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

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

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

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

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

			All	African			American		Pacific	Two or More	Econ	Special	EL (Current and
			Students	American F	lispanic	White	Indian	Asian	Islander			Educ	Former)
Academic Performance (At	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Meets Grade Level or Above)		Rates										1070	2070
		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22							1070	0070	0070	1070	2070
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27				3505-6550			0070	0270	1070	0170	0070
		2027-28 through	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32						0270	0070		0070	4070	3270
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		Rates								0170	0070	2070	10 70
		2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22								, .	0070	2070	1070
		2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2026-27							J=17/25/#			0.70	1070
		2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32										1070	0070
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17							0.0000.0				41%
		Rates											
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											
		2027-28 through											46%
		2031-32											
Graduation Rate:4-Year		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Longitudinal Rate		Rates										100.7000	(35)(-37)(-3)
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22											
		2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2026-27											
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32											

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%
A CONTROL TO THE CONTROL OF THE CONT	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SOSS: 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 underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school. (dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

									Two		Non								
			African		25	America	n	Pacific	More	Econ	Econ							Foster	6
		State.	Americar	nHispani	cWhite	Indian	Asian	Islande	rRaces	Disadv	Disad	vCWD	cwo	D EL Male	Female	MigrantH	omeless	Care	Military
STAAR Percer Grade 3	nt at Appro	aches	Grade L	evel or A	bove														
Reading	All Students	77%	65%	73%	86%	74%	90%	78%	83%	70%	88%	51%	79%	70% 74%	79%	65%	67%	60%	84%
	CWD	51%	42%	46%	62%	49%	63%	55%	56%	45%	64%	51%	<u>=</u>	41% 51%	52%	34%	41%	42%	59%
	CWOD	79%	68%	76%	89%	78%	92%	80%	85%	73%	90%	_	79%	72%77%	81%	68%	70%	65%	87%
	EL	70%	63%	69%	69%	67%	79%	56%	75%	69%	77%	41%	72%	70% 67%	73%	63%	63%	55%	71%
	Male	74%	61%	71%	85%	72%	88%	81%	80%	67%	86%	51%	77%	67%74%	-	63%	64%	57%	82%
	Female	79%	69%	76%	88%	78%	92%	74%	85%	73%	90%	52%	81%	73% -	79%	66%	70%	64%	86%
Mathematic	s All Students	77%	64%	75%	85%	76%	93%	77%	81%	72%	87%	52%	80%	74% 77%	78%	70%	67%	62%	84%
	CWD	52%	40%	49%	60%	53%	71%	42%	53%	46%	63%	52%	_	47% 54%	48%	47%	42%	41%	60%
	CWOD	80%	67%	78%	88%	79%	94%	79%	84%	75%	89%	5270	80%	76% 80%	80%	72%	70%	68%	87%
	EL	74%	67%	73%	73%	74%	87%	60%	77%	73%	79%	47%	76%	74% 74%	74%	69%	69%		
	Male	77%	63%	75%	85%	75%	92%	79%	81%	71%	87%	54%	80%	74% 77%	-	71%	67%	68% 61%	75% 84%
	Female		66%	75%	85%	77%	94%	73%	81%	72%	87%	48%	80%	74% -	78%	68%	66%	64%	
Crade 4			/-	1070	0070	11 70	0170	7070	0170	1270	07 70	4070	0070	7470 -	1070	0076	0078	0476	84%
Grade 4 Reading	All Students	72%	60%	68%	83%	73%	89%	73%	78%	64%	85%	46%	75%	60% 70%	75%	56%	63%	56%	82%
	CWD	46%	38%	41%	56%	33%	60%	47%	51%	40%	E00/	400/		220/ 400/	4.407	000/	100/	0.407	E00/
	CWOD		63%	70%	86%	76%	91%				59%	46%	750/	33% 46%	44%	32%	40%	34%	56%
	EL	60%	55%	59%	61%			74%	81%	67%	87%	-			77%	58%	66%	61%	85%
		70%	56%			54%	70%	44%	70%	58%	67%	33%	62%	60% 57%	62%	50%	54%	49%	68%
				65%	82%	70%	88%	69%	77%	62%	84%	46%			a: 500	52%	60%	54%	79%
	Female	15%	64%	70%	84%	75%	90%	75%	80%	67%	87%	44%	77%	62% -	75%	59%	66%	57%	84%
Mathematic	Students	77%	64%	75%	85%	76%	93%	78%	81%	72%	87%	49%	81%	72% 77%	78%	67%	67%	59%	85%
		49%	38%	46%	57%	41%	71%	51%	50%	44%	61%	49%	0 <u>4</u> 0	42% 51%	44%	38%	41%	33%	59%
	CWOD	2000	67%	78%	88%	80%	95%	80%	84%	75%	90%	_	81%	75% 81%	81%	71%	71%	67%	88%
	EL	72%	59%	71%	70%	67%	82%	54%	76%	71%	76%	42%	75%	72%72%	72%	64%	64%	57%	80%
	Male	77%	62%	75%	85%	75%	93%	75%	80%	71%	87%	51%	81%	72%77%	-	67%	65%	58%	84%
	Female	78%	66%	76%	85%	78%	94%	81%	81%	72%	88%	44%	81%	72% -	78%	68%	69%	61%	86%
Grade 5																			
Reading	All Students	83%	74%	81%	91%	82%	94%	85%	88%	78%	92%	54%	87%	73% 81%	86%	71%	75%	66%	91%
	CWD	54%	47%	50%	64%	55%	67%	64%	61%	48%	67%	54%	5- - 5	42% 54%	55%	48%	48%	43%	63%
	CWOD	87%	78%	84%	94%	85%	95%	86%	91%	82%	94%	-	87%	76% 85%	88%	75%	78%	74%	94%
	EL	73%	65%	73%	71%	71%	77%	59%	71%	72%	77%	42%		73% 70%	76%	66%	65%	61%	80%
		81%	70%	78%	89%	79%	93%	83%	86%	75%	91%	54%		70% 81%	70%	69%			
	Female		78%	84%	92%	84%	95%	87%	90%	81%	94%	55%	88%		86%	74%	71% 78%	62% 71%	89% 92%
Mathematics	s All	90%	81%	89%	94%	87%	97%	92%	92%	87%	95%	70%	92%	86% 89%	91%	84%	83%	79%	96%
	Students CWD	70%	58%	70%	76%	64%	82%	79%	000/	000/									14-Ta) Tal
	CWOD		84%	91%	96%			10050515	69%	66%	78%	70%	-	67% 70%	69%	68%	64%	58%	80%
		86%	72%			90%	98%	93%	94%	89%	96%	-		88% 92%	92%	87%	85%	86%	97%
	Sec. 200			86%	82%	81%	91%	88%	80%	85%	86%	67%		86% 85%	86%	83%	79%	82%	91%
		89%	79%	88%	94%	86%	97%	92%	91%	86%	95%	70%		85% 89%		83%	82%	78%	95%
	Female	97%	83%	90%	95%	89%	98%	92%	93%	88%	95%	69%	92%	86% -	91%	86%	84%	80%	96%
Science	All Students	75%	61%	72%	85%	74%	91%	76%	81%	69%	86%	48%	78%	62% 76%	75%	64%	65%	60%	85%

