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

Campus Name: A W BROWN - F L A EARLY CHILDHOOD CAMPUS

Campus ID: 057816102

District Name: A W BROWN-FELLOWSHIP LEADERSHIP ACADEMY

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	1177-		American		Pacific		Econ	Special	EL (Current and
Academic Performance (At Meets F	Reading/ELA	Baseline 2016-17	Students 44%	American I 32%	37%	White 60%	Indian 43%	Asian 74%	Islander 45%	56%	Disadv 33%	Educ 19%	Former) 29%
Grade Level or Above)	reading/LL/	Rates	7770	32 /0	31 70	0070	4370	1470	4376	30 /6	3370	1370	2570
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
N.	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
EL Progress		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70% 41%
		Rates 2017-18 through											42%
		2021-22 2022-23 through											44%
		2026-27 2027-28 through											46%
		2031-32											
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

		State	District	Campus	African American	Hispani	cWhite	America Indian	n Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWE	ocwor	DELMale	Female	•Migrantl	lomeless	Foster Care	Military
STAAR Percent Grade 3	at Appro	aches	Grade	Level or	Above																
Reading	All Students	77%	65%	62%	61%	*	=	-	*	-	-	56%	88%	*	62%	- 61%	63%	-	-	-	-
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	CWOD		66%	62%	61%		50 -2		*	-	-	57%	88%		62%	- 59%	64%	<u>=</u>	7.		-
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	Female		68%	63%	62%	•	-	-	•		-	52%	100%	٠	64%	- 61% 	63%	=	-	-	-
Mathematics	All Students	77%	70%	76%	76%	*	-	-	*	100	-	74%	88%	:₩0	77%	- 79%	74%	-	-	8.	-
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	Female		73%	63%	65%	•	-	_	5-2	127		60%	78%	•	67%	* -	63%	-	-	-	-
Mathematics		77%	53%	54%	55%	100	-	-	-	-	-	51%	75%	*	56%	* 56%			-	-	_
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	Female	15%	4%	0%	0%	•	-	-	-		-	0%	0%	*	0%		0%	2	=	-	-
STAAR Percent	t at Appro	oache	s Grade	Level or	Above																
All Grades																					
All Subjects	All	77%	66%	62%	62%	57%	8	*	*		: -	58%	80%	*	63%	* 61%	62%	•	-	-	-
	Students CWD	45%	30%		*							4				2	2				
	CWOD		68%	63%	63%	67%	-	*	*	-	_	60%	80%	(M)	620/	* 630	E40/	-	7 - 1	•	•
	EL	60%	76%	*	-	*	-	-	2	-	-	60%	80%		63%	* 62%	64%	-	-	-	-
	Male	74%	63%	61%	62%		2	•	2	-	-	61%	60%	*	62%	- 61%	_	<u> </u>	-	-	-
	Female	79%	68%	62%	62%	64%	-	*	*	-	-	55%	85%	*	64%	• _	62%	-	22	522	-
D 11	***	700/				722		320	20												
Reading	All Students	73%	68%	62%	62%	•	-	•	*	-	-	58%	79%	3,003	64%	* 59%	64%	-			-
	CWD	39%	34%	*	(*)	A.															
	CWOD		70%	64%	64%				*	1=1	-	61%	79%	3770	64%	* 60%	67%	*	: <u>*</u>	841	-
	EL	52%	67%	*	-		-	-	12	_	12	*	-		*	* -	*	-	-	-	-
