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

District Name: NAZARETH ISD District ID: 035903

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);

			All	African			American		Pacific	Two or More	Econ	Special	EL (Current and
			Students	American I	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets		Baseline 2016-17											
Grade Level or Above)	Reading/ELA	Rates 2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22 2022-23 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2026-27 2027-28 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		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	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates 2017-18 through											41%
		2021-22 2022-23 through											42%
		2026-27 2027-28 through											44%
Graduation Rate:4-Year Longitudinal		2031-32 Baseline 2016-17											46%
Rate		Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2021-22 2022-23 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2026-27 2027-28 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		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%

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.

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			.		A 6-1			•	_	D 'C' -	or		Non							-	
			Region		African	Llianani		Americar		Pacific				CVA/I	CWOD	El Mala	Famala	Minuont	Llamalaa	Foste	
		State	10	DISTRICT	American	піѕрапі	Cvvnite	mulan	ASiai	iisianuei	Races	Disauv	Disauv	CVVI	JCWOD	EL Maie	remale	ewiigrani	nomeres	s care	wiiiitary
STAAR Percent Grade 3	at Appro	aches	s Grade	e Level	or Above																
Reading	All	77%	79%	100%	-	-	100%	-	-	-	-	*	100%	*	100%	- 100%	100%	-	-	-	-
	Students																				
	CWD	51%	58%	*	-	-	*	-	-	-	-	-	*	*	-	- *	*	-	-	-	-
	CWOD		81%	100%	-	-	100%	-	-	-	-	*	100%	-	100%	- 100%	100%	-	-	-	-
	EL		71%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	74%	78%	100%	-	-	100%	-	-	-	-	*	100%	*	100%	- 100%		-	-	-	-
	Female	79%	81%	100%	-	-	100%	-	-	-	-	-	100%	*	100%		100%	-	-	-	-
Mathematics	All	77%	79%	100%	_	_	100%	_	_	_	_	*	100%	*	100%	- 100%	100%	_	_	_	_
	Students																				
	CWD	52%	58%	*	-	-	*	-	-	-	-	-	*	*	-	- *	*	-	-	-	-
	CWOD	80%	82%	100%	-	-	100%	-	-	-	-	*	100%	-	100%	- 100%	100%	-	-	-	-
	EL	74%	74%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	77%	79%	100%	-	-	100%	-	-	-	-	*	100%	*	100%	- 100%	· -	-	-	-	-
	Female	78%	80%	100%	-	-	100%	-	-	-	-	-	100%	*	100%		100%	-	-	-	-
Grade 4																					
Reading	All	72%	75%	94%	_	*	93%	_	_	_	_	*	93%	_	94%	- 100%	89%	_	_	_	_
•	Students																				
	CWD	46%	51%	-	_	_	_	-	-	_	_	_	_	_	-		_	-	_	_	_
	CWOD	75%	78%	94%	_	*	93%	-	-	_	_	*	93%	_	94%	- 100%	89%	-	_	_	_
	EL	60%	58%	-	-	_	-	-	-	-	-	-	-	_	_		-	-	-	-	-
	Male	70%	74%	100%	_	*	100%	-	-	_	_	*	100%	_	100%	- 100%	, -	-	_	_	_
	Female			89%	-	*	88%	-	-	-	-	*	86%	-	89%		89%	-	-	-	-
Mathematics	AII	770/	80%	100%		*	100%					*	100%		100%	- 100%	100%				
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		49%	53%																		
	CWD		84%	- 100%	-	*	100%	-	-	-	-	*	100%	-	1000/	- 100%	1000/	-	-	-	-
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	EL	72%	70%	-	-	-	4000/	-	-	-	-	*	4000/	-	4000/	4000	-	-	-	-	-
	Male	77%	80%	100%	-		100%	-	-	-	-		100%	-		- 100%		-	-	-	-
	Female	78%	81%	100%	-	•	100%	-	-	-	-	•	100%	-	100%		100%	-	-	-	-
Grade 5																					
Reading	All	83%	86%	100%	-	*	100%	-	-	-	-	*	100%	*	100%	- 100%	100%	-	-	-	-

