4%	-	22%	-	-	-	*
Reading	All Students	19%	16%	19%	_	16%	28%	_	_	_	*	15%	30%	*	20%	0%	14%	23%	_	_	_	*
reading	CWD	7%	8%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	20%	17%	20%	-	18%	30%	-	-	-	*	16%	32%	-	20%	0%	15%	25%	-	-	-	*
	EL	7%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	16%	14%	14%	-	11%	26%	-	-	-	-	6%	31%	*	15%	0%	14%	-	-	-	-	-
	Female	22%	18%	23%	-	22%	30%	-	-	-	~	22%	29%	-	25%	-	-	23%	-	-	-	
Mathematics	All Students	23%	20%	27%	-	23%	42%	-	-	-	*	20%	46%	0%	29%	21%	27%	27%	-	-	-	*
	CWD	10%	11%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%		-	-	-	-

											Two or		Non									
			Region		African			American		Pacific	More	Econ	Econ								Foster	
		State	02	District	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWOD	25%	21%	29%	-	25%	46%	-	-	-	*	22%	49%	-	29%	23%	30%	29%	-	-	-	*
	EL	13%	13%	21%	-	21%	-	-	-	-	-	25%	*	*	23%	21%	*	11%	-	-	-	-
	Male	23%	20%	27%	-	23%	40%	-	-	-	-	17%	46%	0%	30%	*	27%	-	-	-	-	-
	Female	24%	20%	27%	-	22%	44%	-	-	-	*	22%	46%	*	29%	11%	-	27%	-	-	-	*
Science	All Students	22%	16%	12%	-	6%	42%	-	-	-	-	6%	29%	*	13%	0%	12%	12%	-	-	-	*
	CWD	7%	9%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	24%	17%	13%	-	6%	42%	-	-	-	-	7%	31%	-	13%	0%	14%	13%	-	-	-	*
	EL	5%	4%	0%	-	0%	-	-	-	-	-	*	*	*	0%	0%	*	*	-	-	-	-
	Male	23%	17%	12%	-	6%	42%	-	-	-	-	2%	33%	*	14%	*	12%	-	-	-	-	-
	Female	21%	15%	12%	-	6%	42%	-	-	-	-	10%	21%	*	13%	*	-	12%	-	-	-	*

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	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Academic Growth Score	Students	American	inspanic	Wille	mulan	Asian	isianuei	Naces	Disauv	OND	
Reading											
All Students	73	-	75	68	-	-	-	*	74	*	*
CWD	*	-	*	*	_	-	-	-	*	*	-
CWOD	75	-	77	68	_	-	-	*	75	-	*
EL	*	-	*	-	_	-	-	-	*	-	*
Male	68	-	67	72	_	-	_	_	65	*	*
Female	78	-	82	64	_	-	-	*	81	*	*
Mathematics											
All Students	65	-	62	78	_	-	_	*	63	54	*
CWD	54	-	50	*	_	_	-	-	*	54	*
CWOD	66	-	63	78	_	-	_	*	64	-	*
EL	*	-	*	-	_	-	_	_	*	*	*
Male	67	-	65	74	_	-	_	_	66	71	*
Female	63	_	50	82	_	_	_	*	61	*	*

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

5. t101	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	d		0160	047									
4-year Longitudinal Cohort Gra		(Gr 9-12):											
All Students	91.7%	-	86.4%	100.0%	-	-	-	-	91.3%	*	-	-	-
CWD	*	-	*	-	-	-	-	-	-	*	-	-	-
CWOD	91.4%	-	85.7%	100.0%	-	-	-	-	91.3%	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	90.0%	-	85.7%	100.0%	-	-	-	-	85.7%	*	-	-	-
Female	93.8%	-	87.5%	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

Indicates zero observations reported for this group.

Indicates there are no students in the group.