	Male	69%	64%	59%	59%	1			-	-	-	59%	56%	*	60%	- 59%	12	2	-	1	
	Female	77%	72%	64%	65%	(*)	9.75	•	*	-	-	58%	87%	*	67%	* -	64%	-	-	Sign 1	-
Mathamatica	All a	0.00/	670/	000/	000/	12			1928			222	222	120	0220	0 000000					
Mathematics	Students	80%	67%	66%	66%	1(7)	-	77	- 50	-	-	63%	85%		67%	* 67%	66%	ā	-	-	-
	CWD	52%	31%	*			-	2			_	*	-	*							
	CWOD		70%	67%	67%		84		•	120	-	64%	85%	-	67%	* 67%	67%		-	-	-
	EL	70%	82%	*		(*		×	-	-	-	•	-	23	•	*		2	-	-	2
	Male	78%	65%	67%	67%	*		•	-	(-)	-	67%	67%	•	67%	- 67%	-	*	(-	-	-
	Female	82%	70%	66%	66%	9∰3	-	-	*	-	•	59%	90%	*	67%	* -	66%	-	-	-	*
Science	All	79%	53%	42%	42%	*		*	_	-		38%	60%		45%	400/	250/				
Colonico	Students	7 0 70	0070	72.70	42 /0		-		-	-	5 73	3076	00%		45%	- 48%	35%	-	-	-	-
	CWD	48%	24%	*	•	944	-	2	32	-	_	*	-	*	=		*	_	:-::		-
	CWOD		57%	45%	45%	•	-	*	-	3=3	49	41%	60%	=	45%	- 52%	38%	-	-		-
	EL	58%	83%	-				5	: * :	-	-	10.00	-	-	(-)		-	=	-	-	=
	Male Female	78%	55% 51%	48% 35%	52% 33%		•		-	-		48%	*	•	52%	- 48%		-			-
	Ciliale	0070	3170	33 /6	3370			-	-	-	-	26%	63%		38%		35%	10 .7 0	5 		.E
STAAR Percent	at Meets	Grad	e Level	or Above	<u> </u>																
All Grades All Subjects	All	470/	26%	23%	23%	29%						1001	4001	u.	0.404		074				
	Students	17.70	20/0	20 /0	23/0	2370	-				(= 22)	19%	43%		24%	* 18%	21%	27. = 3	: - :	·=0	-
	CWD	23%	10%	*	*	*	4	2	2	_	_	*		*			3 4 0	-	-		-
	CWOD	50%	27%	24%	24%	33%	-	*	•	-	-	20%	43%	2 0	24%	* 18%	29%	-			i i
	EL	26%	45%	*	-	*	-	T.	(=)	-		•	(*)	-	•	• -	•	-		-	2
	Male	45%	23%	18%	18%	*	-	*	-	-	-	18%	20%	*	18%	- 18%		-			-
	Female	50%	29%	27%	27%	36%	-	~		-	-	21%	50%	*	29%	• •	27%	-	(77)		5
Reading	All	46%	29%	25%	25%	*	_		*	_		21%	44%	¥	26%	* 18%	30%	207			
	Students						9275			es.	-	£1/0	-T-7/0		20 /0	10 76	30 /0	-	. - .s	-0	-
	CWD	22%	13%	*	*	•	343	-	-	2	-	*	27	*	-		•	-	-	-	Ξ
	CWOD		30%	26%	26%	*		*	*	-		22%	44%	4	26%	* 19%	31%	-	48	-	2
	EL	21%	42%	* 400/	-	*	•	1	1 5. 0	-	-	*	-1-	7		• -	•	-	-	-	-
	Male Female	41%	24% 34%	18% 30%	19% 30%		-			-	8	18%	22%	*	19%	- 18%	-				-
	Ciliale	5070	J+ /0	JU /0	30 70		-	. 	055	-	-	24%	50%	7	31%		30%	•		-	₩.
Mathematics	All	48%	27%	26%	26%	*	-	*	*	_	-	21%	51%		27%	* 21%	31%	-	_	_	_
	Students	restella.	444,000								*	~ 1 70	J 170		L 1 /0	£1/0	5170	-30	-	=	-
		26%	11%	*	*	•	-	-		-	Ψ.	•	-	•	-	. *	*	# <u>#</u>	_	-	-
	CWOD		28%	27%	27%			3.	**	-		22%	51%		27%	* 20%	32%	-	-	-	-
	EL Male	33%	45%	* 240/	219/	*	-		-	-	-	*	-	-	*	•	*	100	-	-	
	Male Female	47%	24% 30%	21% 31%	21% 31%		-	0. 2 5		-	=	20%	22%	*		- 21%	- 2401	-	=		
	Ciliale	73/0	JU /0	31/0	J 1 /0		(- 0	-	60	-	-	22%	60%	157	32%	•	31%		-	-	-
Science	All	49%	16%	5%	5%	•	<u>~</u>	*	-	<u></u>	÷	4%	10%		5%	- 7%	3%	; - -:	-	_	20 - 0
	Students																2.3				
	CWD	23%	6%	*	•	-	-	1 1.	-	-	Η.	•	-	*	=	- •	*	-	u .	-	