									Two		N. W. TSSOCIO								
			African			American		Pacific	or More	Fcon	Non Econ							Foster	
			Americani	Hispanio								vCWD	cwo	EL Malel	Femalel	/ligrantH	omeless	Care	Military
	CWD	48%	38%	45%	59%	54%	62%	43%	52%	43%	60%	48%		37% 51%	43%	40%	41%	40%	59%
	CWOD EL	62%	65% 52%	75% 62%	88% 57%	77% 57%	92% 70%	78% 51%	84% 63%	72% 62%	88% 66%	37%	78%	65% 80% 62% 64%	77%	67%	68%	66%	88%
	Male	76%	60%	73%	86%	74%	91%	78%	81%	69%	86%	51%			60%	57% 65%	54% 66%	53% 60%	69% 86%
	Female	75%	62%	71%	85%	74%	91%	74%	81%	68%	86%	43%		60% -	75%	62%	64%	60%	84%
Grade 6																			
Reading	All	68%	57%	62%	79%	66%	89%	68%	76%	59%	82%	35%	71%	42%63%	72%	48%	56%	50%	77%
•	Students			(T. T. S.			0070	0070	1070	0070	0270	5570	1 1 70	72/003/0	12/0	4070	30 /6	30 /6	1170
	CWD	35%	30%	31%	43%	34%	54%	23%	38%	30%	46%	35%	-	19% 35%	35%	22%	29%	35%	37%
	CWOD EL	71% 42%	60% 41%	66% 42%	82% 48%	70% 41%	91% 56%	72% 35%	80% 49%	62% 42%	84% 48%	400/	71%	45% 67%	75%	52%	59%	55%	81%
	Male	63%	51%	58%	76%	61%	87%	62%	72%	54%	78%	19% 35%	45% 67%	42% 38% 38% 63%	47%	31% 42%	33% 50%	25% 44%	44% 72%
	Female	72%	64%	67%	82%	72%	92%	75%	80%	64%	85%	35%			72%	54%	62%	57%	82%
Mathematic	s All	76%	64%	73%	86%	76%	0.40/	000/	000/	700/	070/	500/	700/	0404 =004		2.22			10.000
Wattiernatie	Students	1070	0470	1370	00 %	70%	94%	80%	83%	70%	87%	50%	79%	61% 76%	77%	61%	65%	60%	84%
	CWD	50%	41%	47%	57%	53%	72%	53%	53%	45%	60%	50%		42%51%	47%	39%	40%	43%	58%
	CWOD		68%	76%	89%	79%	95%	83%	86%	73%	89%	7 = 2	79%	64% 80%	79%	65%	69%	66%	88%
	EL Male	61% 76%	55% 63%	61% 72%	65% 86%	59% 76%	79% 94%	56% 77%	72% 82%	61% 69%	65% 87%	42%	64%	61% 62%	61%	51%	51%	48%	64%
	Female		66%	73%	86%	76%	95%	83%	83%	70%	87%	51% 47%	80% 79%	62% 76% 61% -	77%	60% 62%	63% 67%	58% 63%	84% 85%
											0.70	11 70	. 0 , 0	0170	1170	0270	0770	0070	0076
Grade 7 Reading	All	73%	64%	68%	83%	740/	020/	7.40/	040/	0.507	0.50/	070/						11-11-21-21-21	Surestan v
rreading	Students	13/0	0470	0076	0370	71%	92%	74%	81%	65%	85%	3/%	11%	44%69%	79%	52%	63%	49%	82%
	CWD	37%	32%	34%	45%	34%	59%	31%	41%	32%	49%	37%	-	22%37%	38%	21%	32%	25%	44%
	CWOD		68%	72%	87%	75%	93%	77%	84%	69%	88%	=	77%	47%72%	81%	56%	67%	58%	86%
	EL Male	44% 69%	49% 57%	44% 63%	46% 80%	36% 67%	58% 90%	45% 69%	45% 76%	44% 59%	48% 82%	22% 37%		44% 40%	50%	33%	37%	26%	49%
	Female		71%	74%	87%	75%	94%	79%	86%	71%	89%		72% 81%	40% 69% 50% -	79%	47% 57%	58% 68%	42% 57%	77% 87%
	200			200.000.00							0070	0070	0170	0070	7070	31 70	0070	31 70	07 70
Mathematic	S All Students	71%	58%	67%	82%	71%	93%	76%	77%	64%	83%	42%	75%	52% 69%	73%	56%	61%	46%	79%
		42%	33%	40%	50%	48%	68%	41%	43%	38%	52%	42%	_	34% 42%	41%	32%	36%	29%	48%
	CWOD	75%	62%	70%	86%	75%	94%	80%	81%	68%	86%	-	75%	55% 73%	76%	60%	65%	54%	83%
	EL	52%	48%	51%	59%	52%	73%	57%	58%	52%	56%	34%	55%	52% 51%	54%	46%	44%	37%	55%
	Male Female	69% 73%	54% 62%	65% 69%	80% 83%	69% 74%	92% 94%	75% 78%	75% 79%	62% 66%	81%	42%		51% 69%	700/	54%	59%	45%	77%
	Ciliaio	10,0	0270	0070	0070	1-1/0	34 /0	1070	1970	00%	85%	41%	76%	54% -	73%	57%	64%	48%	82%
Grade 8		_ 301																	
Reading	All Students	85%	78%	81%	92%	85%	95%	85%	90%	79%	93%	49%	88%	58% 82%	88%	69%	76%	64%	91%
	CWD	49%	42%	46%	57%	54%	64%	39%	54%	44%	60%	49%	88	32% 48%	51%	31%	200/	400/	E70/
	CWOD	88%	83%	85%	95%	88%	96%	89%	94%	83%	95%	-	88%	62% 86%	90%	74%	38% 81%	40% 74%	57% 94%
	EL	58%	50%	58%	57%	47%	67%	45%	67%	58%	59%	32%		58% 56%	61%	50%	44%	39%	63%
	Male Female	82%	73% 83%	78% 85%	90% 94%	80% 89%	94% 96%	83% 88%	88% 93%	75% 83%	91% 94%	48% 51%	86% 90%	56% 82%	- 000/	64%	72%	62%	88%
		0070	0070	0070	0470	0070	30 /6	0070	3370	0376	34 /0	3170	90 76	0176 -	88%	74%	81%	67%	94%
Mathematics		85%	76%	83%	90%	84%	96%	89%	87%	81%	91%	53%	89%	73% 82%	87%	75%	77%	65%	90%
	Students CWD	53%	43%	54%	57%	55%	75%	E00/	E / 0 /	E00/	620/	E20/		400/ 500/	E 40/	000/	100/	4007	0001
	CWOD		81%	87%	94%	88%	97%	59% 93%	54% 92%	50% 85%	62% 94%	53%			54% 90%	38% 81%	43% 82%	42% 74%	62% 94%
		73%	61%	73%	72%	64%	86%	67%	80%	73%		49%				66%	64%	57%	78%
	Male Female	82%	72% 80%	81%	89%		96%			78%		53%		71% 82%				63%	88%
	i ciliale	01 /0	00 /6	86%	92%	84%	97%	93%	90%	84%	92%	54%	90%	76% -	87%	79%	80%	67%	93%
Science		75%	63%	70%	86%	76%	93%	79%	82%	66%	86%	39%	78%	46% 74%	76%	56%	63%	52%	84%
	Students	200/	200/	250/	400/	450/	050/	201/	4.407	0.407	= 407								
	CWD	39% 78%	29% 68%	35% 73%	49% 89%		65% 94%		44% 86%		51% 89%	39%				20% 60%		32%	48%
		46%	38%	45%	46%		64%									37%	68% 35%	60% 37%	87% 43%
		74%	59%		85%		93%	76%	80%	65%	85%	41%	78%	47%74%				53%	82%
	Female	76%	66%	71%	86%	77%	93%	83%	84%	68%	87%	35%	79%	45% -	76%	56%	65%	51%	85%
End of Course																			
English I		64%	52%	59%	77%	61%	85%	68%	74%	55%	77%	25%	68%	30% 57%	71%	43%	51%	39%	74%
	Students CWD	250/	20%	220/	220/	220/	400/	2001	2001	0001	0.404	0501		4 40/ 5 :5:					
	CWOD	25% 68%			33% 82%		48% 87%				34% 81%	25%						22% 48%	34% 80%
	EL	30%	24%	29%	31%	23%	40%	23%	28%									23%	35%
		57%	45%		71%		83%			49%	71%	24%	62%	27% 57%	-	36%	45%	31%	69%
	Female	/ 170	61%	66%	84%	67%	88%	75%	82%	63%	83%	28%	75%	34% -	71%	52%	58%	47%	81%
English II		66%	57%	61%	80%	64%	83%	66%	78%	58%	79%	25%	71%	27% 61%	72%	46%	54%	42%	76%
	Students	0.507	4004	0001	0.407														
	CWD	25% 71%	19% 63%		34% 85%		44% 84%					25%						26%	28%
		27%	20%		28%		33%				83% 28%							51% 21%	82% 29%
	Male	61%	51%	56%	75%	59%	80%	62%	73%	53%	74%	24%	66%	24%61%				38%	70%
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		28%	24%	24%	35%	28%	38%	21%	28%	24%	37%	28%	***	19% 28%	28%	19%	22%	25%	
	CWOD		30%	37%	59%	40%	68%	39%	53%	34%	61%		44%		46%	28%	32%	26%	
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	CWOD		32%	43%	60%	44%	78%	49%	54%	39%	63%	-		41% 49%	46%	36%	35%	32%	
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	CWOD				69%	51%	80%	55%		45%	72%	-		36% 53%		37%	43%	35%	6
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rade 6 Reading	All ;	38%	27%	31%	51%	38%	69%	36%	47%	28%	54%	220/	40%	140/, 240/	120/	100/	269/	220/	
unig	Students													14% 34%		18%		23%	4
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2017-18 Federal Report Card