Indicates zero observations reported for this group.

of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

Student Success (Student Achiev		African American nain Score		White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	48	-	43	65	-	-	-	*	43	*	*
School Quality (College, Career, a	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	53%	-	39%	71%	-	-	-	-	42%	*	-

^{&#}x27;*' 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'

	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	Υ					Υ		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	Υ					N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N		
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) Target Met	46% Y	31%	40% Y	59% Y	45%	82%	50%	54%	36% Y	23%	40%
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	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		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		
English Learner Language Prof	iciency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											44%
Interim Goals (2023-2027)											44%
Target Met Interim Goals (2028-2032)											46%
Target Met											40%
Long-Term Goals											46%
Target Met											40 /0
Federal Graduation Status											
Interim Coale (2019 2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2018-2022) Target Met	90% Y	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N N	0270	0270	0270	32 70	0270	02 70	0270	02 70	0270	0270
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	0.70	0.70	0.70	0.70	0.70	0.70	0.,0	0.,0	0.70	0.70
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	2 170	2.70		2.770	2 / / 0	2.770	2 7 7 0	2.70	2 . 70	3.70
J											

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.

						Two or		Non						
	African		American		Pacific	More	Econ	Econ						
	District American Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate	•													-

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

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

									Two or		Non						
			African			American		Pacific	More	Econ	Econ						
			American		White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All 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	100%	-	100%	-	-	-	-	-	100%	100%		100%	100%	100%	100%	-
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%		-	-	-	-	100%	100%	100%	-		100%	100%	-
	CWOD	100%	-	100%	100%	-	-	-		100%	100%	*	100%	100%	100%	100%	-
	EL	100%	-	100%	4000/	-	-	-	-	100%			100%	100%	100%	100%	-
	Male	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	100%	-	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	*	*	-
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-
Non-Participation	Rate																
All Subjects	All Students	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%	_
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	_	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
ŭ	CWD	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	_
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	_	0%	0%	_	_	_	*	0%	0%	0%	0%	0%	0%	0%	_
maniomano	CWD	0%	-	0%	*	-	_	-	-	0%	*	0%	-	*	0%	0%	_
	CWOD	0%	_	0%	0%	_	_	_	*	0%	0%		0%	0%	0%	0%	_
	EL	0%	-	0%	-	-	_	-	-	0%	*	*	0%	0%	0%	0%	_
	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%	0%	_
Colorido	CWD	0%	_	0%	-	_	_	_	_	0%	*	0%	-	*	0%	*	_
	CWOD	0%	_	0%	0%	_	_	_	_	0%	0%	-	0%	0%	0%	0%	_
	EL	0%	_	0%	-	_	_	_	_	0%	*	*	0%	0%	*	*	_
	Male	0%	-	0%	0%	-	_	-	_	0%	0%	0%	0%	*	0%	_	-
	Female	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.

Charles to Wish and Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with with Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											
	Male	30	*	28	*	*	*	*	*	*	
	Female	22	*	17	5	*	*	*	*	*	
	Total	52	*	45	7	*	*	*	*	*	
Out-of-School Suspensions											
•	Male	11	*	9	*	*	*	*	*	*	
	Female	9	*	7	*	*	*	*	*	*	
	Total	20	*	16	*	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Islander	Two or More Races	EL		Students with Disabilities Section 504)
	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	5	*	5 *	*	*	*	*	*	*		5
	Female	*	*		*	*	*	*	*	*		*
	Total	7	*	7	*	*	*	*	*	*		5
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		6
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*			*	*		*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*		*	*	*	*	*		*
Under Zero Tolerance Policies	Male	:	*	*			*		*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests			*									
	Male	*	*	*	*	*	*	*	*			*
	Female								:			
	Total			•				•	•	•		
Referrals to Law Enforcement		*	*	*	*	*	*	*				
	Male	:	*	*	*	*		*	:			
	Female	:	*	*	*			*	:			
All 04 - 1 - 1	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism	Mala	44	*	24	7			*		*	7	
	Male	41	*	34	7 *						7 *	
	Female	41	*	37	11	*				*	9	
	Total	82	-	71	11	-	-	-	-	-	9	6