	Chiralanata																			
	Students CWD 54%	620/	*			*						*	*		*					
	CWD 54% CWOD 87%		100%	-	*	100%	-	-	-	-	*	100%		100%	- - 100%	100%	-	-	-	-
	EL 73%		-	-	_	10070	-	-	-	-	_	-	-	-	- 10070	10070	-	-	-	-
	Male 81%		100%		*	100%	_	_		_	*	100%	*	100%	- 100%	_	_	_	_	
	Female 86%		100%	_		100%	_	_	_	_		100%	_	100%		100%	_	_	_	_
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Mathematics	e ΔII ΩΩ%	93%	100%	_	*	100%	_	_	_	_	*	100%	*	100%	- 100%	100%	_	_	_	
Matriciliatio	Students	9570	100 /0	-		100 /0	-	-	-	-		100 /0		100 /0	- 10070	10070	-	-	-	-
	CWD 70%	81%	*			*						*	*		*					
	CWD 707		100%	-	*	100%	-	_	-	-	*	100%	_	100%	- - 100%	100%	_	-	_	-
	EL 86%		-		_	10070	_	_		_	_	10070	_	10070	- 10070	10070	_	_	_	
	Male 89%		100%	_	*	100%	_	_	_	_	*	100%	*	100%	- 100%	_	_	_	_	_
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	CWD 48%	54%	*	_	_	*	_	_	_	_	_	*	*	_	- *	_	_	_	_	_
	CWOD 78%		86%	_	*	80%	_	_	_	_	*	83%	_	86%	- 89%	*	_	_	_	_
	EL 62%		-	_	_	-	_	_	_	_	_	-	_	-		_	_	_	_	_
	Male 76%		90%	_	*	83%	_	_	_	_	*	88%	*	89%	- 90%	_	_	_	_	_
	Female 75%		*	_	_	*	_	_	_	_	_	*	_	*		*	_	_	_	_
Grade 6																				
Reading	All 68%	69%	80%	_	*	85%	*	_	_	_	*	86%	*	83%	* 70%	87%	_	_	_	_
	Students																			
	CWD 35%	34%	*	_	*	_	_	_	_	_	_	*	*	_	- *	_	_	_	_	_
	CWOD 71%		83%	_	*	85%	*	_	_	-	*	90%	_	83%	* 78%	87%	_	-	_	-
	EL 42%		*	_	*	-	_	_	_	-	*	-	_	*	* -	*	_	-	_	-
	Male 63%		70%	_	*	75%	*	_	_	_	*	67%	*	78%	- 70%	_	_	_	_	_
	Female 72%		87%	_	*	92%	*	_	_	-	*	100%	_		* -	87%	_	-	_	-
Mathematics	s All 76%	81%	92%	_	*	100%	*	_	_	-	*	95%	*	96%	* 90%	93%	_	-	_	-
	Students																			
	CWD 50%	56%	*	_	*	-	_	_	_	-	_	*	*	-	- *	_	_	_	_	-
	CWOD 79%		96%	-	*	100%	*	-	-	-	*	100%	_	96%	* 100%	93%	-	-	-	-
	EL 61%		*	-	*	-	-	-	-	-	*	-	_	*	* -	*	-	-	-	-
	Male 76%		90%	-	*	100%	*	-	-	-	*	89%	*	100%	- 90%	-	-	-	-	-
	Female 77%	82%	93%	-	*	100%	*	-	-	-	*	100%	-	93%	* -	93%	-	-	-	-
Grade 7																				
Reading	All 73%	73%	94%	-	*	94%	-	-	-	-	*	93%	-	94%	- 89%	100%	-	-	-	-
	Students											-	_							
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			- 94%	-	- *	- 94%	-	-	-	- -	- *	93%	-	94%	- 89%	- 100%	-	-	-	-
	CWD 37%	77%		- - -	- * -	- 94% -	- -	-	- - -	- - -	- * -	93%	-	94%	- 89% 	- 100% -	- -	- - -	- - -	- - -
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	CWD 37% CWOD 77% EL 44%	77% 39% 67%	94% -	- - - -	- * - - *	-	- - - -	- - -	- - - -	- - - -	- * - *	-		-	 - 89%	-	- - - -	- - - -	- - - -	- - - -
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Mathematics	CWD 37% CWOD 77% EL 44% Male 69% Female 79% s All 71% Students CWD 42% CWOD 75% EL 52%	77% 39% 67% 79% 74% 45% 77% 53%	94% - 89% 100% 95%	-	- * - * *	- 89% 100% 94%	-	-			- * - * *	- 89% 100% 93%	-	89% 100% 100%	 - 89% - 100%	- - 100% 90%			- - - - - -	-
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	CWD 37% CWOD 77% EL 44% Male 69% Female 79% Students CWD 42% CWOD 75% EL 52% Male 69%	77% 39% 67% 79% 74% 45% 77% 53% 72%	94% - 89% 100% 95% * 100% - 100%	-	- * - * *	- 89% 100% 94% * 100% - 100%		-			- * - * *	- 89% 100% 93% * 100% - 100%	* *	- 89% 100% 100% - 100% - 100%	89% 100% 100% 100%	- 100% 90% * 100% - -		-	-	-
Grade 8	CWD 37% CWOD 777% EL 44% Male 69% Female 79% S All 71% Students CWD 42% CWOD 75% EL 52% Male 69% Female 73%	77% 39% 67% 79% 74% 74% 753% 72% 76%	94% - 89% 100% 95% * 100% - 100% 90%	-	- * - * *	- 89% 100% 94% * 100% - 100% 89%	-	-			- * - * *	- 89% 100% 93% * 100% - 100% 83%	* *	- 89% 100% 100% - 100% - 100% 100%	89% 100% 100% 100% 100%	- - 100% 90% * 100% - - 90%			-	-
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Grade 8	CWD 37% CWOD 77% EL 44% Male 69% Female 79% S All 71% Students CWD 42% CWOD 75% EL 52% Male 69% Female 73% All 85% Students CWD 49%	77% 39% 67% 79% 74% 45% 77% 53% 72% 76%	94% - 89% 100% 95% * 100% - 100% -		- * - * * - *	89% 100% 94% * 100% - 100% 89%		-			*	- 89% 100% 93% * 100% - 100% 83%	* * *	- 89% 100% 100% - 100% - 100% 100%	89% 100% 100% 100% 100% 100%	- - 100% 90% * 100% - - 90%				
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Grade 3 Reading Mathematics	All Students CWD CWOD EL Male Female Students CWD CWOD EL Students CWD CWOD EL Male	43% 43% 44% 32% 40% 45% 46% 30% 48% 39% 47%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 48%	73% * 77% - 88% 57% 80% * 100%			73% * 77% - 88% 57% 80% * 85% - 100%					-	71% * 75% - 86% 57% 79% * 83% - 100%	* * * * * *	77% - 77% - 86% 67% 85% - 85% - 100%	- 88% - * - 86% 88% 100% - * - 100% - * - 100%	57% * 67% - 57% * 57% * 67%				-
Grade 3 Reading Mathematics	All Students CWD CWOD EL Male Female Students CWD CWOD EL Students CWD CWOD EL Male Female Female	28% 44% 32% 40% 45% 46% 30% 48% 39% 47% 45%	e Leve 42% 29% 44% 27% 41% 43% 47% 40% 48% 46%	73% * 77% - 88% 57% 80% * 100% 57%			73% * 77% - 88% 57% 80% * 85% - 100% 57%					-	71% * 75% - 86% 57% 79% * 83% - 100% 57%	* * * * * *	77% - 77% - 86% 67% 85% - 85% - 100% 67%	- 88% - * 86% 88% 100% - * 100% - 100% 100%	57% * 67% - 57% * 67% - 57% * 57%				-