		C4-4-	African	Ule		America		Pacific									1000 (marks)	Foste	r
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	Female		32%	35%	56%	45%	73%	42%	52%	31%			44%		42%	22%	29%	29%	
Mathematic	s All	43%	29%	37%	57%	42%	80%	47%	52%	33%	609/	220/	460/	240/ 440/	400/	250/	000/	2004	
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	Male Female	44%	28% 30%	37% 36%	58% 55%	42% 42%	80% 80%	43% 50%	53% 51%	34% 32%	61% 59%	25%		25% 44% 23% -	42%	23%	30%	25%	
	, cinale	,.	0070	5570	0070	4270	0070	3070	3170	J2 /0	J3 /6	2070	44 70	23% -	4270	28%	28%	26%	
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	EL	30%	26%	29%	35%	20%	55%	18%	49%	30%	32%	16%	32%	30% 28%	32%	25%	24%	23%	
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Science	All	50%	34%	43%	66%	49%	82%	53%	60%	39%	67%	23%	53%	19% 51%	50%	29%	38%	27%	-
	Students CWD	23%	17%	21%	29%	28%	49%	27%	24%	20%	210/	220/		100/ 250/	100/	100/	470/	220/	,
	CWOD		36%	45%	70%	52%	83%	55%	64%	41%	31% 70%	23%	520/	10% 25% 20% 55%	19%	10%	17%	23%	1
	EL	19%	16%	18%	23%	7%	36%	8%	28%	19%	21%	10%		19% 21%	52% 16%	32% 13%	41%	28% 10%	6
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nd of Course																			
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		37%	23%	30%	53%	36%	72%	41%	49%	27%	53%	13%		9% 37%	-	17%	25%	17%	4
	Female	51%	38%	43%	70%	49%	81%	57%	66%	40%	69%		54%		51%	28%		26%	6
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	CWOD		38%	43%	70%	50%	74%	50%	67%	39%	67%	-	51%	5% 14% 10% 45%	15% 57%	6% 27%	11% 38%	19% 31%	6
	EL	9%	7%	9%	12%	7%	14%	7%	10%	9%	11%	5%		9% 8%	11%	5%	6%	9%	,
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	Female	58%	44%	54%	69%	51%	89%	54%	66%	50%	70%	18%	62%	32% -	58%	44%	44%	24%	6
Biology	All	57%	43%	49%	74%	56%	85%	58%	71%	46%	73%	22%	61%	20% 55%	59%	34%	44%	31%	7
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	CWOD	61% 20%	49% 19%	53% 19%	79% 26%	61% 17%	87%	61%	75%	50%	76%	-		21% 60%	62%	36%	49%	36%	74%
	Male	55%	40%	48%	72%	55%	39% 84%	10% 56%	25% 69%	20% 45%	23% 71%	11% 24%	60%	20% 21% 21% 55%	20%	15% 33%	15% 43%	15% 32%	28% 68%
	Female		48%	51%	76%	58%	87%	60%	74%	48%	75%		62%		59%	35%	46%	30%	71%
STAAR Percent	t at Maste	rs Gra	de Level																
Grade 3																			
Reading	All Students	24%	15%	18%	35%	19%	46%	21%	31%	16%	38%	9%	26%	15% 22%	26%	13%	16%	11%	30%
	CWD	9%	6%	7%	15%	9%	16%	0%	12%	6%	15%	9%	21	5% 9%	9%	5%	7%	6%	11%
	CWOD	26%	16%	20%	38%	20%	48%	23%	33%	17%	39%	-	26%	16% 24%	27%	14%	17%	13%	32%
	EL	15%	13%	14%	16%	12%	25%	5%	17%	14%	21%	5%	16%	15% 14%	16%	12%	11%	9%	14%
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	CWD	12%	8%	10%	16%	13%	25%	7%	13%	9%	16%	12%	_	9% 12%	10%	9%	8%	9%	15%
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	EL Male	17% 23%	15% 12%	16% 19%	18%	16%	35%	9%	21%	16%	24%	9%		17% 18%	16%	14%	13%	9%	16%
	Female		12%	17%	32% 29%	20% 17%	54% 52%	22% 20%	28% 27%	16% 15%	35% 33%	12% 10%	25% 22%	18% 23% 16% -	21%	15% 14%	15% 13%	11% 11%	30% 26%
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Grade 4 Reading	All	23%	15%	18%	33%	22%	51%	21%	31%	15%	37%	9%	250/	12% 22%	25%	11%	160/	10%	209/
rtodding	Students	2070	1370	1070	5570	22/0	J 1 70	2170	3170	1370	3170	970	25%	1270 2270	25%	11%	16%	10%	29%
	CWD	9%	7%	7%	14%	7%	17%	12%	12%	7%	15%	9%	-	5% 10%	9%	5%	8%	6%	13%
	CWOD	12%	16% 11%	19% 11%	35% 14%	23% 10%	53% 20%	22% 9%	33% 17%	16% 11%	38% 17%	5%		12% 24% 12% 11%	26% 12%	12%	17%	12%	31%
	Male	22%	13%	17%	32%	22%	50%	20%	29%	14%	35%	10%		11% 22%	-	9% 11%	10% 15%	8% 10%	16% 26%
	Female	25%	16%	19%	35%	22%	52%	22%	32%	16%	38%	9%	26%	12% -	25%	12%	16%	11%	31%
Mathematics	All Students	26%	14%	21%	35%	24%	60%	21%	31%	19%	39%	11%	28%	18% 27%	25%	15%	17%	12%	30%
	CWD	11%	8%	9%	16%	4%	23%	14%	12%	9%	17%	11%	-	8% 12%	9%	10%	10%	6%	11%
	CWOD		15%	23%	37%	26%	62%	22%	33%	20%	41%	-	28%	19% 29%	26%	16%	18%	13%	33%
	EL Male	18% 27%	13% 14%	17% 22%	19% 37%	16% 24%	33% 62%	4% 21%	27% 32%	17% 19%	23% 40%	8% 12%	19% 29%	18% 19% 19% 27%	16%	12% 14%	14% 18%	14%	21%
	Female		14%	20%	33%	25%	59%	21%	30%	18%	37%	9%		16% -	25%	15%	16%	14% 9%	31% 30%
Grade 5																			
Reading	All	26%	16%	20%	36%	23%	53%	28%	34%	17%	40%	9%	27%	12% 24%	28%	13%	16%	10%	33%
1 7 1	Students								,.		1070	070	2. 75	12/02//0	2070	1070	1070	1070	3370
	CWD	9%	7% 17%	7% 21%	13% 39%	7% 25%	14% 55%	8% 29%	11% 36%	7%	14%	9%	-	4% 9%	8%	8%	9%	5%	14%
	EL	12%	9%	12%	10%	7%	14%	8%	17%	18% 11%	42% 15%	4%		13% 26% 12% 10%	29% 13%	14% 10%	17% 7%	12% 5%	35% 13%
		24%	13%	18%	34%	22%	50%	27%	31%	15%	37%	9%		10% 24%	-	12%	15%	9%	31%
	Female	28%	18%	22%	39%	24%	56%	29%	37%	19%	42%	8%	29%	13% -	28%	14%	17%	12%	35%
Mathematics	All Students	30%	17%	26%	38%	26%	65%	30%	35%	22%	42%	13%	31%	19% 29%	30%	19%	19%	13%	38%
		13%	10%	12%	15%	10%	25%	11%	15%	11%	17%	13%		9% 14%	11%	10%	13%	10%	17%
	CWOD	19%	18% 13%	27% 19%	40% 19%	28% 16%	67% 34%	32% 10%	37% 20%	23% 19%	44% 23%	9%		20% 32% 19% 19%	31% 19%	20% 17%	20% 15%	14% 18%	40% 21%
	Male	29%	16%	25%	38%	26%	65%	27%	35%	22%	42%	14%		19% 29%	-	18%	19%	13%	38%
	Female	30%	18%	26%	37%	27%	66%	33%	35%	22%	42%	11%	31%	19% -	30%	20%	19%	13%	38%
Science	All Students	16%	8%	12%	24%	16%	41%	17%	22%	10%	26%	9%	17%	7% 18%	15%	9%	11%	7%	21%
	CWD	9%	7%	8%	11%	7%	15%	8%	10%	7%	12%	9%		5% 10%	7%	7%	8%	7%	10%
	CWOD	17% 7%	8%	13%	26%	17%	42%	18%	24%	11%	27%	-	17%	7% 19%	15%	10%	11%	6%	22%
		18%	5% 8%	7% 14%	7% 27%	5% 17%	12% 43%	5% 18%	12% 24%	7% 12%	9% 28%	5% 10%	7% 19%	7% 8% 8% 18%	5% -	6% 10%	6% 12%	3% 8%	8% 23%
	Female		7%	10%	22%	14%	39%	16%	21%	9%	24%	7%		5% -	15%	8%	9%	5%	19%
Grade 6																			
Reading	All	18%	11%	13%	27%	17%	44%	18%	25%	11%	30%	8%	20%	4% 15%	22%	7%	11%	9%	23%
	Students		200 /								1010000								
	CWD	8% 20%	7% 12%	7% 14%	10% 29%	8% 18%	10% 46%	2% 19%	7% 27%	7% 11%	10% 31%	8% -	20%	4% 8% 4% 16%	7% 23%	5% 7%	6% 11%	6%	7% 25%
	EL	4%	4%	4%	6%	6%	8%	2%	6%	4%	6%	4%	4%	4% 10%	5%	2%	11% 3%	10% 1%	25% 5%
		15%	9%	10%	24%	14%	39%	13%	21%	9%	26%	8%		3% 15%	-	5%	9%	6%	19%
Mathamatic	Female		14%	16%	31%	21%	49%	22%	30%	13%	34%	7%		5% -	22%		13%	13%	27%
Mathematics	All Students	18%	10%	13%	26%	16%	54%	18%	24%	11%	29%	9%	19%	6% 18%	17%	7%	10%	8%	22%
	CWD	9%	8%	8%	10%	6%	20%	4%	9%	8%	11%	9%	_	5% 10%	7%	6%	8%	9%	8%
	CWOD	19% 6%	10% 5%	13% 6%	28% 11%		56% 20%	19% 0%	25% 12%	11% 6%	31% 10%	- 5%		7% 20% 6% 7%	18% 6%		10%	7%	24%
		18%	9%	13%	27%	16%	55%	17%	24%	11%				7% 18%	-	3% 6%	6% 10%	1% 7%	7% 23%
	Female	17%	10%	12%	25%	16%	54%	19%	23%	11%	28%		18%		17%	8%	9%	8%	21%