											Two											
					234 33						or		Non									
		100000000000000000000000000000000000000			African			Americar	1	Pacific	More	Econ	Econ								Foster	
		State	District	Campus	Americani	Hispanio	:White	Indian	Asian	Islander	Races	Disadv	Disadv	CWE	CWO	EL	Male	Female	Migranth	lomeless	Care	Military
	CWOD	52%	1/%	5%	6%	*	(=9)	*	-	2	=	4%	10%	-	5%	-	7%	3%		U = 0.000	-	
	EL	21%	50%	-	-	-	=0	-	-	-	=	=	_	112	-	-	-	-	120	2	2	-
	Male	50%	19%	7%	7%	*	-	3.4	-	-	-	7%	*	*	7%		7%	-	-	-	_	-
	Female	49%	13%	3%	3%	*	Ψ.	-	-	=	-	0%	13%	(* *)	3%	-	-	3%	7.	-	-	
STAAR Percent	t at Maste	rs Gra	ade Lev	el																		
All Grades																						
All Subjects	All	21%	10%	9%	9%	7%	_				724	7%	20%		9%	*	4%	13%				
/ iii Gubjooto	Students	2170	10.70	J 70	370	1 70	-			-	-	170	20%		9%		4%	13%	-		7	•
	CWD	8%	2%	*	*		10							7.40								
	CWOD		11%	9%	10%	8%			1	- 5	0.5	70/	200/		-	-	400	4.404	•	**	-	-
	EL	9%	17%	*	-	*	-			-	-	7%	20%	-	9%		4%	14%		-		-
	Male	20%	8%	4%	4%		-	-	-	-	-			-		-	-		_	_	•	•
	Female		12%	13%	13%	00/	=		-	-	7.5	5%	0%	- 5	4%	-	4%	-	(1)	-	-	-
	remale	2270	12%	13%	13%	9%	-	•	-	-	•	9%	26%		14%	*	1.70	13%	(*)	-	(-	
Reading	All	19%	13%	12%	12%	*	-	•	*	5=	10=0	10%	26%	*	13%	٠	5%	18%	-	-	220	~
	Students		1000000	596	27.00																	
	CWD	7%	0%	*	*	*	2	-	<u></u>	-	•	•	-	*		-	*	*		1.5		
	CWOD		13%	13%	13%	*	-	•	*	-	1 =	10%	26%	-	13%	*	5%	19%	-	-	-	-
	EL	7%	17%		-		=	(0	*	2,40		*			*	*	-	*	-	-	104	-
	Male	16%	10%	5%	5%		=	*	-	1570	-	5%	0%	•	5%	-	5%	-	-	-		
	Female	22%	16%	18%	18%	*	-	•	٠	-	\$ 2 0	13%	33%	٠	19%	*	-	18%	5.0	8 .0 8	3077.2	-
Mathematics	All	23%	9%	8%	9%		-		*	£ = 1	: - :	6%	21%	*	9%	*	5%	11%	_	S=:	12	_
	Students												E4.4		2000		- 12					
	CWD	10%	4%	*	•	*	2	141	2	120	_		020	*	22	2			2	120	12	_
	CWOD	25%	10%	9%	9%		-	*	*		1-1	6%	21%	-	9%	*	5%	12%			100	
	EL	13%	9%	*	-	*	2	_	_	-	-	*		-	*	*	- 70	.2.70				100
	Male	23%	8%	5%	5%	*	2	*	2	12	_	5%	0%	*	5%	-	5%	_		_		-
	Female	24%	11%	11%	12%	24	-	-	*	322	-	7%	27%		12%		5 70	11%		155	4 5 4	155
					1270							7 70	21 /0		12 /0		-	1170	ā	-	176	
Science	All	22%	4%	0%	0%	*	-	*	-	-	=	0%	0%		0%	-	0%	0%	-	: - :	: - :	
	Students																					
	CWD	7%	0%	*	•	100	-		89		-	*	0=1	*	_	\underline{u}	*	•	2	-	121	20
	CWOD		5%	0%	0%		-	*	100	3.50		0%	0%	-	0%	*	0%	0%	-	-		-
	EL	5%	33%	-	3 4 3	-	-	_	-	-	-	÷.	-	Ē.,	-	7.		50000 0.00	-	()	100	(-)
	Male	23%	4%	0%	0%	*		•	(-	3 = 3	-	0%	•	•	0%	2	0%	-	-	-	_	
	Female	21%	4%	0%	0%	*	-	-		-	-	0%	0%	*	0%	2	- 150 TO	0%	=	-	5 - 5	200