Grade 3 Reading Mathematics	All Students CWD CWOD EL Male Female Students CWD CWOD EL Students CWD CWOD EL Male	28% 44% 32% 40% 45% 46% 30% 48% 39% 47% 45%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 48%	73% * 77% - 88% 57% 80% * 100%			73% * 77% - 88% 57% 80% * 85% - 100%					-	71% * 75% - 86% 57% 79% * 83% - 100%	* * * * * *	77% - 77% - 86% 67% 85% - 85% - 100% 67%	- 88% - * - 86% 88% 100% - * - 100% - * - 100%	57% * 67% - 57% * 67% - 57% * 57%				-
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All	28% 44% 32% 40% 45% 46% 30% 48% 39% 47% 45%	e Leve 42% 29% 44% 27% 41% 43% 47% 40% 48% 46%	73% * 77% - 88% 57% 80% * 100% 57%			73% * 77% - 88% 57% 80% * 85% - 100% 57%					-	71% * 75% - 86% 57% 79% * 83% - 100% 57%	* * * * * * *	77% - 77% - 86% 67% 85% - 85% - 100% 67%	- 88% - * 86% 88% 100% - * 100% - 100% 100%	57% * 67% - 57% * 67% - 57% * 57%				-
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Female	43% 28% 444% 32% 40% 45% 46% 30% 47% 45%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 48% 46%	73% * 77% - 88% 57% 80% * 100% 57%			73% * 77% - 88% 57% 80% * 85% - 100% 57%					-	71% * 75% - 86% 57% 79% * 83% - 100% 57%	* * * * * * *	77% - 77% - 86% 67% 85% - 85% - 100% 67%	- 88% - * 86% 88% 100% - * 100% - 100% 100%	57% * 67% - 57% * 67% - 57% * 57%				-
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL MALE CWD CWOD EL MALE CWD CWOD EL MALE CWD CWOD CWOD EL MALE CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	43% 28% 44% 32% 40% 45% 46% 30% 48% 39% 45% 45% 45%	29% 44% 27% 41% 43% 47% 40% 49% 40% 46% 45% 30%	73% * 77% - 88% 57% 80% * 100% 57%			73% * 77% - 88% 57% 80% * 85% - 100% 57%					-	71% * 75% - 86% 57% 79% * 83% - 100% 57% 86%	* * * * * * *	77% - 77% - 86% 67% 85% - 100% 67%	- 88% - * - 86% 88% 100% - * - 100% 100% 75%	57% * 67% 57% * 67% - 57% * 67% - 57% * 67% 57%				-
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Female	43% 28% 44% 32% 40% 45% 46% 30% 48% 39% 45% 45% 45%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 48% 46%	73% * 77% - 88% 57% 80% * 100% 57%			73% * 77% - 88% 57% 80% * 85% - 100% 57%					-	71% * 75% - 86% 57% 79% * 83% - 100% 57%	* * * * * * *	77% - 77% - 86% 67% 85% - 100% 67%	- 88% - * 86% 88% 100% - * 100% - 100% 100%	57% * 67% - 57% * 67% - 57% * 57%				
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Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	43% 28% 444% 32% 45% 46% 30% 48% 39% 47% 45%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 48% 46% 45% 30% 47% 26%	73% * 77% - 88% 57% 80% * 100% 57% 82% - 82% -			100% 73% * 77% - 88% 57% 80% * 85% - 100% 57% 87% - 87%					-	71% * 75% - 86% 57% 79% * 83% - 100% 57% 86% - 86%	* * * * * * *	77% - 77% - 86% 67% 85% - 100% 67% 82% - 82% -	- 88% - * - 86% 88% 100% - * - 100% 75% 75%	57% * 67% 57% * 67% - 57% * 67% - 57% * 67% 57%				
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female SAII Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	43% 28% 44% 32% 45% 46% 30% 48% 47% 45% 45% 45% 45% 43%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 48% 46% 45% 30% 47% 26% 44%	73% * 77% - 88% 57% 80% * 100% 57% 82% - 82% - 75%			100% 73% * 77% - 88% 57% 80% * 85% - 100% 57% 87% - 87% - 86%					- * - * - *	71% * 75% - 86% 57% 79% * 83% - 100% 57% 86% - 86%	* * * * * * *	77% - 77% - 86% 67% 85% - 100% 67% 82% - 82% - 75%	- 88% - * - 86% 88% 100% - * - 100% 100% 75% - 75% - 75%	57% * 67% - 57% * 66% - 57% * 9 67% - 9 57% 89% - 89% - 1				
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	43% 28% 44% 32% 45% 46% 30% 48% 47% 45% 45% 45% 45%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 48% 46% 45% 30% 47% 26%	73% * 77% - 88% 57% 80% * 100% 57% 82% - 82% -			100% 73% * 77% - 88% 57% 80% * 85% - 100% 57% 87% - 87%					- * - * - *	71% * 75% - 86% 57% 79% * 83% - 100% 57% 86% - 86%	* * * * * * *	77% - 77% - 86% 67% 85% - 100% 67% 82% - 82% - 75%	- 88% - * - 86% 88% 100% - * - 100% 75% 75%	57% * 67% 57% * 67% - 57% * 67% - 57% * 67% 57% * 69% - 89% -				
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female SAII Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	43% 28% 44% 32% 40% 45% 46% 30% 45% 45% 45% 45% 45% 45%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 48% 46% 45% 30% 44% 46%	73% * 77% - 88% 57% 80% * 100% 57% 82% - 82% - 75%			100% 73% * 77% - 88% 57% 80% * 85% - 100% 57% 87% - 87% - 86%					- * - * - *	71% * 75% - 86% 57% 79% * 83% - 100% 57% 86% - 86% 86%	* * * * * * *	77% - 77% - 86% 67% 85% - 100% 67% 82% - 75% 89%	- 88% - * - 86% 88% - 100% - * - 100% 75% 75% 75% 75%	57% * 67% - 57% * 57% * 57% * 57% - 57% 89% - 89%				
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female CWD CWOD EL Male Female Female	43% 28% 44% 32% 40% 45% 46% 30% 45% 45% 45% 45% 45% 45%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 48% 46% 45% 30% 47% 26% 44%	73% * 77% - 88% 57% 80% * 100% 57% 82% - 82% - 75%			100% 73% * 77% - 88% 57% 80% * 85% - 100% 57% 87% - 87% - 86%					- * - * - *	71% * 75% - 86% 57% 79% * 83% - 100% 57% 86% - 86%	* * * * * * *	77% - 77% - 86% 67% 85% - 100% 67% 82% - 75% 89%	- 88% - * - 86% 88% 100% - * - 100% 100% 75% - 75% - 75%	57% * 67% - 57% * 57% * 57% * 57% - 57% 89% - 89%				