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

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

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
· · · · · · · · · · · · · · · · · ·	Male	7	*	5	*	*	*	*	*	*	*
	Female	9	*	*	5	*	*	*	*	*	*
	Total	16	*	7	7	*	*	*	*	*	*
Accelerated Coursework											
Advanced Placement Courses	Male	7	*	*	5	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	11	*	*	5	*	*	*	*	*	*
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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		High-Pove	rty Schools	Low-Povert	y Schools
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	11.4%				
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.4%				
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	8.9	21.2%				

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	Region 02 Number of ALT2	Region 02 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3 Reading	6,019	1%	136	2%	-	-
Mathematics	6,020	1%	136	2%	-	-
Grade 4 Reading	6,061	1%	155	2%	-	-
Mathematics	6,056	1%	155	2%	-	-
Grade 5 Reading	6,162	2%	162	2%	-	-
Mathematics	6,160	1%	162	2%	-	-
Science	6,164	1%	162	2%	-	-
Grade 6 Reading	5,678	1%	141	2%	-	-
Mathematics	5,677	1%	141	2%	-	-

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

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

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

State Number of ALT2	State Rate of ALT2	Region 02 Number of ALT2	Region 02 Rate of ALT2	District Number of ALT2	District Rate of ALT2
5,298	1%	133	2%	-	-
5,294	1%	133	2%	-	-
5,088	1%	115	2%	-	-
5,087	2%	115	2%	-	-
5,087	1%	115	2%	-	-
4,868	1%	120	1%	-	-
4,556	1%	108	1%	-	-
4,884	1%	119	1%	-	-
4,861	1%	110	1%	-	-
99,020	1%	2,418	2%	-	-
43,730	1%	1,070	2%	-	-
39,178	1%	961	2%	-	-
16,112	1%	387	2%	-	-
	5,298 5,294 5,088 5,087 5,087 4,868 4,556 4,884 4,861 99,020 43,730 39,178	Number of ALT2 Rate of ALT2 5,298 1% 5,294 1% 5,088 1% 5,087 2% 5,087 1% 4,868 1% 4,856 1% 4,884 1% 4,861 1% 99,020 1% 43,730 1% 39,178 1%	State Number of ALT2 State Rate of ALT2 02 Number of ALT2 5,298 1% 133 5,294 1% 133 5,088 1% 115 5,087 2% 115 5,087 1% 120 4,868 1% 120 4,556 1% 108 4,884 1% 119 4,861 1% 110 99,020 1% 2,418 43,730 1% 1,070 39,178 1% 961	State Number of ALT2 State Rate of ALT2 02 Number of ALT2 02 Rate of ALT2 5,298 1% 133 2% 5,294 1% 133 2% 5,088 1% 115 2% 5,087 2% 115 2% 5,087 1% 115 2% 4,868 1% 120 1% 4,856 1% 108 1% 4,884 1% 119 1% 4,861 1% 110 1% 99,020 1% 2,418 2% 43,730 1% 1,070 2% 39,178 1% 961 2%	State Number of ALT2 State Rate of ALT2 02 Number of ALT2 02 Rate of ALT2 District Number of ALT2 5,298 1% 133 2% - 5,294 1% 133 2% - 5,088 1% 115 2% - 5,087 2% 115 2% - 5,087 1% 115 2% - 4,868 1% 120 1% - 4,556 1% 108 1% - 4,884 1% 119 1% - 4,861 1% 110 1% - 99,020 1% 2,418 2% - 43,730 1% 1,070 2% - 39,178 1% 961 2% -

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

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

Indicates zero observations reported for this group.

		% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
	Student Group	TX	US	TX	US	TX	US	TX	US
	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

Grade

Subject Mathematics

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