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

Campus Name: CASTANEDA EL Campus ID: 031901115 District Name: BROWNSVILLE ISD

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

Part (i)(1) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

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

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

										Two			EL (Current
			All	African			American		Pacific		Econ	Special	(Current and
			Students	American F	lispanic	White	Indian	Asian	Islander	Races	Disadv	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%
•	Ü	2017-18 through 2021-											
		22 2022-23 through 2026-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-											
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		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%
		Baseline 2016-17											
EL Progress		Rates 2017-18 through 2021-											41%
		22											42%
		2022-23 through 2026- 27											44%
		2027-28 through 2031- 32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											4070
Rate		Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		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;

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

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

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i); The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. IEA 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 Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted.

support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

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											or	_	Non								
		State	District	tCampus	African American	n Hisnania		Americai Indian		Pacific Islander					CWOD	FI Ma	leFemale	Migrant	Homeless	Foste	
		Otato	District	Coampas	America	Порат		, ilialali	Asiai	noianaci	Ruces	Disau	Disau		01102	LL ING	iici ciiiaici	mgrant.	i ioinicico.	, our	willitary
STAAR Percent	at Appro	aches	Grade	e Level o	r Above																
Grade 3 Reading	All	77%	80%	73%	_	73%	_	_	_	_	_	72%	*	44%	79%	57% 73	% 73%	_	*	_	_
	Students		0070	. • 70		. 0 / 0						. = / 0				0.70.0	70 .070				
	CWD	51%	48%	44%	-	44%	-	-	-	-	-	44%	-	44%	-	* 60		-	-	-	-
	CWOD	79%	84%	79%	-	79%	-	-	-	-	-	79%	*	-	79%	62% 76	% 82%	-	*	-	-
	EL	70%	67%	57%	-	57%	-	-	-	-	-	57%	*	*	62%	57% 64		-	-	-	-
	Male	74%	79%	73%	-	73%	-	-	-	-	-	72%	*	60%	76%	64% 73		-	*	-	-
	Female	79%	81%	73%	-	73%	-	-	-	-	-	73%	•	•	82%	50% -	73%	-	-	-	-
Mathematics	All	77%	85%	77%	_	77%	_	_	_	_	_	78%	*	44%	85%	63% 80	% 75%	_	*	_	_
	Students		0070	,0										, ,	0070	0070 00	70 .070				
	CWD	52%	59%	44%	-	44%	-	-	-	-	-	44%	-	44%	-	* 60	% *	-	-	-	-
	CWOD	80%	89%	85%	-	85%	-	-	-	-	-	87%	*	-	85%	71% 85	% 84%	-	*	-	-
	EL	74%	78%	63%	-	63%	-	-	-	-	-	64%	*	*	71%	63% 71		-	-	-	-
	Male	77%	85%	80%	-	80%	-	-	-	-	-	79%	*	60%	85%	71% 80	% -	-	*	-	-
	Female	78%	85%	75%	-	75%	-	-	-	-	-	78%	*	*	84%	56% -	75%	-	-	-	-