 $https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay\&year4=2018\&year2=18\&_debug=0\&single=N\&title=2017-18+Federal+Report+Card\&_program=pe... \end{substitute} 6/15$

Two

Grade 7		Jule	-menca	minspan	ic aatiif6	เกษเสก	ASIAN	isiaNde	r Races	nisad/	DISAG	VCWE	CWO	U EL	wale	remale	eMigrant	tHomeless	Care	Mi
Reading	All Students	28%	18%	21%	40%	27%	59%	27%	36%	18%	42%	10%	30%	6%	24%	33%	12%	18%	11%	3
	CWD	10%	9%	9%	12%	7%	17%	8%	10%	9%	13%	10%	_	4%	10%	10%	8%	Ω0/	60/	,
	CWOD		19%	23%	42%	29%	60%	28%	39%	20%	44%	10%	30%		26%		8% 12%	9% 20%	6% 12%	3
	EL	6%	8%	6%	9%	5%	12%	4%	7%	6%	8%	4%	6%		5%	7%	3%	4%	0%	
	Male	24%	14%	18%	35%	24%	54%	22%	31%	15%	37%	10%			24%	-	10%	16%	10%	2
	Female		23%	25%	45%	30%	64%	31%	42%	22%	48%	10%			-	33%	14%	21%	12%	
Mathematic	s All Students	18%	9%	13%	26%	17%	58%	22%	23%	11%	29%	7%	19%	5%	17%	18%	9%	11%	5%	2
	CWD	7%	6%	7%	8%	2%	18%	12%	7%	6%	9%	7%	-	4%	8%	6%	8%	8%	5%	
	CWOD		9%	13%	28%	19%	60%	22%	25%	11%	31%	121	19%	5%	18%	19%	9%	12%	5%	- 2
	EL	5%	6%	4%	9%	6%	19%	7%	11%	4%	8%	4%	5%	5%	5%	5%	3%	5%	2%	
	Male Female	17%	8% 10%	12% 13%	25% 26%	17% 17%	56% 60%	21% 22%	22% 24%	10% 11%	28% 30%	8%	18%	5%	0.000	-	11%	12%	5%	3
120 10 100	, omaic	1070	1070	1570	2070	17 70	0078	22 /0	24 /0	1170	30%	6%	19%	5%	5) <u>-2</u> 7	18%	7%	11%	5%	2
Grade 8 Reading	All	26%	17%	200/	270/	240/	E 40/	200/	0.50/	470/	000/	201	000/	407	000/				72000	
Reading	Students	20%	1770	20%	37%	24%	54%	26%	35%	17%	39%	8%	28%	4%	22%	30%	10%	18%	11%	;
	CWD	8%	7%	7%	9%	9%	15%	13%	7%	7%	9%	8%	-	0.50	8%	7%	3%	7%	10%	
	CWOD		18%	21%	39%	26%	55%	27%	38%	18%	41%	•	28%	4%	24%	32%	11%	19%	12%	3
	EL	4%	4%	4%	5%	2%	5%	4%	10%	4%	5%	3%	4%	4%		5%	3%	2%	3%	
	Male	22%	13%	17%	32%	21%	49%	21%	30%	14%	34%	8%	24%	3%	22%	(-	8%	15%	11%	2
	Female	30%	21%	23%	42%	27%	59%	31%	40%	20%	44%	7%	32%	5%	(*)	30%	13%	21%	12%	3
Mathematic	Students	15%	8%	11%	21%	13%	47%	16%	18%	10%	23%	9%	16%		14%	16%	8%	10%	8%	•
	CWD	9%	8%	8%	8%	9%	19%	12%	8%	8%	10%	9%		4%		7%	3%	6%	12%	
	CWOD		7%	12%	22%	14%	49%	16%	19%	10%	24%	-	16%		15%	16%	9%	11%	6%	
	EL	6%	4%	5%	8%	5%	17%	6%	10%	5%	7%	4%	6%	6%		6%	4%	4%	0%	
	Male	14%	7%	11%	20%	14%	46%	15%	18%	9%	22%	9%	15%		14%	11.00	7%	9%	9%	1
	Female	16%	9%	12%	21%	12%	48%	17%	18%	10%	23%	7%	16%	6%	1.00	16%	9%	12%	7%	1
Science	All Students	27%	13%	20%	41%	28%	62%	25%	36%	17%	42%	8%	29%		29%	25%	12%	18%	10%	3
	CWD	8%	6%	7%	12%	8%	17%	15%	9%	7%	12%	8%	-		10%	6%	4%	6%	11%	-1
	CWOD		15%	21%	43%	30%	64%	26%	39%	18%	44%	-	29%		31%	27%	13%	19%	10%	3
	EL	6%	5%	5%	9%	3%	14%	2%	10%	5%	8%	3%	6%	6%		4%	4%	4%	1%	
	Male Female	29% 25%	13% 13%	21% 18%	43% 38%	30% 25%	64% 60%	27% 24%	37% 35%	18% 15%	44% 39%	10% 6%	31% 27%	7% 4%	29%	- 25%	14% 11%	19% 17%	12% 8%	3
			1070	1070	0070	2070	0070	2-170	3370	1370	3370	078	21 /0	4 /0	3 /	25/6	1170	1770	070	-
End of Course English I	e All	7%	3%	4%	12%	6%	29%	7%	12%	3%	13%	3%	7%	0%	5%	9%	1%	3%	3%	
	Students					-,-	_0,0	. ,,	1270	070	1070	070	1 70	070	370	370	1 70	370	370	(1)
	CWD	3%	3%	3%	4%	2%	6%	2%	4%	3%	3%	3%	-	1%	3%	3%	2%	3%	5%	
	CWOD	7%	3%	4%	13%	6%	30%	8%	13%	3%	14%	-	7%	0%	5%	10%	1%	3%	2%	1
	EL	0%	0%	0%	1%	0%	1%	1%	1%	0%	1%	1%	0%	0%	0%	0%	0%	0%	0%	
	Male	5%	2%	3%	8%	5%	23%	5%	8%	2%	9%	3%	5%	0%	5%	121	1%	2%	2%	(
	Female	9%	5%	5%	16%	7%	34%	10%	16%	4%	17%	3%	10%	0%	+	9%	2%	4%	3%	1
English II	All Students	8%	4%	4%	13%	5%	29%	9%	14%	4%	14%	4%	8%	0%	5%	10%	1%	4%	3%	,
	CWD	4%	4%	4%	5%	2%	8%	9%	5%	4%	4%	4%	-	2%		4%	2%	3%	8%	3
	CWOD	8%	4%	4%	14%	5%	30%	9%	15%	4%	14%	0,000	8%	0%	6%	11%	1%	4%	1%	1
	EL.	0%	0%	0%	0%	0%	1%	0%	2%	0%	0%	2%	0%	0%	0%	0%	0%	0%	2%	(
	Male .	5%	2%	3%	9%	4%	23%	5%	10%	3%	10%	4%	6%	0%	5%	-	1%	2%	4%	6
	Female	10%	5%	6%	18%	6%	35%	13%	18%	5%	18%	4%	11%	0%	=	10%	2%	5%	3%	1
Algebra I	All Students	31%	17%	26%	40%	27%	71%	32%	37%	23%	42%	7%	34%	12%	28%	34%	16%	20%	8%	3
	CWD	7%	4%	7%	9%	7%	21%	4%	9%	6%	9%	7%	- To-	4%		6%	3%	6%	5%	1
	CWOD		20%	29%	44%	29%	73%	35%	40%	25%	45%	-		13%		36%	18%	22%	10%	4
	EL.	12%	8%	11%	16%	8%	36%	7%	17%	12%	14%	4%	13%	12%	11%	14%	8%	9%	9%	1
	Male Female	28% 34%	14% 21%	24% 29%	37% 43%	25% 28%	70% 72%	29% 36%	35% 39%	20% 25%	39% 45%	8% 6%	31% 36%			- 34%	13% 20%	18% 22%	7% 10%	3
Biology	All	23%																		
ыоюду	Students		12%	15%	36%	21%	59%	23%	35%	13%	36%	5%	25%	3% :		23%	7%	13%	7%	3
	CWD	5% 25%	3% 14%	4% 17%	8% 39%	5% 23%	13% 61%	6% 24%	9% 38%	4% 15%	7% 39%	5% -	- 25%	2% 3%		4% 25%	3% 7%	5% 15%	6% 8%	3
	EL	3%	3%	3%	7%	3%	12%	3%	2%	3%	5%	2%	3%	3%		25% 3%	7% 1%	15% 2%	8% 2%	3
		22%	10%	16%	36%	20%	58%	22%	34%	13%	36%	6%	25%	3% :		3%	7%	13%		3
	Female		14%	15%	37%	21%	61%	24%	36%	13%	37%	4%	25%	3%	-	23%	7%	14%	6% 8%	3
AAR Percent	at Approa	aches	Grade L	evel or A	bove															
II Grades	ΔII	770/	660/	700/	0.007	750/	000/	700/	0001	700/	0-0								100000000000000000000000000000000000000	
All Grades All Subjects	All Students	77%	66%	73%	86%	75%	92%	78%	83%	70%	87%	45%	80%	60%	74%	79%	62%	66%	57%	8