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female Students CWD CWOD EL MALE STUDENTS CWD CWOD EL MALE STUDENTS CWD	43% 28% 44% 32% 40% 45% 46% 30% 45% 45% 45% 45% 45% 45%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 48% 46% 45% 30% 44% 46%	73% * 77% - 88% 57% 80% * 85% - 100% 57% 82% - 82% - 75% 89%		* - * * * * *	100% 73% * 77% - 88% 57% 80% * 85% - 100% 57% 87% - 86% 88%					- * - * - *	71% * 75% - 86% 57% 79% * 83% - 100% 57% 86% - 86% 86%	* ** * ** *	77% - 77% - 86% 67% 85% - 100% 67% 82% - 75% 89%	- 88% - * - 86% 88% - 100% - * - 100% 75% 75% 75% 75%	57% * 67% - 57% * 57% * 57% * 57% - 57% 89% - 89%				
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female Students Students Students Students Students Students	43% 28% 44% 32% 40% 45% 46% 30% 48% 45% 45% 45% 45% 45% 45% 45% 44% 44% 48%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 46% 45% 30% 46% 50%	73% * 77% - 88% 57% 80% * 85% - 100% 57% 82% - 75% 89%			100% 73% * 77% - 88% 57% 80% * 85% - 100% 57% 87% - 86% 88%					- * - * - *	71% * 75% - 86% 57% 79% * 83% - 100% 57% 86% - 86% 46% 79%	* ** * ** *	77% - 77% - 86% 67% 85% - 100% 67% 82% - 75% 89%	- 88% - * - 86% 88% - 100% - * - 100% 75% 75% 75% 75%	57% * 67% - 57% * 57% * 57% * 57% - 57% 89% - 89%				
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female STUDENT STU	43% 28% 44% 32% 40% 45% 46% 30% 48% 45% 45% 45% 45% 45% 45% 45% 45%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 48% 46% 45% 30% 46% 50%	73% * 77% - 88% 57% 80% * 85% - 100% 57% 82% - 75% 89%		* - * - * - *	73% * 77% - 88% 57% 80% * 85% - 100% 57% 87% - 87% - 87% - 87% - 87% - 87% - 87% 88% 88%					- * - * - *	71% * 75% - 86% 57% 79% * 83% - 100% 57% 86% - 86% - 86% 79%	* ** * ** *	77% - 77% - 86% 67% 85% - 100% 67% 82% - 75% 89% 82% -	- 88% - * - 86% 88% 100% - * - 100% 75% 75% 75% 75% 75% 75% 75%	57% * 67% - 57% * 57% * 57% * 57% * 9 67% - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9				
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	43% 28% 44% 32% 40% 45% 46% 30% 48% 47% 45% 45% 45% 45% 45% 45% 45% 45%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 48% 46% 45% 30% 46% 50%	73% * 77% - 88% 57% 80% * 85% - 100% 57% 82% - 75% 89% 82% - 82%			100% 73% * 77% - 88% 57% 80% * 85% - 100% 57% 87% - 86% 88%					- * - * - *	71% * 75% - 86% 57% 79% * 83% - 100% 57% 86% - 86% 46% 79%	* ** * ** *	77% - 77% - 86% 67% 85% - 100% 67% 82% - 75% 89% 82% -	- 88% - * - 86% 88% - 100% - * - 100% 75% 75% 75% 75%	57% * 67% - 57% * 57% * 57% * 57% * 9 67% - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9				
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female STUDENT STU	43% 28% 44% 32% 40% 45% 46% 30% 48% 45% 45% 45% 45% 45% 45% 45% 45%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 48% 46% 45% 30% 46% 50%	73% * 77% - 88% 57% 80% * 85% - 100% 57% 82% - 75% 89%		* - * - * - * - * - * - * - *	73% * 77% - 88% 57% 80% * 85% - 100% 57% 87% - 87% - 87% - 87% - 87% - 87% - 87% 88% 88%					- * - * - *	71% * 75% - 86% 57% 79% * 83% - 100% 57% 86% - 86% - 86% 79%	* ** * ** *	77% - 77% - 86% 67% 85% - 100% 67% 82% - 75% 89% 82% -	- 88% - * - 86% 88% 100% - * - 100% 75% 75% 75% 75% 75% 75% 75%	57% * 67% - 57% * 57% * 57% * 57% * 9 67% - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9				
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female Students CWD CWOD EL Students CWD CWOD EL Students CWD CWOD EL	43% 28% 44% 32% 40% 45% 46% 30% 48% 39% 47% 45% 45% 45% 48% 47% 48% 29% 50% 38%	e Leve 42% 29% 44% 27% 41% 43% 47% 30% 49% 40% 48% 46% 45% 30% 46% 50% 29% 52% 33%	73% * 77% - 88% 57% 80% * 85% - 100% 57% 82% - 75% 89% 82% - 82% - 82% -			73% * 77% - 88% 57% 80% * 85% - 100% 57% 87% 87% - 86% 88% 80% - 80% - 80%					- * - * - *	71% * 75% - 86% 57% 79% * 88% - 100% 57% 86% - 86% - 79% - 79% -	* ** * ** *	77% - 77% - 86% 67% 85% - 85% - 100% 67% 82% - 75% 89% 82% - 82% - 82% -	- 88% - * 86% 88% 100% - * 100% - 100% - 75% - 75% 75% - 100% - 100% - 100% 100%	57%				
Grade 3 Reading Mathematics Grade 4 Reading	All Students CWD CWOD EL Male Female Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	43% 28% 44% 32% 40% 45% 46% 30% 45% 45% 45% 45% 45% 45% 45% 28% 47% 429% 43% 47% 48% 29% 50% 38% 48%	29% 44% 27% 41% 43% 47% 30% 49% 40% 48% 46% 45% 30% 46% 50% 50%	73% * 77% - 88% 57% 80% * 85% - 100% 57% 82% - 75% 89% 82% - 82%		* - * - * * * * * - * - *	100% 73% * 77% - 88% 57% 80% * 85% - 100% 57% 87% - 87% - 86% 88% 80% - 80%					- * - * - *	71% * 75% - 86% 57% 79% * 83% - 100% 57% 86% - 86% - 86% - 79%	* ** * ** *	77% - 77% - 86% 67% 85% - 85% - 100% 67% 82% - 75% 89% 82% - 82% - 82% -	- 88% - * 86% 88% 100% - * 100% - 100% - 75% - 75% - 100% - 100% - 100% - 100% - 100%	57%				