Grade 4	A.II	700/	700/	000/		000/						000/		4.40/	740/	400/ 00	0/ 700/				
Reading	All	72%	78%	68%	-	68%	-	-	-	-	-	68%	^	44%	74%	43% 63	% 73%	•	•	•	-
	Students	460/	46%	440/		44%						440/		44%		* 43	0/ *		*		
	CWD	46%	83%	44%	-	74%	-	-	-	-	-	44% 74%	*	4470	- 74%	55% 72		*	*	*	-
	EL	60%	60%	74% 43%	-	43%	-	-	-	-	-	43%		*	55%	43% 43			*		-
	Male	70%	76%	63%	-	63%	-	-	-	-	-	64%	*	43%	72%	43% 63		*	*	-	-
	Female		79%	73%	_	73%		-	_	_		72%	*	*	75%	43% -		_	*	*	-
	Tomaic	1070	1370	1070	_	1070		_	_	_	_	1270			1070	4070 -	1070	_			_
Mathematics	All	77%	85%	79%	-	79%	-	-	_	-	-	79%	*	56%	84%	68% 74	% 83%	*	*	*	-
	Students																				
	CWD	49%	53%	56%	-	56%	-	-	-	-	-	56%	-	56%	-	* 50	% *	-	*	-	-
	CWOD	81%	90%	84%	-	84%	-	-	-	-	-	85%	*	-	84%	80% 84	% 84%	*	*	*	-
	EL	72%	75%	68%	-	68%	-	-	-	-	-	68%	-	*	80%	68% 64	% 71%	-	*	-	-
	Male	77%	83%	74%	-	74%	-	-	-	-	-	76%	*	50%	84%	64% 74	% -	*	*	-	-
	Female	78%	86%	83%	-	83%	-	-	-	-	-	83%	*	*	84%	71% -	83%	-	*	*	-
Grade 5	A.II	000/	000/	000/		000/						000/	*	700/	000/	070/ 00	0/ 000/				
Reading	All	83%	89%	90%	-	90%	•	-	-	-	-	90%	^	78%	93%	67% 92	% 86%	•	•	-	-
	Students	54%	57%	700/		700/						700/		78%		* 80	0/ 750/	*			
	CWD		94%	78% 93%	-	78% 93%	*	-	-	-	-	78% 93%	-	1070	93%			*	*	-	-
	EL	73%	80%		-		*	-	-	-	-			*		75% 95		*	*	-	-
	Male	81%	88%	67% 92%	-	65% 92%		-	-	-	-	67% 92%	*	80%	75% 95%	67% 67° 67% 92°	/0	*	*	-	-
	Female		90%	86%	-	86%	*	-	-	-	-	86%	_	75%	90%	*	86%	*	*	-	-
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Mathematics	All	90%	96%	94%	-	94%	*	-	_	-	-	94%	*	83%	97%	83% 92	% 97%	*	100%	-	-
	Students																				
	CWD	70%	85%	83%	-	83%	-	-	-	-	-	83%	-	83%	-	83% 80	% 88%	*	-	-	-
	CWOD	92%	98%	97%	-	97%	*	-	-	-	-	97%	*	-	97%	83% 95	% 100%	*	100%	-	-
	EL	86%	93%	83%	-	82%	*	-	-	-	-	83%	-	83%	83%	83% 75	% 100%	*	*	-	-
	Male	89%	96%	92%	-	92%	-	-	-	-	-	92%	*	80%	95%	75% 92	% -	*	*	-	-
	Female	91%	96%	97%	-	96%	*	-	-	-	-	97%	-	88%	100%	100% -	97%	*	*	-	-
0 .		750/	0.407	000/		0.40/	_					0.407	_	500/	000/	050/ 00	0/ 740/	_	_		
Science	All	75%	84%	82%	-	81%	•	-	-	-	-	81%	^	50%	90%	65% 88	% 71%	•	•	-	-
	Students		E20/	F00/		E00/						E00/		E00/		* 70	0/ *	*			
	CWD		53%	50%	-	50%	*	-	-	-	-	50%	*	50%	-	* 70		*	*	-	-
	CWOD		89%	90%	-	90%	*	-	-	-	-	89%		*		82% 90		*	*	-	-
	EL	62%	74%	65%	-	63%		-	-	-	-	65%	-	700/		65% 67		*	*	-	-
	Male Female	76%	86%	88% 71%	-	88% 70%	*	-	-	-	-	87% 71%		70% *	90%	67% 88		*	*	-	-
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STAAR Percent	at Meets	Grad	e Level	l or Abov	/e																
Grade 3																					
Reading	All		42%	45%	-	45%	-	-	-	-	-	45%	*	38%	47%	33% 41	% 50%	-	*	-	-
	Students																				
	CWD	28%	24%	38%	-	38%	-	-	-	-	-	38%	-	38%	-	* 60		-	-	-	-
	CWOD		44%	47%	-	47%	-	-	-	-	-	46%	*	-	47%	33% 35		-	*	-	-
	EL	32%	23%	33%	-	33%	-	-	-	-	-	32%	*	*	33%	33% 29		-	-	-	-
	Male	40%	41%	41%	-	41%	-	-	-	-	-	40%	*	60%		29% 41		-	*	-	-
	Female	45%	42%	50%	-	50%	-	-	-	-	-	50%	*	*	58%	38% -	50%	-	-	-	-