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Academic Growth Score			()						2.000	0.,,	
Reading											
All Students	76	76	*	225	•	-		2	74	86	
CWD	86	83	*	-	(= 1	-	1241	_	86	86	
CWOD	75	76	*		1.	-		_	73	-	*
EL	•	-	•		-	_	1-1	-	*	_	*
Male	73	73	•	-	•	-	-	<u>-</u>	72		
Female	79	79	*	-	-	-	-	_	76	*	
Mathematics									, ,		
All Students	65	66	•	-	*	_	-		63	•	*
CWD	*	•	*		S-3	-	-	<u>~</u>	•		2
CWOD	65	65	*		•	_	-	49	63	70 <u>4</u> 2	
EL	•	(8)	•	-	s = 1	-	1 - 1;	_	*	-	*
Male	71	70	•	44	•	2	-	2	69		_
Female	60	62	*	-	-	~	141		57	•	•

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	Graduation Rate	(Gr 9-12):	Class of 20	17									
All Students	=		-	(2)	0.20		-	2	_		_		
CWD	-	-	7(=)	-	-	-	_	-	_	_	2	-	
CWOD	-	1. - 1.			-	_	-	_	_	-		-	1.
EL	2	_	-				-	_	_				
Male	_		(64 <u>4</u>)	-	-	2	-	_		-		-	-
Female	-	-	-	-	849	_	170			474		-	(1)

Indicates zero observations reported for this group. 2

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

Part (iv): English Language Proficiency

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

There is no data for this campus.

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 omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	31	31	*		•		-	-	28	•	*
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-2	-	-	3 = 3	<u> </u>	-	=	120	* = *

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	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status	Gtaaciito	Zimonioun	mopanio	· · · · · · · · · · · · · · · · · · ·	maian	Asian	isianuei	Naces	Disauv	CWD	EL T
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	153.55				1070	0070	N	1370	2070
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N					0070	0270	N	0170	0070
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N						12 5165	N	1070	02,0
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N						3.2.0	N		0070
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N							N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N							N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N							N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N							N		
English Learner Language Profi	ciency Statu	s									
Interim Goals (2018-2022) Target Met											42%
Interim Goals (2023-2027)											
Target Met											44%
Interim Goals (2028-2032)											400/
Target Met											46%
Long-Term Goals											46%
Target Met											40%
raiget met											
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	0070	0070	0070	0070	0070	5070	30 70	3070	30 /0	30 /6	30 76
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met		0270	0270	0270	0270	0270	0270	3270	32 /6	3270	32 /0
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	2701:00	((388855))	a		5.5.55		• 1,75	0170	O T 10	U-170	3470
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met								5 1,75	• 1.70	V 170	54,0

^{&#}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.