Grade 5

Reading	All	53%	50%	87%	-	*	91%	-	-	-	-	*	85%	*	93%	- 80%	100%	-	_	-	-
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		30%	30%	*	-	*		-	-	-	-	-		•	-	-	-	-	-	-	-
	CWOD		53%	93%	-	•	100%	-	-	-	-		92%	-	93%	- 89%	100%	-	-	-	-
		35%	27%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
		50%	48%	80%	-	•	83%	-	-	-	-		75%	-	89%	- 80%	-	-	-	-	-
	Female	56%	53%	100%	-	-	100%	-	-	-	-	-	100%	-	100%		100%	-	-	-	-
Mathematic	s All Students	57%	60%	80%	-	*	82%	-	-	-	-	*	77%	*	86%	- 70%	100%	-	-	-	-
		34%	40%	*	_	_	*	_	_	_	_	_	*	*	_	- *	_	_	_	_	_
	CWOD		63%	86%	_	*	90%	_	_	_	_	*	83%	_	86%	- 78%	100%	_	_	_	_
		46%	45%	-	_	_	-	_	_	_	_	_	-	_	-		-	_	_	_	_
		57%	59%	70%	_	*	67%	_	_	_	_	*	63%	*	78%	- 70%	_	_	_	_	_
	Female		61%	100%	_	_	100%	_	_	_	_	_	100%	_	100%		100%	_	_	_	_
		0070	0.70	10070			10070						10070		.0070		10070				
Science	All	40%	40%	73%	-	*	73%	-	-	-	-	*	69%	*	79%	- 70%	*	-	-	-	-
	Students																				
	CWD	25%	27%	*	-	-	*	-	-	-	-	-	*	*	-	- *	-	-	-	-	-
	CWOD	42%	41%	79%	-	*	80%	-	-	-	-	*	75%	-	79%	- 78%	*	-	-	-	-
	EL	24%	19%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	42%	42%	70%	-	*	67%	-	-	-	-	*	63%	*	78%	- 70%	-	-	-	-	-
	Female	38%	37%	*	-	-	*	-	-	-	-	-	*	_	*		*	-	-	-	_
Grade 6																					
Reading	All Students	38%	36%	48%	-	*	55%	*	-	-	-	*	57%	*	50%	* 30%	60%	-	-	-	-
		22%	21%	*	_	*	_	_	_	_	_	_	*	*	_	_ *	_	_	_	_	_
	CWOD		38%	50%	_	*	55%	*	_	_	_	*	60%		50%	* 33%	60%	_	_	_	_
		14%	13%	*	-	*	JJ 70		-	-	-	*	-	-	30 /0 *	*	*	-	-	-	-
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		34%	31%	30%	-	*	38%	*	-	-	-	*	33%		33%	- 30%	-	-	-	-	-
	Female	42%	42%	60%	-	•	67%	-	-	-	-		75%	-	60%	^ -	60%	-	-	-	-
Mathamatia	. Α II	420/	470/	C00/		*	000/	*				*	760/	*	740/	* 80%	600/				
Mathematic		43%	47%	68%	-	-	80%	-	-	-	-		76%	-	71%	* 80%	60%	-	-	-	-
	Students	000/	000/																		
		23%	26%		-		-	-	-	-	-	-		•		- ^	-	-	-	-	-
	CWOD		50%	71%	-		80%	*	-	-	-		80%	-	71%	* 89%	60%	-	-	-	-
		24%	23%	*	-	*	-	-	-	-	-	*	-	-	*	* -	*	-	-	-	-
	Male	44%	46%	80%	-	*	88%	*	-	-	-	*	78%	*	89%	- 80%	-	-	-	-	-
	Female	42%	48%	60%	-	*	75%	*	-	-	-	*	75%	-	60%	* -	60%	-	-	-	-
Grade 7																					
Reading	All	47%	46%	72%	-	*	76%	-	-	-	-	*	79%	-	72%	- 67%	78%	-	-	-	-
	Students																				
	CWD	23%	19%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	CWOD	50%	49%	72%	-	*	76%	-	-	-	-	*	79%	-	72%	- 67%	78%	-	-	-	-
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		42%	41%	67%	_	_	67%	_	_	_	_	_	67%	_	67%	- 67%	-	_	-	_	-
	Female			78%	-	*	88%	-	-	-	-	*	100%	_	78%		78%	-	-	-	_
Mathematic	s All	39%	40%	68%	-	*	72%	-	-	-	-	*	73%	*	72%	- 67%	70%	-	-	-	-
	Students																				
	CWD	20%	19%	*	_	_	*	_	_	_	_	-	*	*	_		*	_	-	-	_
	CWOD		42%	72%	-	*	76%	-	-	-	-	*	79%	_	72%	- 67%	78%	-	-	-	_
		17%	18%	_	_	_	_	_	_	_	_	_	_	_	_		_	_	_	_	_
		38%	39%	67%	_	_	67%	_	_	_	_	_	67%	_	67%	- 67%	_	_	_	_	_
	Female			70%	_	*	78%	_	_	_	_	*	83%	*			70%	_	_	_	_
Grade 8																					
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	CWD	23%	23%	17%	*	*	25%	_	_	_	_	_	17%	17%	_	- 2	22%	*	_	_	_	
	CWOD		50%	79%	_	58%	82%	71%	_	_	_	62%	82%	-	79%		33%	75%	_	_	_	
	EL	26%	23%	*	_	*	-	-	_	_	_	*	-	_	*	*	-	*	_	_	_	
	Male	45%	45%	80%	*	60%	84%	80%	_	_	_	80%	80%	22%	83%	- 8	30%	_	_	_	_	
	Female		50%	73%	_	47%	77%	*	_	_	_	45%	79%	*	75%	*	-	73%	_	_	_	
	i ciliale	30 70	30 70	13/0		71 /0	1170					4570	1370		1 3 70			1370				
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rtodding	Students	1070	1170	1070		11 70	0070					0070	1070		1070		0 70	1070				
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	EL	21%	17%	*	_	*	-	_	_	_	_	*	-	_	*	*	-	*	_	_	_	
	Male	41%	40%	73%	*	50%	79%	*	_	_	_	67%	74%	*	77%	- 7	73%	_	_	_	_	
	Female		48%	78%	_	43%	81%	*	_	-	-	45%	84%	*	79%	*	-	78%	_	_	_	
Mathematics	s All	48%	51%	74%	-	46%	78%	*	-	-	_	59%	77%	*	76%	* 8	33%	64%	-	-	-	
	Students																					
	CWD	26%	26%	*	-	*	*	-	-	-	_	-	*	*	_	_	*	*	-	-	-	
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	EL	33%	32%	*	_	*	-	-	-	-	_	*	-	_	*	*	-	*	-	-	-	
	Male	47%	49%	83%	_	57%	86%	*	-	-	_	86%	82%	*	85%	- 8	33%	-	-	-	-	
	Female	49%	52%	64%	-	33%	70%	*	-	-	-	40%	70%	*	67%	*	_	64%	-	-	-	
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	EL	21%	16%	-	-	-	-	-	-	-	_	-	-	_	_	_	_	-	-	-	-	
	Male	50%	49%	90%	_	80%	91%	*	_	_	_	*	88%	*	93%	_ 0	90%	_	_	_	_	
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Dooding	Female	20% 22%	18% 21%	44% 48%	-	* 20% 20%	- 48% 52%	- 40%	- - -	-	- - - -	* 35% 14%	52% - 45% 55%	-	* 47% 49%	* 4 * - 4	17% - 14% -	* - 48%		- - - -	- - - -	
Reading	Female All	20%	18%	44%		* 20%	- 48%	- 40%		-		* 35%	52% - 45%	-	* 47%	* 4 * - 4	17% -	*	-	-	- - - -	
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ŭ	All Students CWD CWOD EL Male Female	20% 22% 19% 7% 20% 7% 16% 22%	18% 21% 17% 7% 18% 6% 14% 19%	44% 48% 42% * 44% * 34% 49%	* * - *	* 20% 20% 13% * 14% * 13% 14%	48% 52% 47% * 48% - 40% 54%	- 40%	-	-		* 35% 14% 20% - 20% * 22% 18%	52% - 45% 55% 45% * 48% - 36% 55%	-	* 47% 49% 44% - 44% * 37% 50%	* 4 * 4 * 3 * 3 * 3	17% - 14% - 34% * 37% - 34%	* - 48% 49% * 50% * - 49%			-	
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Mathematics	All Students CWD CWOD EL Male Female CWD CWOD EL Male Female All Students All Students All Students All Students	20% 22% 19% 7% 20% 7% 16% 22% 23% 10% 23% 24% 24% 22%	18% 21% 17% 7% 18% 6% 14% 19% 23% 10% 25% 11% 22% 24%	44% 48% 42% * 44% * 34% 49% 42% * 44% * 47% 38%	* * - *	* 20% 20% 13% * 14% * 13% 14% 15% * 17% * 43%	48% 52% 47% * 48% - 40% 54% 46% * 48% - 51% 41%	- 40%				* 35% 14% 20% - 20% * 22% 18% 24% - 24% * 43% 10%	52% - 45% 55% 45% - 36% 55% 46% - 47% 44% 70%	-	* 47% 49% 44% - 44% * 37% 50% 44% - 44% * 49% 39%	* 4 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 *	17% 144% 844% - 844% - 17% - 17% - 17% - 17% -	* - 48% 49% * 50% - 49% 38% * 39% * - 38%				
Mathematics	All Students CWD CWOD EL Male Female CWD CWOD EL Male Students CWD CWOD EL Male Female All Students CWD	20% 22% 19% 7% 20% 7% 16% 22% 23% 10% 23% 24% 24% 22%	18% 21% 17% 7% 18% 6% 14% 19% 23% 10% 25% 21% 224% 19%	44% 48% 42% * 44% * 34% 49% 42% * 44% * 47% 38% 67%	* *	* 20% 20% 13% * 14% * 13% 14% 15% * 17% 43%	48% 52% 47% * 48% - 40% 54% 46% * 48% - 51% 41%	- 40%				* 35% 14% 20% - 20% * 22% 18% 24% - 24% * 43% 10% 40%	52% - 45% 55% 45% * 48% - 36% 55% 46% * 47% 44% 70%	-	* 47% 49% 44% - 44% 50% 44% - 44% 49% 39% 68%	* 4 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 *	17% - - 144% - - 84% - - 84% - - 17% - - 17% - - 17% - -	* - 48% 49% * 50% * - 49% 38% * 39% - 38% 74%				
Mathematics	All Students CWD CWOD EL Male Female CWD CWOD EL Male Students CWD CWOD EL Male Female All Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	20% 22% 19% 7% 16% 22% 23% 10% 23% 24% 22%	18% 21% 17% 7% 18% 6% 14% 19% 23% 10% 25% 11% 22% 24% 19%	44% 48% 42% * 44% * 34% 49% 42% * 44% * 47% 38% 67% *	* *	* 20% 20% 13% * 14% * 13% 14% 15% * 17% 43%	48% 52% 47% * 48% - 40% 54% 46% * 48% - 51% 41% 70%	- 40%				* 35% 14% 20% - 20% * 22% 18% 24% - 24% * 43% 10% 40%	52% 	-	* 47% 49% 44% - 44% 50% 44% - 44% 49% 39% 68%	* 4 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 * 4 *	17% - 144	* - 48% 49% * 50% * - 49% 38% * 39% - 38% 74%				