											or	_	Non								_	
		State)istrict(:amnus	African	Hisnanic	White	American Indian		Pacific Islanderi				CWD	:won	FI	Malei	FemaleN	ligrant		Foster Care	
Mathematics			53%	49%	-	49%	-	-	-	-	-	51%	*		50%			43%	-	*	-	-
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	CWD CWOD	30% 48%	31% 56%	44% 50%	-	44% 50%	-	-	-	-	-	44% 52%	*	44%	- 50%		60% 53%	47%	-	*	-	-
	EL	39%	38%	33%	-	33%	-	-	-	-	-	36%	*	*			43%	25%	-	_	-	-
	Male	47%	55%	55%	-	55%	-	-	-	-	-	56%	*	60%			55%	-	-	*	-	-
	Female	45%	50%	43%	-	43%	-	-	-	-	-	45%	*	*	47%	25%	-	43%	-	-	-	-
Grade 4																						
Reading	All Students	45%	48%	38%	-	38%	-	-	-	-	-	37%	*	39%	38%	7%	39%	38%	*	*	*	-
•	CWD	28%	30%	39%	_	39%	_	_	-	-	_	39%	-	39%	_	*	36%	*	-	*	_	_
	CWOD		51%	38%	-	38%	-	-	-	-	-	37%	*	-	38%	5%	41%	36%	*	*	*	-
	EL	29%	26%	7%	-	7%	-	-	-	-	-	7%	-	*	5%	7%	7%	7%	-	*	-	-
	Male Female	43% 47%	47% 50%	39% 38%	-	39% 38%	-	-	-	-	-	40% 35%	*	36%	41% 36%	7% 7%	39%	38%	-	*	*	-
Mathematics	All Students	48%	55%	48%	-	48%	-	-	-	-	-	47%	*	44%	49%	25%	46%	50%	*	*	*	-
	CWD	29%	30%	44%	-	44%	_	-	-	_	_	44%	_	44%	_	*	43%	*	-	*	-	-
	CWOD		60%	49%	-	49%	-	-	-	-	-	48%	*	-	49%	30%	47%	50%	*	*	*	-
	EL	38%	36%	25%	-	25%	-	-	-	-	-	25%	-	*			21%	29%	-	*	-	-
	Male Female	48% 47%	55% 56%	46% 50%	-	46% 50%	-	-	-	-	-	47% 48%	*	43%		21% 29%	46%	50%	-	*	*	-
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Grade 5 Reading	All	53%	59%	56%	_	56%	*	_	_	_	_	55%	*	28%	64%	33%	60%	48%	*	*	_	-
•	Students	JJ /0		JJ /0	-	JU /0		-	-	-	-				J+ /0	JJ /0	JU /0	TO /0			-	-
	CWD	30%	30%	28%	-	28%	-	-	-	-	-	28%	-	28%	-	*	40%	13%	*	-	-	-
	CWOD		63%	64%	-	65%	*	-	-	-	-	63%	*	*			65%	62%	*	*	-	-
	EL Male	35% 50%	39% 58%	33% 60%	-	35% 60%		-	-	-	-	33% 58%	*				33% 60%	_	*	*	-	-
	Female		60%	48%	-	50%	*	-	-	-	-	48%	-		62%	*	-	48%	*	*	-	-
Mathamatica	AII	E 7 0/	700/	CO0/		620/	*					C40/	*	200/	CO0/	200/	000/	EE0/	*	400/		
Mathematics	Students	57%	73%	62%	-	63%		-	-	-	-	61%		39%	69%	28%	66%	55%		40%	-	-
	CWD	34%	46%	39%	-	39%	-	-	-	-	-	39%	-	39%	-		50%	25%	*	-	-	-
	CWOD		77%	69%	-	70%	*	-	-	-	-	68%	*	-			70%	67%	*	40%	-	-
	EL Mala	46% 57%	59% 74%	28% 66%	-	29% 66%	*	-	-	-	-	28% 65%	- *				42% 66%	0%	*	*	-	-
	Male Female		72%	55%	-	57%	*	-	-	-	-	55%	_		67%	0%	-	- 55%	*	*	-	-
Science	All Students	40%	50%	45%	-	45%	*	-	-	-	-	43%	*	39%	46%	12%	52%	32%	*	*	-	-
	CWD	25%	26%	39%	-	39%	-	-	-	-	-	39%	-	39%	-	*	60%	*	*	-	-	-
	CWOD		54%	46%	-	47%	*	-	-	-	-	44%	*	-	46%		49%	40%	*	*	-	-
	EL	24%	35%	12%	-	13%	*	-	-	-	-	12%	- *	*	9%		17%	*	*	*	-	-
	Male Female	42% 38%	53% 47%	52% 32%	-	52% 33%	*	-	-	-	-	50% 32%	_	60% *	49% 40%	*	52%	32%	*	*	-	-
AAR Percent	at Maste	re Gra	de Leve	el																		
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rade 3 Reading	All Students CWD CWOD	24% 9% 26%	5% 24%	6% 21%	- - -	6% 21%	-	- - -		-	- - -	6% 21%	* - *	6% -	- 21%	* 5%	10% 15%	* 26%	-	* - *	-	-