2017-18 Federal Report Card Non African American Pacific More Econ Econ Foster State American Hispanic White Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL MaleFemaleMigrantHomeless Care Military CWOD 80% 70% 76% 89% 79% 93% 81% 86% 74% 89% 80% 63% 78% 82% 65% 65% 70% 88% EL 60% 52% 60% 61% 56% 72% 64% 50% 60% 62% 36% 63% 60% 58% 63% 51% 52% 47% 64% Male 74% 61% 70% 84% 72% 91% 76% 80% 67% 85% 46% 78% 58%74% 58% 63% 54% 82% Female 79% 70% 76% 88% 78% 93% 80% 85% 73% 89% 45% 79% 82% 63% 65% 70% 60% 87% Reading All 73% 62% 68% 84% 71% 90% 74% 81% 65% 39% 84% 77% 52% 69% 77% 54% 62% 53% 82% Students CWD 39% 31% 35% 48% 37% 58% 37% 46% 34% 50% 39% 27% 38% 40% 25% 32% 32% 47% **CWOD 77%** 67% 72% 87% 75% 91% 85% 69% 77% 87% 77% 54% 73% 80% 66% 58% 60% 86% EL 52% 45% 51% 53% 47% 62% 39% 56% 51% 54% 27% 54% 52% 48% 44% 56% 40% 37% 56% Male 69% 57% 64% 80% 67% 88% 70% 77% 61% 81% 38% 73% 48% 69% 49% 58% 48% 78% Female 77% 69% 87% 73% 76% 91% 77% 85% 70% 88% 40% 80% 56% 60% 67% 57% 86% Mathematics All 80% 69% 78% 87% 78% 95% 82% 84% 75% 88% 52% 83% 70% 78% 70% 70% 82% 61% 87% Students CWD 41% 50% 59% 52% 52% 73% 51% 53% 47% 61% 52% 47% 52% 43% 44% 40% 61% CWOD 83% 73% 81% 91% 82% 96% 85% 87% 78% 91% 83% 73% 82% 84% 74% 74% 69% 90% EL 70% 61% 70% 71% 67% 84% 63% 75% 70% 72% 47% 73% 70% 69% 63% 72% 64% 59% 74% Male 78% 66% 76% 86% 77% 94% 81% 83% 73% 87% 52% 82% 69% 78% 68% 68% 59% 86% Female 82% 72% 88% 79% 80% 95% 83% 85% 77% 90% 51% 84% 72% 82% 72% 72% 63% 88% Science All 79% 68% 75% 88% 79% 93% 81% 85% 72% 88% 48% 82% 58% 78% 80% 66% 69% 60% 87% Students CWD 48% 39% 54% 47% 45% 59% 68% 54% 43% 59% 48% 36% 50% 45% 36% 41% 41% 59% CWOD 82% 73% 79% 91% 82% 94% 83% 88% 76% 91% 82% 61% 82% 83% 70% 73% 68% 90% FI 58% 52% 58% 57% 51% 70% 48% 62% 58% 60% 36% 61% 58% 59% 58% 52% 50% 46% 61% Male 66% 78% 74% 88% 78% 93% 80% 84% 71% 88% 50% 82% 59% 78% 64% 68% 60% 86% Female 80% 71% 76% 89% 80% 94% 81% 86% 73% 89% 45% 83% 58% 80% 67% 70% 60% 87% STAAR Percent at Meets Grade Level or Above All Grades All Subjects · All 33% 41% 61% 45% 78% 48% 56% 37% 63% 23% 50% 26% 45% 50% 29% 35% 27% 57% Students CWD 23% 18% 21% 29% 22% 45% 23% 26% 20% 31% 23% 15% 24% 22% 15% 19% 21% 28% **CWOD 50%** 36% 43% 64% 48% 79% 50% 60% 39% 66% 50% 27% 48% 52% 31% 37% 29% 60% 26% 21% 25% 29% 23% 42% 16% 32% 25% 30% 15% 27% 26% 25% 27% 19% 21% 17% 29% Male 45% 30% 39% 59% 43% 76% 45% 54% 35% 60% 24% 48% 25% 45% 27% 33% 26% 54% Female 50% 37% 43% 63% 47% 79% 59% 51% 39% 65% 22% 52% 27% 50% 37% 32% 28% 59% Reading ΑII 46% 33% 39% 60% 43% 74% 45% 56% 35% 62% 22% 48% 21% 41% 50% 25% 33% 26% 56% Students CWD 22% 18% 19% 27% 19% 39% 20% 25% 19% 28% 12% 22% 21% 12% 18% 20% 25% **CWOD 48%** 35% 41% 64% 46% 75% 47% 60% 37% 65% 48% 22% 44% 52% 36% 27% 28% 59% 12% 21% 18% 21% 23% 31% 19% 13% 26% 25% 20% 22% 21% 19% 24% 14% 16% 13% 24% Male 41% 28% 56% 39% 35% 71% 41% 52% 31% 57% 22% 44% 19% 41% 22% 30% 23% 50% Female 50% 39% 43% 65% 48% 77% 50% 61% 39% 67% 21% 52% 24% 50% 29% 37% 29% 61% Mathematics All 48% 33% 43% 60% 45% 82% 50% 55% 39% 63% 26% 51% 33% 47% 49% 34% 36% 28% 57% Students CWD 26% 20% 24% 31% 23% 52% 25% 27% 22% 33% 26% 18% 27% 23% 18% 