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

74%

Female 21% 18%

78%

76%

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	72	*	80	71	*	-	-	-	79	*	*
CWD	*	*	*	*	-	-	-	-	-	*	-
CWOD	73	-	86	71	*	-	-	-	79	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	66	*	81	64	*	-	-	-	81	*	-
Female	78	-	79	77	*	-	-	-	77	-	*
Mathematics											
All Students	72	-	69	74	*	-	-	-	66	*	*
CWD	*	-	*	*	-	-	-	-	-	*	-
CWOD	73	-	67	75	*	-	-	-	66	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	80	-	93	79	*	-	-	-	100	*	-
Female	64	-	*	69	*	-	-	-	*	*	*

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Gra	duation Rate	(Gr 9-12):	Class of 20	17									
All Students	100.0%	-	*	100.0%	-	-	-	-	*	*	*	-	-
CWD	*	-	-	*	-	-	-	-	-	*	-	-	-
CWOD	100.0%	-	*	100.0%	-	-	-	-	*	-	*	-	-
EL	*	-	-	*	-	-	-	-	-	-	*	-	-
Male	100.0%	-	*	*	-	-	-	-	*	*	*	-	-
Female	100.0%	-	-	100.0%	-	-	-	-	-	*	-	-	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

- Indicates results are masked due to small numbers to protect student confidentiality.
- '-' 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		African American main Score		White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	73	*	54	76	*	-	-	-	60	*	*
School Quality (College, Career,	and Military	y Readines	s Performa	nce)							
%Students meeting CCMR	77%	_	*	82%	_	_	_	_	*	*	*

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

- *' 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ			Υ							
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ			Υ							
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Υ			Υ							
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Υ			Υ							
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ			Υ							
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ			Υ							
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Υ			Υ							
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Υ			N							

English Learner Language Proficiency Status

	olono, olulo	_									
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Υ										
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Υ										
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Υ										
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

Target Met

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

Participation R	ate	District	African American	ı Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All	100%	*	100%	100%	100%	-	-	-	100%	100%	100%	100%	*	100%	100%	-
	Students CWD	100%	*	*	100%	-	_	-	_	_	100%	100%	_	_	100%	*	_
	CWOD	100%	_	100%	100%	100%	_	_	_	100%	100%	_	100%	*	100%	100%	-

^{&#}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.