rade 3 Reading	All Students CWD CWOD EL	24% 9% 26% 15%	5% 24% 8%	6% 21% 3%	:	6% 21% 3%	-	- - - -	-	-	-	6% 21% 4%	* * * *	6% - *	- 21% 5%	* 5% 3%	10% 15% 0%	* 26% 6%	-	* - * - *		
rade 3 Reading	All Students CWD CWOD	24% 9% 26% 15% 22%	5% 24% 8% 22%	6% 21% 3% 14%	-	6% 21% 3% 14%	-	-			-	6% 21% 4% 14%	* * * * *	6% - *	- 21% 5% 15%	* 5% 3% 0%	10% 15%	* 26% 6% -	-	* * - *	-	
rade 3 Reading	All Students CWD CWOD EL Male Female	24% 9% 26% 15% 22% 26%	5% 24% 8% 22% 23%	6% 21% 3% 14% 23%		6% 21% 3% 14% 23%	-	- - - -	-	-	-	6% 21% 4% 14% 23%	* * * *	6% - * 10% *	- 21% 5% 15% 26%	* 5% 3% 0% 6%	10% 15% 0% 14%	* 26% 6% - 23%	-	* - * - *		
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Mathematic		30%	41%	30%	-	31%	*	-	-	-	-	29%	*	11%	36%	11%	32%	28%	*	40%	-	-
	Students CWD	13%	20%	11%		11%						11%		11%		0%	10%	13%	*			
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	EL	60%		63%	-	62%	*	-	-	-	-	63%	*	43%	71%	63%		60%	*	71%	-	-
	Male	74%		80%	-	80%	-	-	-	-	-	81%	80%	62%	86%	65%		-	*	82%	-	-
	Female	79%	80%	79%	-	79%	*	-	-	-	-	79%	75%	50%	85%	60%	-	79%	*	83%	*	-
Reading	All	73%	73%	76%	-	76%	*	-	-	-	-	76%	80%	56%	81%	54%	76%	76%	*	70%	*	-
	Students	2001	2001	FOC'		F00/						FOC!		F00'		2501	EOS'	E00/				
	CWOD	39%		56%	-	56%	-	-	-	-	-	56%	900/	56%	010/		59%	50%	*	700/	*	-
	CWOD EL	52%	78% 49%	81% 54%	-	81% 53%	*	-	-	-	-	81% 54%	80% *	35%	81% 62%	62% 54%	58%	81% 50%	*	78% *		-
	Male	69%	69%	76%	-	76%	_	-			-	76%	*	59%	82%	58%		-	*	*		
	Female		76%	76%	_	76%	*	_	_	-	_	76%	83%		81%	50%	-	76%	*	*	*	_
	Torridic		1070	1070		1070						1070	0070	0070	0170	0070		1070				
Mathematic	cs All	80%	84%	83%	-	83%	*	-	-	-	-	83%	70%	62%	88%	70%	82%	83%	*	90%	*	-
	Students																					
	CWD	52%		62%	-	62%	-	-	-	-	-	62%	-	62%	-		62%	61%	*	*	-	-
	CWOD		88%	88%	-	88%	*	-	-	-	-	89%	70%	-	88%	77%		87%	*	100%	*	-
	EL	70%		70%	-	69%	*	-	-	-	-	70%	*	52%	77%	70%		69%	*	*	-	-
	Male	78%	82%	82%	-	82%	-	-	-	-	-	82%	*	62%	89%	70%		-	*	*	-	-
	Female	82%	85%	83%	-	83%		-	-	-	-	84%	-	61%	87%	69%	-	83%	-	100%	-	-
Science	All	79%	81%	82%	_	81%	*	_	_	_	_	81%	*	50%	90%	65%	88%	71%	*	*	_	_
ocience	Students	1370	0170	02 /0	_	0170		-	-	-	-	0170		30 /0	30 /0	0370	00 /0	1 1 70			-	_
	CWD	48%	51%	50%	_	50%	_	_	_	_	_	50%	_	50%	_	*	70%	*	*	_	_	_
	CWOD		86%	90%	-	90%	*	-	-	-	-	89%	*	-	90%		90%	90%	*	*	-	-
	EL	58%	65%	65%	-	63%	*	-	-	-	-	65%	-	*	82%	65%		*	*	*	-	-
	Male	78%	81%	88%	-	88%	-	-	-	-	-	87%	*	70%	90%	67%	88%	-	*	*	-	-
	Female	80%	81%	71%	-	70%	*	-	-	-	-	71%	-	*	90%	*	-	71%	*	*	-	-
4 A D D	4 -4 NJ4-	0		A I																		
AAR Percer	nt at weets	Grad	e Leve	or Abov	/e																	
II Grades All Subjects	s All	47%	48%	49%	_	49%	*	_	_	_	_	48%	64%	30%	51%	25%	52%	45%	0%	39%	*	_
, iii Gubjects	Students	- 1 /0	7 0 /0	43 /0	-	1 3/0		-	-	-	-	-1 0 /0	J -1 /0	J	J 1 /0	ZU /0	JZ /0	TU /0	J /U	J3 /0		-