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

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

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

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

	e e	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ate																
All Subjects	All Students	100%	100%	100%	-	•	٠	-	-	100%	100%	100%	100%	٠	100%	100%	-
	CWD	100% 100%	100% 100%	100%	-	-	1		-	100% 100%	100%	100%	1000/	•	100%	100%	-
	EL	*	-	*	-	7=7	-	-	-	100%	-	120	100%	*	100%	100%	2
	Male	100%	100%	1.00	()	8 亡	-	-	•	100%	100%	100%	100%	-7	100%	=	-
	Female	100%	100%	100%	4	-	:★:	. 	-	100%	100%	100%	100%	•	=	100%	-
Reading	All Students	100%	100%	100%	(*)	•	•	(=)	-	100%	100%	100%	100%	٠	100%	100%	÷
	CWD	100%	100%		-	•	-	-	-	100%		100%		7		100%	-
	CWOD	100%	100%	100%	(=);	•		-	-	100%	100%		100%	*	100%	100%	
	EL		40000		9	-	-	-	•	*	-	-	*	*		*	=
	Male	100%	100%		•	1.00	-		178	100%	100%		100%	-	100%	-	=
	Female	100%	100%	100%	-	-		•	•	100%	100%	100%	100%	*	:=::	100%	=
Mathematics	All Students	100%	100%	100%	3 5 0		•		-	100%	100%	100%	100%	٠	100%	100%	2
	CWD	100%	100%	•	-	120	_	2	2	100%	-	100%	-	-	*	100%	-
	CWOD	100%	100%	100%	-	*	*	-		100%	100%	14 8	100%	*	100%	100%	2
	EL	*	-	200	30	7	175		(= 3)	*	-	· ·	*	*	-	*	-
	Male	100%	100%	4000/	-	A# 0	-		-	100%	100%		100%	ī	100%	200	=
200	Female	100%	100%	100%		-	# E 6	-	-	100%	100%	100%	100%	•	-	100%	=
Science	All Students	100%	100%	(*)	-	*	6 7 6		-	100%	100%	*	100%	-	100%	100%	-
	CWD	*	*	•		-	-	-	-	•	15 <u>4</u> 1	*	**************************************	_	*	*	_
	CWOD EL	100%	100%	3.51	-	(1)	1.50	(** 3)	-	100%	100%	-	100%	-	100%	100%	-
	Male	100%	100%		•		3-1	*	.	100%	7	7	4000/	=	4000/		
	Female	100%	100%		-	_	_	-	-	100%	100%	*	100% 100%		100%	100%	(-
Non-Participation		10070	10070			1770	-	_	-	10070	10070		10076	-	-	100%	
All Subjects	All Students	0%	0%	0%	-	*	•	-	-	0%	0%	0%	0%	*	0%	0%	•
	CWD	0%	0%	•	7	-	-	ê.	5	0%	-	0%	-	-	0%	0%	
	CWOD	0%	0%	0%	-	*	•	-	2	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	***	-	-	-	•	3 4 1	-	•	•	-	•	-
	Male .	0%	0%	*	7	**	7		-	0%	0%	0%	0%	-	0%	-	:: - :
	Female	0%	0%	0%	-	-	/ = 3	-	-	0%	0%	0%	0%	٠	=	0%	25
Reading	All Students	0%	0%	0%	=	*	•	-	-	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	0%	*	_	-	_	-	2	0%	-	0%	-	-	*	0%	3 7 5
	CWOD	0%	0%	0%	-	7	•	-	-	0%	0%	-	0%	*	0%	0%	127
	EL Male	0%	0%		-		-		=		-	-			-	•	1=
	Female	0%	0%	0%	-	2	-	-	-	0% 0%	0% 0%	0%	0% 0%		0%	-	1
Mathematics		0%	0%	0%	-		•	-	-	0%	0%	0%	0%		- 0%	0% 0%	-
Matternation	Students				5				-		0 76		076		0%		-
	CWD	0%	0%	*	-	-	-	=	-	0%	141	0%	2	12	**************************************	0%	76-27
	CWOD	0%	0%	0%	-	-	. ■ 20		=	0%	0%	-	0%	•	0%	0%	3 0
	EL Male	0%	0%			Ţ.	-		5		-	Į		10 10 0	-		
	Female	0%	0%	0%	-	· ·		-	-	0% 0%	0% 0%	0%	0% 0%		0%	- 0%	-
Science	All	0%	0%	*					-			*					-
Guerroe	Students CWD	U7₀ *	± ±		-		π'		5	0%	0%		0%	15	0%	0%	
	CWOD	0%	0%	•	=	•	-	-	-	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	8	5 2	2	-	-	- 5	-	-	-	-	-
	Male	0%	0%		-	*	-	-	-	0%	•		0%	-	0%	121	_
	Female	0%	0%	*	=	-	-	-	-	0%	0%	•	0%	-	-	0%	-