	EL	*	_	*	_	_	_	_	_	*	_	_	*	*	_	*	_
	Male	100%	*	100%	100%	100%	_	_	_	100%	100%	100%	100%	_	100%	_	_
						*	_	_				*		*			
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	-	-	100%	-
Reading	All	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	*	100%	100%	-
	Students																
	CWD	100%	*	*	*	_	_	_	_	_	100%	100%	_	_	100%	*	_
	CWOD	100%	_	100%	100%	*			_	100%	100%	-	100%	*	100%	100%	_
		*	-	*			-	-	-	*			*	*		*	-
	EL		-		-	-	-	-	-		-	-			-		-
	Male	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	-	100%	-	-
	Female	100%	-	100%	100%	*	-	-	-	100%	100%	*	100%	*	-	100%	-
Mathematics	s All	100%	_	100%	100%	*	_	_	_	100%	100%	100%	100%	*	100%	100%	_
	Students																
		4000/		*	*						4000/	4000/			*	*	
	CWD	100%	-			-	-	-	-	-	100%	100%	-	*			-
	CWOD	100%	-	100%	100%	•	-	-	-	100%	100%	-	100%		100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	100%	-	100%	100%	*	-	-	-	100%	100%	*	100%	-	100%	-	-
	Female	100%	_	100%	100%	*	_	_	_	100%	100%	*	100%	*	_	100%	_
		,															
Coionea	AII	4000/		1000/	1000/	*				1000/	1000/	*	1000/		1000/	1000/	
Science	All	100%	-	100%	100%		-	-	-	100%	100%		100%	-	100%	100%	-
	Students																
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	100%	-	100%	100%	*	-	-	-	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	_	-	-	-	-	-	-	-	-	-	-	-	_	-
	Male	100%	_	100%	100%	*	_	_	_	*	100%	*	100%	_	100%	_	_
	Female	100%	_	*	100%					*	100%	_	100%	_	-	100%	_
New Development		100 /6	-		100 /0	-	-	-	-		100 /0	-	100 /0	-	-	100 /0	-
Non-Participati	ion Rate																
All Subjects	All	0%	*	0%	0%	0%	-	-	-	0%	0%	0%	0%	*	0%	0%	-
	Students																
	CWD	0%	*	*	0%	_	_	_	_	_	0%	0%	_	_	0%	*	_
	CWOD	0%	_	0%	0%	0%	_	_	_	0%	0%	-	0%	*	0%	0%	_
	EL	*		*						*		-	*	*		*	
			*		-	-	-	-	-		-				-		-
	Male	0%	^	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	-	-
	Female	0%	-	0%	0%	*	-	-	-	0%	0%	*	0%	*	-	0%	-
Reading	All	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	*	0%	0%	-
ŭ	Students																
	CWD	0%	*	*	*				_	_	0%	0%	_	_	0%	*	_
					00/	-	-	-	-					*			-
	CWOD	0%	-	0%	0%	-	-	-	-	0% *	0%	-	0%		0%	0%	-
	EL	*	-	*	-	_	-	-			-	-	*	*	-	*	-
	Male								-								
	Male	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	-	0%	-	-
	Female	0% 0%	*	0% 0%	0% 0%	*	-	-					0% 0%	- *		- 0%	-
			*			*	-	-		0%	0%	0%			0%		-
Mathematics	Female	0%	*	0%	0%	* *	-	-		0% 0%	0% 0%	0%	0%		0% -	0%	-
Mathematic	Female s All		-			* *	-	- -		0%	0%	0%		*	0%		-
Mathematic	Female s All Students	0% 0%	-	0% 0%	0% 0%	* *	-	- -	- -	0% 0% 0%	0% 0% 0%	0% *	0%	*	0% - 0%	0% 0%	-
Mathematic	Female s All Students CWD	0% 0% 0%	* -	0% 0% *	0% 0% *	-	-	- - -		0% 0% 0%	0% 0% 0%	0% * 0%	0% 0% -	*	0% - 0% *	0% 0% *	-
Mathematic	Female s All Students CWD CWOD	0% 0% 0% 0%	-	0% 0% * 0%	0% 0%	* * *	- - -	- - -	- -	0% 0% 0% - 0%	0% 0% 0%	0% *	0% 0% - 0%	* - *	0% - 0%	0% 0% * 0%	-
Mathematic	Female s All Students CWD	0% 0% 0%	-	0% 0% *	0% 0% *	-		-		0% 0% 0%	0% 0% 0%	0% * 0%	0% 0% -	*	0% - 0% *	0% 0% *	-
Mathematic	Female s All Students CWD CWOD	0% 0% 0% 0%		0% 0% * 0%	0% 0% * 0%	-	-	-	-	0% 0% 0% - 0%	0% 0% 0% 0%	0% * 0% 0%	0% 0% - 0%	* - *	0% - 0% * 0%	0% 0% * 0%	- - -
Mathematic	Female s All Students CWD CWOD EL Male	0% 0% 0% 0% *	- - - -	0% 0% * 0% *	0% * 0% - 0%	- * -	-	-	- - -	0% 0% 0% - 0% *	0% 0% 0% 0% 0% - 0%	0% * 0% 0% -	0% 0% - 0% *	* - *	0% - 0% * 0% -	0% 0% * 0% *	- - - -
Mathematic	Female s All Students CWD CWOD EL	0% 0% 0% 0%	- - - -	0% 0% * 0% *	0% 0% * 0% -	- * - *	-	-	- - - -	0% 0% 0% - 0% *	0% 0% 0% 0% 0%	0% * 0% 0% - *	0% 0% - 0% *	* * * * *	0% - 0% * 0% - 0%	0% 0% * 0% *	- - - -
	Female s All Students CWD CWOD EL Male Female	0% 0% 0% * 0% 0%		0% 0% * 0% * 0% 0%	0% * 0% - 0% 0%	- * - *	-	-	-	0% 0% 0% - 0% * 0%	0% 0% 0% 0% 0% - 0% 0%	0% 0% - * *	0% 0% - 0% * 0% 0%	* * * * * * *	0% - 0% * 0% - 0% -	0% * 0% * 0% * 0%	
Mathematics Science	Female s All Students CWD CWOD EL Male Female	0% 0% 0% 0% *	- - - -	0% 0% * 0% *	0% * 0% - 0%	- * - *	-	-	- - - -	0% 0% 0% - 0% *	0% 0% 0% 0% 0% - 0%	0% * 0% 0% - *	0% 0% - 0% *	* * * * *	0% - 0% * 0% - 0%	0% 0% * 0% *	- - - -
	Female s All Students CWD CWOD EL Male Female All Students	0% 0% 0% * 0% 0% 0%		0% 0% * 0% * 0% 0%	0% .* 0% 0% 0% 0%	- * - *	-	-	-	0% 0% 0% - 0% * 0%	0% 0% 0% 0% 0% - 0% 0%	0% * 0% 0% * *	0% 0% - 0% * 0% 0%	* * * * * * *	0% - 0% * 0% - 0% -	0% * 0% * 0% * 0%	
	Female s All Students CWD CWOD EL Male Female All Students CWD	0% 0% 0% * 0% 0%		0% 0% * 0% * 0% 0%	0% * 0% - 0% 0%	- * - *	-	-	-	0% 0% 0% - 0% * 0%	0% 0% 0% 0% 0% - 0% 0%	0% 0% - * *	0% 0% - 0% * 0% 0%	* * * * * * *	0% - 0% * 0% - 0% -	0% * 0% * 0% * 0%	
	Female s All Students CWD CWOD EL Male Female All Students	0% 0% 0% * 0% 0% 0%	-	0% 0% * 0% * 0% 0% 0% 0%	0% .* 0% 0% 0% 0%	- * - *		-	-	0% 0% 0% - 0% * 0% 0%	0% 0% 0% 0% 0% - 0% 0%	0% * 0% 0% * *	0% - 0% * 0% 0% 0%	* * * * *	0% - 0% * 0% - 0% -	0% * 0% * 0% * - 0% 0%	
	Female S All Students CWD CWOD EL Male Female All Students CWD CWOD	0% 0% 0% 0% * 0% 0% 0%		0% 0% * 0% * 0% 0% 0% 0% -	0% 0% * 0% - 0% 0% 0% * *	- * - * *		-	-	0% 0% 0% - 0% * 0% 0%	0% 0% 0% 0% 0% - 0% 0% 0%	0% * 0% 0% * *	0% - 0% * 0% 0% 0% - 0% - 0% - 0% - 0% -	* * * - * - *	0% - 0% - 0% - 0% - 0% - 0% - 0%	0% * 0% * 0% * 0% 0% - 0%	
	Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL CWD CWOD EL	0% 0% 0% * 0% 0% * 0% 0% -	-	0% * 0% * 0% * 0% 0% 0% - 0% -	0% * 0% - 0% 0% 0% * 0% - 0% 0% 0% 0%	- * - * *		-	-	0% 0% 0% - 0% * 0% 0% - 0%	0% 0% 0% 0% 0% - 0% 0% * 0%	0% * 0% 0% * * * *	0% - 0% * 0% 0% 0% - 0% - 0% - 0% - 0%	* * * - * - - - - - - - - -	0% - 0% - 0% - 0% - 0% - 0% - 0% -	0% * 0% * 0% * 0% - 0% - 0% -	
	Female S All Students CWD CWOD EL Male Female All Students CWD CWOD	0% 0% 0% 0% * 0% 0% 0% *	-	0% 0% * 0% * 0% 0% 0% 0% 0%	0% 0% * 0% - 0% 0% 0% * 0%	- * * *		-	-	0% 0% 0% - 0% * 0% 0% - 0%	0% 0% 0% 0% 0% - 0% 0% 0%	0% * 0% 0% - * * * * *	0% - 0% * 0% 0% 0% - 0% - 0% 0%	* * * - * - - - - - - - - -	0% - 0% - 0% - 0% - 0% - 0% -	0% * 0% * 0% * - 0% 0% - 0%	