21% 21% 30% CWOD 51% 35% 46% 63% 48% 83% 52% 58% 42% 65% 51% 35% 51% 51% 36% 38% 31% 60% 33% EL 27% 32% 37% 29% 56% 21% 41% 33% 39% 18% 35% 33% 33% 34% 27% 27% 25% 35% Male 47% 31% 43% 60% 45% 81% 38% 62% 49% 54% 27% 51% 33% 47% 32% 35% 56% 28% Female 49% 36% 44% 60% 46% 82% 51% 56% 40% 64% 23% 51% 34% 49% 37% 37% 28% 58% Science All 35% 49% 42% 65% 48% 79% 51% 60% 39% 65% 23% 52% 21% 50% 49% 31% 37% 27% 60% Students CWD 23% 17% 21% 31% 24% 26% 47% 27% 20% 31% 23% 13% 25% 20% 15% 19% 21% 30% CWOD 52% 37% 45% 68% 51% 80% 53% 63% 41% 68% 52% 22% 54% 51% 33% 40% 29% 64% 21% EL 18% 21% 25% 16% 37% 10% 28% 21% 24% 13% 22% 19% 21% 23% 17% 16% 13% 26% Male 50% 33% 43% 66% 49% 51% 79% 59% 39% 66% 25% 54% 23% 50% 32% 37% 29% 61% Female 49% 36% 42% 64% 47% 79% 51% 60% 38% 65% 20% 51% 30% 19% 49% 37% 24% 60% 16% All 12% 30% 19% 52% 21% 28% 14% 32% 8% 23% 9% 20% 22% 10% 13% 9% 27% Students CWD 8% 6% 7% 11% 7% 17% 8% 9% 7% 11% 5% 9% 8% 7% 5% 7% 7% 10% **CWOD 23%** 13% 17% 33% 20% 53% 22% 30% 15% 34% 23% 10% 22% 24% 10% 14% 9% 29% FI 9% 7% 9% 11% 8% 20% 5% 13% 9% 12% 5% 10% 9% 9% 10% 6% 7% 5% 10% Male 20% 10% 15% 29% 50% 19% 27% 18% 13% 31% 9% 22% 9% 20% 9% 13% 8% 25% Female 22% 14% 17% 32% 20% 54% 23% 30% 15% 34% 7% 24% 10% 22% 10% 14% 9% 28% All 19% 11% 14% 28% 17% 45% 18% 27% 12% 30% 7% 20% 7% 16% 22%

									Two										
		State	African American	Hispanic		American Indian		Pacific Islander	or More Races	Econ Disadv	Non Econ Disady	CWD	CWOE	EL Male	Female	Migrantl	Homeless	Foster Care	Military
Mathematics	All Students	23%	13%	19%	31%	21%	59%	23%	28%	16%	35%	10%	25%	13% 23%	24%	13%	15%	9%	28%
	CWD	10%	7%	9%	12%	8%	22%	8%	11%	8%	13%	10%	-	6% 10%	8%	7%	8%	8%	11%
	CWOD	25%	14%	20%	34%	22%	61%	25%	30%	17%	37%		25%	14% 25%	25%	14%	16%	10%	31%
	EL	13%	10%	12%	15%	12%	30%	7%	19%	12%	17%	6%	14%	13% 13%		9%	10%	8%	14%
	Male	23%	12%	18%	31%	21%	59%	22%	28%	16%	34%	10%		13% 23%		12%	15%	10%	28%
	Female	24%	14%	19%	31%	21%	59%	25%	29%	16%	35%	8%		13% -	24%	14%	15%	9%	29%
Science	All Students	22%	11%	16%	34%	21%	54%	21%	31%	13%	35%	7%	24%	5% 23%	21%	9%	14%	8%	28%
	CWD CWOD	7% 24%	5% 12%	6% 17%	10% 36%	6% 23%	15% 56%	9% 22%	9% 33%	6% 14%	10% 37%	7% -	- 24%	3% 8% 6% 25%	5% 22%	5% 10%	7% 15%	8% 8%	9% 31%

8%

31%

30%

5%

14%

12%

7%

36%

34%

3%

8%

5%

6%

25%

5% 6%

6% 23%

4%

4%

10%

9%

15%

4%

14%

13%

8%

2%

8%

31%

6%

29%

27%

5%

17%

14%

35%

32%

4%

22%

20%

12%

55%

53%

3%

22%

21%

5%

23%

4%

11%

12%

Part (iii): Academic Growth and Graduation Rate

EL

Male

Female 21%

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Academic Growth Score						(1)(0)(1)(0)(0)(0)			2.000		
Reading											
All Students	69	65	68	70	67	79	68	70	66	61	66
CWD	61	59	61	63	57	70	57	63	60	61	60
CWOD	69	66	68	71	68	79	69	71	67	-	67
EL	66	70	66	69	67	73	67	67	66	60	66
Male	67	63	66	68	65	78	66	68	64	61	65
Female	71	68	70	72	70	81	70	72	69	63	68
Mathematics				10.00		•			03	03	00
All Students	70	66	69	72	69	85	73	71	67	63	67
CWD	63	59	63	64	62	74	65	64	62	63	62
CWOD	71	67	69	73	70	85	73	72	68	03	67
EL	67	69	66	71	65	77	71	72	67	62	67
Male	68	64	67	71	67	84	71	70	66	62	66
Female	71	68	70	73	71	85	74	73	69	64	68