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

Part (viii): Civil Rights Data

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

					Students
					with
		Indian or		Two or	Students Disabilities
	Total African	Alaska	Pacific	More	with (Section
	students American Hispanic	White Native	Asian Islander	Races	EL Disabilities 504)
Students Without Disabilities	Methodolythus accustosococic — program historinary gostoso in — ne septemb €restrosoci (cener				

Indicates zero observations reported for this group.

												Children
		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)
In-School Suspensions									114400		Dioabilitico	304,
	Male	43	41	•	*	*	*	•	•	•		
	Female	25	23	*	3 4 8		•	R a ll	*	•		
0.1.40.1.10	Total	68	64	*	*	>: *	*	0.00	*			
Out-of-School Suspensions	NA -Fa-						-		1000	0.00		
	Male Female	33	31	Ī	*		*	•		*		
	Total	17 50	13 44	6			į.					
Expulsions	iotai	30	44	O					10.Es	(- -		
With Educational Services	Male		(★)	*	•		*	S * 2	*			
	Female	*	•	*	•		*	(1)★(1)	*			
	Total	*	•	•	*	•			•			
Without Educational Services	Male	*	*	*	•	*	*		•			
	Female	*	*	*		*	*	367	*	•		
	Total	*	*	*	*	*	*	*	2.★8	S#1		
Under Zero Tolerance Policies	Male	•	:		*	•	*	•	•	*		
	Female		:			•	*	•	•	•		
School-Related Arrests	Total		8. 7 50		•	33.	•	*	*	•		
School-Related Arrests	Male	*	*		*					-		
	Female	*	*	*	*							
	Total	•	*	*			*	*	*			
Referrals to Law Enforcement	10141											
	Male			•		•	*		*	•		
	Female	•	*	(*)	*	(**)	*		2₩8			
	Total	*	•	•	*	•	•	*	3 ★ 0			
Students With Disabilities In-School Suspensions												
- P	Male				*		*		*	(m)		3 € 7
	Female		•	*		•	*	*	*	•		(
	Total		*	•	*	•	*	•	•	•		•
Out-of-School Suspensions												
	Male	*	•	*	•	*	*	(*)	*	•		*
	Female	•	•		:	:	*	•	•	•		*
Finishina	Total	28	•	**	•	•	*	8		•		•
Expulsions With Educational Services	Male	1023						4		1		
With Educational Services	Female			18-70. 18-80								
	Total			*	*	*	*					
Without Educational Services	Male					*		*:		*		
	Female	•		•	*	•	*	•				*
	Total		*	1	*	•	•	*	•	*		
Under Zero Tolerance Policies	Male	*	*	*	*			*	•	*		•
	Female	•	*	*	*	•	*	*	•	*		•
21. 12.7. 1.	Total	*	*	*	*	•	*	*	•	*		*
School-Related Arrests		1		2	2	5.						
	Male	·*			:							3 ★ 3
	Female				2			*	± N			
Referrals to Law Enforcement	Total		-		8.							8.8
resolution to Law Emolocitlem	Male		*	•	*		*			:*:		
	Female		*	*				*				
	Total	: *	*	(*)	*	*	5 - 6	*				*
All Students	-3.7.7											
Chronic Absenteeism												
	Male	45	41	*	•	•	*		•	•	*	*
	Female	61	56	5	*	•	*	•	*	*	*	*
	Total	106	97	7		•		*	*	*	: ★	*