	CWD	23%	25%	39%	-	39%	_	-	_	-	_	39%	_	39%	_	22%	49%	20%	*	*	-	_
	CWOD			51%	-	51%	*	-	-	-	-	51%	64%	-	51%		52%	50%	*	43%	*	-
	EL	26%	25%	25%	-	25%	*	-	-	-	-	25%	*	22%	26%	25%	27%	22%	*	0%	-	-
	Male	45%		52%	-	52%	-	-	-	-	-	51%	70%	49%	52%	27%		-	*	64%	-	-
	Female	50%	50%	45%	-	46%	*	-	-	-	-	45%	58%	20%	50%	22%	-	45%	*	17%	*	-
Dood:	A 11	400/	4.407	400/		400/	*					450/	700/	250/	400/	0.407	470/	4E0/	*	4007	*	
Reading	All	46%	44%	46%	-	46%	•	-	-	-	-	45%	70%	პ 5%	49%	24%	4/%	45%	-	40%	•	-
	Students CWD	220/	21%	35%		35%						35%	_	35%	_	170/	44%	170/	*	*		
	CWD			35% 49%	-	35% 49%	*	-	-	-	-	35% 48%	70%	35%	49%	26%		17% 50%	*	44%	*	-
	EL	21%		24%	-	24%	*	-	-	-	-	23%	*	17%	26%		23%	25%	*	*	_	-
	Male	41%		47%	_	47%	-	-	-	-	-	46%	*	44%	48%	23%		-	*	*	-	-
	Female			45%	-	45%	*	-	-	-	-	43%	67%		50%	25%	-	45%	*	*	*	-
	ce All	48%	54%	52%	-	53%	*	-	-	-	-	53%	50%	42%	55%	29%	56%	49%	*	40%	*	-
Mathematic			0001	4001		4001						4001		4001		0001	F00'	0001	_	*		
Mathematic	Students	000	30%	42%	-	42%	- *	-	-	-	-	42%	- E00/	42%	- EE0/		50%	28%	*		*	-
Mathematio	Students CWD	26%	570/	55%	-	55% 29%	*	-	-	-	-	55% 30%	50% *	- 26%	55% 30%		58% 35%	52% 22%	*	44%	_	-
Mathematio	Students CWD CWOD	51%		200/		2370		-	-	-	-	30% 56%	*	26% 50%	30% 58%	29% 35%		22%	*	*	-	-
Mathematio	Students CWD CWOD EL	51% 33%	35%	29% 56%	-		_	-							JU /0					•	-	-
Mathematio	Students CWD CWOD EL Male	51% 33% 47%	35% 53%	56%	-	56%	*	-	-	-	_		*		52%				*		*	-
Mathematio	Students CWD CWOD EL	51% 33% 47%	35% 53%		-		*	-	-	-		49%	*	28%	52%	22%		49%	*	20%	*	-
	Students CWD CWOD EL Male	51% 33% 47% 49%	35% 53%	56%	-	56%	*	-	-	-			*	28%	52% 46%	22%	-	49%	*		*	-
	Students CWD CWOD EL Male Female	51% 33% 47% 49%	35% 53% 54%	56% 49%	-	56% 49%	*	-	-	-		49%	*	28%		22%	-	49%	*		- * -	-
Mathematic Science	Students CWD CWOD EL Male Female All Students CWD	51% 33% 47% 49% 49% 23%	35% 53% 54% 50% 24%	56% 49% 45% 39%	-	56% 49% 45% 39%	*		-	-		49% 43% 39%	*	28%	46%	22% 12% *	- 52% 60%	49% 32% *	*		- * -	-
	Students CWD CWOD EL Male Female All Students CWD CWOD	51% 33% 47% 49% 49% 23% 52%	35% 53% 54% 50% 24% 54%	56% 49% 45% 39% 46%	- - -	56% 49% 45% 39% 47%	*	-	-	-	-	49% 43% 39% 44%	* - *	28% 39% 39%	46% - 46%	22% 12% * 9%	- 52% 60% 49%	49% 32% *	* * *		-	-
	Students CWD CWOD EL Male Female All Students CWD CWOD EL	51% 33% 47% 49% 49% 23% 52% 21%	35% 53% 54% 50% 24% 54% 25%	56% 49% 45% 39% 46% 12%	-	56% 49% 45% 39% 47% 13%	*	-	-		- - -	49% 43% 39% 44% 12%	*	28% 39% 39% -	46% - 46% 9%	22% 12% * 9% 12%	- 52% 60% 49% 17%	49% 32% * 40% *	* * *		- * - - -	-
	Students CWD CWOD EL Male Female All Students CWD CWOD	51% 33% 47% 49% 49% 23% 52% 21% 50%	35% 53% 54% 50% 24% 54% 25% 52%	56% 49% 45% 39% 46%	-	56% 49% 45% 39% 47%	*	-	-		-	49% 43% 39% 44%	* - *	28% 39% 39%	46% - 46%	22% 12% * 9%	- 52% 60% 49% 17%	49% 32% *	* * * *		- * - - - -	