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort C	raduation	Rate (Gr 9-	12): Class	of 2017									
All Students	89.7%	86.1%	87.7%	93.6%	86.3%	96.0%	88.6%	91.7%	86.9%	77.4%	75.5%	72.1%	58.2%
CWD	77.4%	75.6%	77.1%	79.6%	77.5%	66.5%	72.4%	79.4%	77.5%	77.4%	77.5%	68.3%	51.4%
CWOD	90.7%	87.5%	88.5%	94.7%	87.0%	96.8%	89.4%	92.7%	87.9%	1 10 AVA (A (A (A))	75.3%	72.6%	61.2%
EL	75.5%	77.8%	74.8%	75.9%	67.2%	85.0%	70.0%	74.6%	77.6%	77.5%	75.5%	62.1%	63.6%
Male	87.3%	82.5%	84.8%	92.4%	85.1%	95.5%	89.2%	89.8%	84.1%	76.4%	72.5%	66.7%	56.3%
Female	92.1%	89.8%	90.6%	94.8%	87.5%	96.6%	87.9%	93.7%	89.7%	79.4%	79.3%	77.1%	59.8%

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 922,009 150,884 16%

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

[&]quot; Indicates zero observations reported for this group.

Ų, Indicates there are no students in the group.

Total EL in Class

Proficiency of EL

Rate of Proficiency

- 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 Achie	All Students vement Dor	African American nain Score	Hispanic : STAAR Co	White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	48	37	43	59	46	74	49	56	40	25	32
School Quality (College, Career,	and Military	Readiness	s Performa	nce)							
%Students meeting CCMR	52%	35%	47%	63%	49%	79%	49%	57%	42%	21%	27%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status						ASSESSED TRANS		.,		3.1.2	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ	Y	Υ	Υ	Y	Υ	Y	Y	Y	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	Ν	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics										4.70	5035
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ	Y	Y	Y	Y	Y	Υ	Υ	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N
English Learner Language Profice Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	ciency Statu	s									42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	90% N 92% N 94% N 94% N	90% N 92% N 94% N 94% N	90% N 92% N 94% N 94% N	90% Y 92% Y 94% N 94% N	90% N 92% N 94% N	90% Y 92% Y 94% Y 94% Y	90% N 92% N 94% N 94% N	90% Y 92% N 94% N 94% N	90% N 92% N 94% N 94% N	90% N 92% N 94% N 94%	90% N 92% N 94% N 94%

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

Indicates there are no students in the group.

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

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

Participation R	ate	State	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	4.0																
All Subjects	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	99%	99%	99%
	CMD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	(a)	99%	99%	99%	99%
	CWOD	99%	99%	99%	100%	99%	100%	99%	99%	99%	100%	124	99%	100%	99%	99%	99%
	EL	100%	100%	100%	100%	99%	100%	100%	100%	100%	99%	99%	100%	100%	99%	100%	99%
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	92	99%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	-	99%	99%
Reading	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	99%	99%	99%
	CWD	99%	99%	99%	99%	98%	100%	99%	99%	99%	99%	99%	(= 77	100%	99%	99%	99%
	CWOD	99%	99%	99%	100%	99%	100%	99%	99%	99%	100%	-	99%	100%	99%	100%	99%
	EL	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
	Male	99%	99%	99%	99%	99%	100%	100%	99%	99%	99%	99%	99%	100%	99%		99%
N - 0	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	100%	100%	-	99%	99%
Mathematics	Students	100%	99%	100%	100%	99%	100%	99%	100%	99%	100%	99%	100%	100%	100%	100%	99%
	CWD	99%	99%	99%	99%	99%	100%	98%	99%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	100%	99%	100%	100%	99%	100%	99%	100%	100%	100%	-	100%	100%	100%	100%	99%
	EL Male	100% 100%	100% 99%	100%	100%	99%	100%	100%	100%	100%	99%	99%	100%	100%	100%	100%	99%
	Female	100%	99%	99% 100%	100% 100%	99%	100%	100%	100%	99%	100%	99%	100%	100%	100%	-	99%
Science	All	99%				99%	100%	99%	100%	100%	100%	99%	100%	100%		100%	99%
Science	Students		99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	98%
	CWD	99%	98%	99%	99%	98%	99%	99%	98%	98%	99%	99%	-5.	99%	98%	99%	98%
	EL	99% 99%	99% 99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	98%
	Male	99%	99%	99% 99%	99% 99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
	Female	99%	99%	99%	99%	99% 99%	100% 100%	99% 99%	99%	99%	99%	98%	99%	99%	99%	-	98%
Non-Participation		3370	3370	3370	3376	3370	100%	99%	99%	99%	99%	99%	99%	99%	<u>.</u>	99%	98%
All Subjects	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	0%	1%	1%	1%
	CWD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	1%	1%	1%	0%	1%	0%	1%	1%	1%	0%	-	1%	0%	1%	1%	1%
	EL	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%	1%	0%	0%	1%	0%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	0%	-	1%	1%
Reading	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	0%	1%	1%	1%
	CWD	1%	1%	1%	1%	2%	0%	1%	1%	1%	1%	1%		0%	1%	1%	1%
	CWOD	1%	1%	1%	0%	1%	0%	1%	1%	1%	0%	2 4 7	1%	0%	1%	0%	1%
	EL	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
	Male	1%	1%	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	0%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	0%	0%	-	1%	1%
Mathematics	All Students	0%	1%	0%	0%	1%	0%	1%	0%	1%	0%	1%	0%	0%	0%	0%	1%
	CWD	1%	1%	1%	1%	1%	0%	2%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	0%	1%	0%	0%	1%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	1%
	EL	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%	1%	0%	0%	0%	0%	1%
	Male .	0%	1%	1%	0%	1%	0%	0%	0%	1%	0%	1%	0%	0%	0%	-	1%
	Female	0%	1%	0%	0%	1%	0%	1%	0%	0%	0%	1%	0%	0%		0%	1%
Science	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%
	CWD	1%	2%	1%	1%	2%	1%	1%	2%	2%	1%	1%	4	1%	2%	1%	2%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	121	1%	1%	1%	1%	2%
	EL	1%	1%	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
	Male Eemale	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	2%	1%	1%	1%	-	2%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	2%