Incidents of Violence	iotai
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	•

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	251	239	8	*	∴*	**	99#0	(·		
	Female	289	275	14	•	•		*	*	*	
	Total	540	514	22	•	•		•	•	•	•
Accelerated Coursework											
Advanced Placement Courses	Male	~	***	-	-	-	-	-	-	-	
	Female	-	-	=	-	-	2	_	_	-	-
	Total	=	-	-		-		-	-	-	S#1
International Baccalaureate Courses	Male	<u> </u>	-	=		-	-	-	-	=	-
	Female	~	: <u>-</u>	=	-	-	<u>=</u>	-	:50	4700	258
	Total	-	-	-	1=15	-	_	700	-	_	-

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 S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 11.0	Percent 21.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

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.

0	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	*	¥	B	2.5
Mathematics	6,020	1%	•		-	19 0
Grade 4 Reading	6,061	1%	*	*	=	*
Mathematics	6,056	1%	*	¥	5	
Grade 5 Reading	6,162	2%	-	-	-	= 0
Mathematics	6,160	1%	-	-	-	B 1
Science	6,164	1%	-	≅.		-
Grade 6 Reading	5,678	1%	1.5	=		-
Mathematics	5,677	1%	% ₽	2	<u>-</u>	<u> </u>

Grade 7	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,298	1%	*	**	-	(#0
Mathematics	5,294	1%		•		(*)
Grade 8 Reading	5,088	1%	*		:	
Mathematics	5,087	2%	-	-	y = .8	a 1
Science	5,087	1%	-	<u> </u>		;= ; -
End of Course English I	4,868	1%	<u></u>		•	
English II	4,556	1%	-	-	-1	-
Algebra I	4,884	1%	₩.	<u></u>	a.	
Biology	4,861	1%	-	-	-	2
All Grades All Subjects	99,020	1%	8	0%	-	$\overline{\sigma}$
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	% At or Abo	ve Proficient	% At or Abo	hooneyhA ave
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	7	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	i	ī
	Mathematics	Overall	18	20	40	39	33	20	•	
	Madicinados	Black	30	37	46			32	8	8
		Hispanic	21	29	45	44	22	17	3	2
		White	9	12	32	44	29	23	5	3
		American Indian	*	31	32	37	46	40	13	11
		Asian	8	8	18	44 25	40	21		3
		Pacific Islander	•	29	*	42	40	42	34	25
		Two or More Races	13	15	30	39	41	25 35		4
		Econ Disady	23	31	46	44	25	22	17	11
		Students with Disabilities	43	51	38	32			4	3
		English Language Learners	29	47	44	39	16	14	2	3
		Linguage Learners	29	71	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	•	35	•	42	•	22	•	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	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
							05.0	5.0	200 20	1000

Indicates zero observations reported for this group.

			% Below Basic		% At or Above Basic		% At or Above Proficient % At or Above Advance			ve Advanced
Grade	Subject	Student Group	TX	us	TX	US	TX	US	TX	US
		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	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
	-	Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

^{&#}x27;" 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

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