Two or Non

African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL MaleFemaleMigrantHomeless Care Military

		State	District	Campusi	-	iiiispailic	VVIIILE	mulan	Asiaii	Sianuei	Naces	Disauv	Disau	CVVD	CVVOD		water	emale	wiigiaiit	Homeless	Care	wiiiitai y
STAAR Percen	t at Maste	rs Gra	ade Lev	el																		
All Grades				•																		
All Subjects	All	21%	21%	22%	_	22%	*	-	-	-	_	21%	45%	13%	25%	5%	22%	23%	0%	26%	*	-
,	Students																					
	CWD	8%	10%	13%	-	13%	-	-	-	-	_	13%	_	13%	-	6%	17%	7%	*	*	_	-
	CWOD	23%	22%	25%	-	25%	*	-	-	-	-	24%	45%	-	25%	5%	24%	26%	*	29%	*	-
	EL	9%	8%	5%	-	5%	*	-	-	-	-	5%	*	6%	5%	5%	7%	4%	*	0%	-	-
	Male	20%	20%	22%	-	22%	-	-	-	-	_	21%	40%	17%	24%	7%	22%	-	*	45%	_	-
	Female	22%	21%	23%	-	23%	*	-	-	-	-	21%	50%	7%	26%	4%	-	23%	*	8%	*	-
Reading	All	19%	17%	19%	_	19%	*	_	_	_	_	18%	40%	4%	23%	3%	18%	21%	*	30%	*	_
· ·	Students																					
	CWD	7%	7%	4%	-	4%	-	-	-	-	-	4%	-	4%	-	0%	6%	0%	*	*	-	-
	CWOD	20%	18%	23%	-	23%	*	-	-	-	-	22%	40%	-	23%	4%	22%	24%	*	33%	*	-
	EL	7%	5%	3%	-	3%	*	-	-	-	-	3%	*	0%	4%	3%	3%	3%	*	*	-	-
	Male	16%	15%	18%	-	18%	-	-	-	-	-	18%	*	6%	22%	3%	18%	-	*	*	-	-
	Female	22%	19%	21%	-	21%	*	-	-	-	-	19%	50%	0%	24%	3%	-	21%	*	*	*	-
Mathematics	s All	23%	27%	26%	_	26%	*	_	_	_	_	25%	50%	19%	28%	9%	26%	26%	*	30%	*	_
	Students																					
	CWD	10%	13%	19%	-	19%	-	-	-	-	-	19%	-	19%	-	13%	24%	11%	*	*	-	-
	CWOD	25%	29%	28%	-	28%	*	-	-	-	-	27%	50%	-	28%	8%	26%	29%	*	33%	*	-
	EL	13%	14%	9%	-	9%	*	-	-	-	-	9%	*	13%	8%	9%	13%	6%	*	*	-	-
	Male	23%	27%	26%	-	26%	-	-	-	-	-	25%	*	24%	26%	13%	26%	-	*	*	-	-
	Female	24%	27%	26%	-	27%	*	-	-	-	-	25%	*	11%	29%	6%	-	26%	*	20%	*	-
Science	All	22%	19%	20%	_	20%	*	_	_	_	_	19%	*	22%	19%	0%	23%	14%	*	*	_	_
	Students																					
	CWD	7%	9%	22%	-	22%	-	-	-	-	-	22%	-	22%	-	*	30%	*	*	-	-	-
	CWOD	24%	20%	19%	-	19%	*	-	-	-	-	18%	*	-	19%	0%	21%	15%	*	*	-	-
	EL	5%	6%	0%	-	0%	*	-	-	-	-	0%	-	*	0%	0%	0%	*	*	*	-	-
	Male	23%	21%	23%	-	23%	-	-	-	-	-	22%	*	30%	21%	0%	23%	-	*	*	-	-
	Female		16%	14%	-	15%	*	-	-	-	-	14%	-	*	15%	*	-	14%	*	*	-	-