^{&#}x27;*' 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)

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

Students Without Disabilities												
In-School Suspensions												
·	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
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	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
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	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	5	*	*	5	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	7	*	*	7	*	*	*	*	*	*	*

Incidents of Violence
Incidents of rape or attempted rape
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 weapon
Incidents of physical attack or fight with a firearm or explosive device
Incidents of physical attack or fight without a weapon
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 weapon
Incidents of threats of physical attack with a firearm or explosive device

**Incidents of threats of physical attack with a firearm or explosive device

**Incidents of threats of physical attack with a firearm or explosive device

**Incidents of threats of physical attack with a firearm or explosive device

**Incidents of threats of physical attack with a firearm or explosive device

**Incidents of threats of physical attack with a firearm or explosive device

**Incidents of threats of physical attack with a firearm or explosive device

**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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific 1	Γwo or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	6	*	*	*	*	*	*	*	*	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	_	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	_	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	_	_	_	_	_	_	_	-	_	-

- '*' 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.

	All School		High-Poverty Schools		Low-Pover	ty Schools
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.7	31.0%			6.7	31.0%
Teachers Teaching with Emergency or Provisional Credentials	1.0	4.7%			1.0	4.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.0	9.4%			2.0	9.4%

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

Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	Region 16 Number of ALT2	Region 16 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	6,019	1%	103	2%	-	-
Mathematics	6,020	1%	103	2%	-	-
Grade 4 Reading	6,061	1%	94	2%	-	-
Mathematics	6,056	1%	94	1%	-	-
Grade 5						
Reading	6,162	2%	105	2%	-	-
Mathematics	6,160	1%	105	2%	-	-
Science	6,164	1%	105	2%	-	-
Grade 6						
Reading	5,678	1%	95	2%	-	-
Mathematics	5,677	1%	95	2%	-	-
Grade 7						
Reading	5,298	1%	74	1%	-	-
Mathematics	5,294	1%	74	1%	-	-
Grade 8 Reading	5,088	1%	86	1%	-	
Mathematics	5,087	2%	86	1%	-	-
Science	5,087	1%	86	1%	-	-
End of Course						
English I	4,868	1%	67	1%	-	-
English II	4,556	1%	73	1%	-	-
Algebra I	4,884	1%	68	1%	-	-
Biology	4,861	1%	60	1%	-	-
All Grades All Subjects	99,020	1%	1,573	1%	-	-
Reading	43,730	1%	697	1%	-	-
Mathematics	39,178	1%	625	1%	-	-