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

Part (viii): Civil Rights Data

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

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				ED-200 EN								
Students Without Disabilities In-School Suspensions		Total students	African American	ı Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section s 504)
III-ochool odspensions	Mole	250,200	57.004	100 0 10	FO 050		2022					
	Male	258,396	57,031	129,349	59,862	1,330	3,536	518	6,770	35,991		
	Female	134,221	34,494	69,765	24,327	672	1,293	278	3,392	15,719		
8 88 5	Total	392,617	91,525	199,114	84,189	2,002	4,829	796	10,162	51,710		
Out-of-School Suspensions									- 6			
	Male	131,472	39,455	65,930	20,251	647	1,510	230	3,449	21,613		
	Female	66,274	23,666	32,469	7,621	313	531	114	1,560	8,464		
	Total	197,746	63,121	98,399	27,872	960	2,041	344	5,009	30,077		
Expulsions							_, _, _ , ,	•	0,000	00,011		
With Educational Services	Male	7,853	1,792	4,125	1,519	45	130	14	228	1,081		
	Female	3,460	861	1,873	573	**	46	*	93	408		
	Total	11,313	2,653	5,998	2,092	55						
Without Educational Services	Male	723	124	388		33	176	18	321	1,489		
Vinited Educational Oct viocs	Female	224			175	*	*	*	28	72		
			42	130	44		•			18		
Under Zero Tolerance	Total	947	166	518	219	8		*	32	90		
	Male	895	164	488	211	*	8	*	18	140		
Policies		2										
	Female	297	53	166	64	*	6	*	6	34		
NAMES OF THE PARTY	Total	1,192	217	654	275	**	14	*	24	174		
School-Related Arrests												
	Male	4,635	1,162	2,647	674	20	38	6	88	732		
	Female	2,062	585	1,125	276	6	22	6	42	258		
	Total	6,697	1,747	3,772	950	26	60	12	130	990		
Referrals to Law Enforcement				1.0			00	•	100	550		
	Male	8,331	1,757	4,604	1,507	36	88	14	325	1,206		
	Female	4,089	1,015	2,280	580	24	32	6				
	Total	12,420	2,772	6,884	2,087	60	120	20	152	519		
Students With Disabilities In-School Suspensions	10101	12,120	2,112	0,004	2,007	00	120	20	477	1,725		
	Male	63,350	15,187	27,282	18,089	342	467	66	1,917	8,871		25 210
	Female	20,645	5,724	8,978	5,147	112	94	20	570			25,319
	Total	83,995	20,911	36,260	23,236					2,697		8,795
Out-of-School Suspensions	TOLGI	00,000	20,311	30,200	23,230	454	561	86	2,487	11,568		34,114
out of control caspendions	Male	42,385	13,097	17 072	0.670	170	250	40	4 070	0.400		44.400
	Female			17,872	9,670	170	258	40	1,278	6,182		14,189
		12,304	4,378	5,166	2,346		58		296	1,647		4,808
Expulsions	Total	54,689	17,475	23,038	12,016	226	316	44	1,574	7,829		18,997
With Educational Services	Mala	0.704					2/2					
with Educational Services	Male	2,721	705	1,350	584	16	**	*	54	355		914
	Female	702	205	325	136		6	*	28	104		306
Marie I e I II I e I	Total	3,423	910	1,675	720	**	18	*	82	459		1,220
Without Educational Services	Male	174	18	80	68	*	*	*	8	20		81
	Female	36	8	20	8		*	*	*	*		14
and its States Records	Total	210	26	100	76	*	*	*	8	22		95
Under Zero Tolerance	Male	257	38	160	55	*	*	*	*	41		73
Policies										100.00		, ,
	Female	54	20	19	15	*	*	*	*	*		18
	Total	311	58	179	70	141	*	*	*	45		91
School-Related Arrests										45		31
	Male	1,625	491	886	221	*	*	*	23	162		222
	Female	470	173	225	54	*	*			163		223
	Total	2,095	664	1,111	275	6	*	*	12	30		68
Referrals to Law Enforcement	iotai	2,095	004	1,111	2/5	0			35	193		291
receivable to Law Emorcement	Mala	2.042	700	4 400	500	40	**	_				
	Male	2,913	783	1,496	563	19			46	333		474
	Female	862	276	416	134	*	*	*	28	90		181
All Students	Total	3,775	1,059	1,912	697	23	**	*	74	423		655
All Students												
Chronic Absenteeism	160 March 4000	79 <u>272</u> 020000000	958-0-958-0-10-1									
	Male	326,596	47,648	177,273	85,966	1,939	5,271	657	7,842	45,478	55,504	24,845
	Female	312,828	43,232	170,993	83,746	1,801	4,662	669	7,725	38,852	31,003	19,339
	Total	639,424	90,880	348,266	169,712	3,740	9,933	1,326	15,567		86,507	44,184
									40.	8 7 7	142.124.127 (200)	6 85 No. 65 858

Incidents of Violence	Total
Incidents of rape or attempted rape	12
Incidents of sexual assault (other than rape)	551
Incidents of robbery with a weapon	64
Incidents of robbery with a firearm or explosive device	7
Incidents of robbery without a weapon	971
Incidents of physical attack or fight with a weapon	427
Incidents of physical attack or fight with a firearm or explosive device	41
Incidents of physical attack or fight without a weapon	47,970
Incidents of threats of physical attack with a weapon	391
Incidents of threats of physical attack with a firearm or explosive device	153
Incidents of threats of physical attack without a weapon	6,272
Incidents of possession of a firearm or explosive device	225

Total Allegations of Harassment or bullying On the basis of sex 1,587 On the basis of race 964 On the basis of disability 361

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	121,821	17,526	74.965	20.762	588	4,727	252	3,001	43,994	15,535
	Female	114,908	16,772	72,287	18.164	589	4.215	224	2.657	43.330	6.724
	Total	236,729	34,298	147,252	38.926	1,177	8.942	476	5.658	87,324	22,259
Accelerated Coursework		**************************************	5.500.00 F 5.500.00 F				0,0		0,000	0.,02.	22,200
Advanced Placement Courses	Male	156,203	13,051	69,162	54.026	694	15.562	312	3,396	4,949	2,060
	Female	191,646	19,672	87,712	62,726	740	16.153	361	4.282	5.526	1.213
	Total	347,849	32,723	156,874	116,752	1,434	31,715	673	7.678	10.475	3,273
International Baccalaureate Courses	Male	4,024	468	1,675	1,030	13	720	12	106	281	96
	Female	5,324	686	2,171	1,482	21	815	12	137	327	69
	Total	9,348	1,154	3,846	2,512	34	1,535	24	243	608	165

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 S	chool	High-Pove	rty Schools	Low-Pove	rty Schools	
Inexperienced Teachers, Principals, and Other School Leaders	Number 58,245.5	Percent 15.5%	Number 15,517.2	Percent 19.3%	Number 13,030.0	Percent 12.0%	
Teachers Teaching with Emergency or Provisional Credentials	11,861.1	3.3%	3,179.3	4.2%	2,345.5	2.3%	
Teacher Who Are Not Teaching in the Subject or Field for Which the	30,218.6	8.5%	5,845.8	7.7%	8,209.8	7.9%	

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.

Grade 3	State Number of ALT2	State Rate of ALT2
Reading	6,019	1%
Mathematics	6,020	1%

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

^{1.1} 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
Grade 4 Reading	0.004	404
Reading	6,061	1%
Mathematics	6,056	1%
Grade 5		
Reading	6,162	2%
Mathematics	6,160	1%
Science	6,164	1%
Grade 6		
Reading	5,678	1%
Mathematics	5,677	1%
Grade 7		
Reading	5,298	1%
Mathematics	5,294	1%
Grade 8		
Reading	5,088	1%
Mathematics	5,087	2%
Science	5,087	1%
End of Course		
English I	4,868	1%
English II	4,556	1%
Algebra I	4,884	1%
Biology	4,861	1%
All Grades		
All Subjects	99,020	1%
Reading	43,730	1%
Mathematics	39,178	1%
Science	16,112	1%

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

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

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

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

			% Belo	w Basic	% At or Al	oove Basic		r Above icient	100 000000	r Above Inced
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	R
		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

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

Grade	Subject	Student Group Econ Disadv Students with Disabilities English Language Learners	% Below TX 23 43 29	w Basic US 31 51 47	% At or Al TX 46 38 44	oove Basic US 44 32 39		Above cient US 22 14 13		Above Inced US 3 3 2
Grade 8	Reading	Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners	29 42 34 17 * 8 * 23 38 65 62	24 40 33 16 37 13 35 18 35 61	44 43 45 43 * 29 * 42 45 29 33	40 42 44 39 41 30 42 40 43 29 27	26 14 20 37 * 53 * 31 16 6	32 17 22 39 20 45 22 36 20 9	2 n/a 1 3 * 10 * 5 1 n/a n/a	4 1 1 6 1 12 2 6 1 1 n/a
	Mathematics	Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners	30 44 38 16 * 3 * 24 40 67 61	30 53 43 20 44 12 36 27 45 69 71	37 41 39 33 * 19 * 43 40 23 32	36 34 37 37 38 24 39 36 37 22	24 13 19 35 * 37 * 24 17 8 7	24 11 16 31 14 32 18 25 15 7	9 1 4 16 * 40 * 8 3 2	10 2 4 13 4 32 6 13 3 2

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

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

Indicates reporting standards not met.

Source: TEA Division of Student Assessment

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

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

Data are not available.

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