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	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	70	-	70	-	-	-	-	-	70	59	58
CWD	59	-	59	-	-	-	-	-	59	59	43
CWOD	73	-	73	-	-	-	-	-	73	-	67
EL	58	-	58	-	-	-	-	-	58	43	58
Male	72	-	72	-	-	-	-	-	72	50	64
Female	67	-	67	-	-	-	-	-	66	75	50
Mathematics											
All Students	68	-	68	*	-	-	-	-	67	70	57
CWD	70	-	70	-	-	-	-	-	70	70	61
CWOD	68	-	68	*	-	-	-	-	67	-	55
EL	57	-	56	*	-	-	-	-	57	61	57
Male	69	-	69	-	-	-	-	-	68	67	65
Female	67	-	66	*	-	-	-	-	66	75	48

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All	African			American		Pacific	Two or More	Econ				Foster	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care	
Federal Graduation Rates			-											
4-year Longitudinal Cohort Gra	duation Rate	(Gr 9-12):	Class of 20	17										
All Students	-	- 1	-	-	-	-	-	-	-	-	-	-	-	
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	
EL	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	_	_	-	_	_	_	-	_	-	-	_	-	-	

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

Indicates zero observations reported for this group.

Indicates there are no students in the group.

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
233	37	16%

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

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

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

Student Success (Student Achiev		African American nain Score		White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	50	-	50	*	-	-	-	-	50	37	31
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status	Students	American	Tiispailic	Wille	ilidiali	Asian	isianuei	Naces	Disauv	CIID	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ		Υ						Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		Υ						Υ	Υ	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Υ						Υ	Υ	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ						Υ	Υ	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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

English Learner Language Proficiency Status

Interim Goals (2018-2022)

111tC11111 COdi3 (2010-2022)											72 /0
Target Met											Υ
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Υ
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	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											
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											

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

Source: 2018 Accountability Closing the Gaps Status Table

		Campus	African	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Fomalo	Migrant
Campus American Hispanic White Indian Asian Islander Races Disadv Disadv CWD CWOD EL Male Female Migrant Participation Rate																	
All Subjects	All Students	100%	-	100%	*	-	-	-	-	100%	100%	99%	100%	99%	100%	100%	100%
	CWD	99%	-	99%	-	-	-	-	-	99%	-	99%	-	98%	99%	100%	*
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	99%	-	99%	*	-	-	-	-	99%	*	98%	100%	99%	99%	100%	100%
	Male .	100%	-	100%	-	-	-	-	-	100%	100%	99%	100%	99%	100%	-	100%
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
Reading	All Students	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	4000/	100%	100%	100%	100%	100%	*
	CWOD	100%		100%	*	-	-	-	-	100%	100%	4000/		100%	100%	100%	*
	EL Male	100%	-	100%		-	-	-	-	100% 100%	*	100%	100%	100%	100% 100%	100%	*
		100%	-	100%	*	-	-	-				100%	100%	100%		4000/	*
	Female	100%	-	100%		-	-	-	-	100%	100%	100%	100%	100%	-	100%	
Mathematics	All Students	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%	
	EL	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	-	-	-	-	-	100%		100%	100%	100%	100%	-	*
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	99%	-	99%	*	-	-	-	-	99%	*	94%	100%	94%	98%	100%	*
	CWD	94%	-	94%	-	-	-	-	-	94%	-	94%	-	83%	90%	100%	*
	CWOD	100%	-	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	100%	*
	EL	94%	-	94%	*	-	-	-	-	94%	-	83%	100%	94%	92%	100%	*
	Male	98%	-	98%	-	-	-	-	-	98%	*	90%	100%	92%	98%	-	*
	Female	100%	-	100%	*	-	-	-	-	100%	-	100%	100%	100%	-	100%	*
Non-Participation	n Rate																
All Subjects	All Students	0%	-	0%	*	-	-	-	-	0%	0%	1%	0%	1%	0%	0%	0%
•	CWD	1%	-	1%	-	-	-	-	-	1%	-	1%	-	2%	1%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	1%	-	1%	*	-	-	-	-	1%	*	2%	0%	1%	1%	0%	0%
	Male	0%	-	0%	-	-	-	-	-	0%	0%	1%	0%	1%	0%	-	0%
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*
	CWOD	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%	-	*
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*
	CWOD	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%	-	*
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	1%	-	1%	*	-	-	-	-	1%	*	6%	0%	6%	2%	0%	*
	CWD	6%	-	6%	-	-	-	-	-	6%	-	6%	-	17%	10%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	0%	*
	EL	6%	-	6%	*	-	-	-	-	6%	-	17%	0%	6%	8%	0%	*
	Male	2%	-	2%	-	-	-	-	-	2%	*	10%	0%	8%	2%	-	*
	Female	0%	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	-	0%	*

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.

Students Without Disabilities In-School Suspensions		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
III-301001 3uspensions	Mala	0	*	0		*	*			_	
	Male .	8	*	8	*	*	*	*	*	5	
	Female									*	
	Total	8	*	8	*	*	*	*	*	5	
Out-of-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	

ų.

	Total	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)
School-Related Arrests	Total	•	•	•	•	•	•	•	•	^		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	iotai											
relevant to Law Embrecment	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions	rotai											
•	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male .	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Hadaa Zaa Talaasa Balkiisa	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*		*	*		
School-Related Arrests	Total											
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	iotai											
Releifais to Law Efficicement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students	iotai											
Chronic Absenteeism												
5557 IDOGINOSIGII	Male	17	*	17	*	*	*	*	*	8	8	*
	Female	17	*	17	*	*	*	*	*	8	5	*
	Total	34	*	34	*	*	*	*	*	16	13	*

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	*

Total

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

Draugh and Draugus		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	61	*	56	5	*	*	*	*	23	_
											5
	Female	88	*	86	*	*	*	*	*	29	*
	Total	149	*	142	7	*	*	*	*	52	5
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

			ingian or					Students
Total	African		Alaska		Pacific	Two or More		with
students	American Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities

- Indicates results are masked due to small numbers to protect student confidentiality.
- *** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.

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

Part (ix): Teacher Quality Data

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

High Poverty

	All So	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	2.4%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the	1.0	2.6%
Teacher is Certified or Licensed		

'-' 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%	62	2%	6	7%
Mathematics	6,020	1%	61	2%	6	7%
Grade 4 Reading	6,061	1%	78	2%	6	6%
Mathematics	6,056	1%	78	2%	6	6%
Grade 5 Reading	6,162	2%	50	2%	*	*
Mathematics	6,160	1%	49	2%	*	*
Science	6,164	1%	50	2%	*	*
Grade 6 Reading	5,678	1%	57	2%	-	-
Mathematics	5,677	1%	58	2%	-	-
Grade 7 Reading	5,298	1%	62	2%	-	
Mathematics	5,294	1%	62	2%	-	-
Grade 8 Reading	5,088	1%	67	2%	-	-
Mathematics	5,087	2%	66	3%	-	-
Science	5,087	1%	67	2%	-	-
End of Course English I	4,868	1%	52	1%	-	-
English II	4,556	1%	54	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Algebra I	4,884	1%	52	1%	-	-
Biology	4,861	1%	50	1%	-	-
All Grades All Subjects	99,020	1%	1,075	2%	30	5%
Reading	43,730	1%	482	2%	14	5%
Mathematics	39,178	1%	426	2%	14	5%
Science	16,112	1%	167	2%	*	*

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

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belov	w Rasic	% At or At	oove Basic	% At or Ahor	ve Proficient	% At or Abo	hannevhA av
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
0.440 .	. touag	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disady	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
		goagaago _eae.o	00	00				· ·	·	•
	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
Orduo o	rtodding	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 Disady	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
		0 "	00	00	07	00	0.4	0.4	•	40
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16 *	20	33 *	37	35 *	31	16 *	13
		American Indian		44		38		14		4
		Asian	3	12	19 *	24	37 *	32	40 *	32
		Pacific Islander		36		39		18		6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2 1
		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

^{...}

Grade Subject Student Group %

'*' 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