

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

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More		Special Educ	EL (Current and Former)	
										Races	Econ Disadv			
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		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%	
		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%	
	Mathematics	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
		2022-23 through 2026-27												44%
		2027-28 through 2031-32												46%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>	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%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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.

		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWDCWOD		EL Male		Female		Migrant		Homeless		Foster Care		Military		
<b>STAAR Percent at Approaches Grade Level or Above</b>																																		
<b>Grade 3</b>																																		
Reading	All	77%	65%	73%	86%	74%	90%	78%	83%	70%	88%	51%	79%	70%	74%	79%	65%	67%	60%	84%														
	Students																																	
	CWD	51%	42%	46%	62%	49%	63%	55%	56%	45%	64%	51%	-	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%														
	Mathematics	All	77%	64%	75%	85%	76%	93%	77%	81%	72%	87%	52%	80%	74%	77%	78%	70%	67%	62%	84%													
	Students																																	
	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%	-	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%	68%	75%															
Male	77%	63%	75%	85%	75%	92%	79%	81%	71%	87%	54%	80%	74%	77%	-	71%	67%	61%	84%															
Female	78%	66%	75%	85%	77%	94%	73%	81%	72%	87%	48%	80%	74%	-	78%	68%	66%	64%	84%															
<b>Grade 4</b>																																		
Reading	All	72%	60%	68%	83%	73%	89%	73%	78%	64%	85%	46%	75%	60%	70%	75%	56%	63%	56%	82%														
	Students																																	
	CWD	46%	38%	41%	56%	33%	60%	47%	51%	40%	59%	46%	-	33%	46%	44%	32%	40%	34%	56%														
	CWOD	75%	63%	70%	86%	76%	91%	74%	81%	67%	87%	-	75%	62%	73%	77%	58%	66%	61%	85%														
	EL	60%	55%	59%	61%	54%	70%	44%	70%	58%	67%	33%	62%	60%	57%	62%	50%	54%	49%	68%														
	Male	70%	56%	65%	82%	70%	88%	69%	77%	62%	84%	46%	73%	57%	70%	-	52%	60%	54%	79%														
	Female	75%	64%	70%	84%	75%	90%	75%	80%	67%	87%	44%	77%	62%	-	75%	59%	66%	57%	84%														
	Mathematics	All	77%	64%	75%	85%	76%	93%	78%	81%	72%	87%	49%	81%	72%	77%	78%	67%	67%	59%	85%													
	Students																																	
	CWD	49%	38%	46%	57%	41%	71%	51%	50%	44%	61%	49%	-	42%	51%	44%	38%	41%	33%	59%														
CWOD	81%	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%															
<b>Grade 5</b>																																		
Reading	All	83%	74%	81%	91%	82%	94%	85%	88%	78%	92%	54%	87%	73%	81%	86%	71%	75%	66%	91%														
	Students																																	
	CWD	54%	47%	50%	64%	55%	67%	64%	61%	48%	67%	54%	-	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%	76%	73%	70%	76%	66%	65%	61%	80%														
	Male	81%	70%	78%	89%	79%	93%	83%	86%	75%	91%	54%	85%	70%	81%	-	69%	71%	62%	89%														
	Female	86%	78%	84%	92%	84%	95%	87%	90%	81%	94%	55%	88%	76%	-	86%	74%	78%	71%	92%														
	Mathematics	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%	69%	66%	78%	70%	-	67%	70%	69%	68%	64%	58%	80%														
CWOD	92%	84%	91%	96%	90%	98%	93%	94%	89%	96%	-	92%	88%	92%	92%	87%	85%	86%	97%															
EL	86%	72%	86%	82%	81%	91%	88%	80%	85%	86%	67%	88%	86%	85%	86%	83%	79%	82%	91%															
Male	89%	79%	88%	94%	86%	97%	92%	91%	86%	95%	70%	92%	85%	89%	-	83%	82%	78%	95%															
Female	91%	83%	90%	95%	89%	98%	92%	93%	88%	95%	69%	92%	86%	-	91%	86%	84%	80%	96%															
<b>Science</b>																																		
Reading	All	75%	61%	72%	85%	74%	91%	76%	81%	69%	86%	48%	78%	62%	76%	75%	64%	65%	60%	85%														
	Students																																	
	CWD	48%	38%	45%	59%	54%	62%	43%	52%	43%	60%	48%	-	37%	51%	43%	40%	41%	40%	59%														
	CWOD	78%	65%	75%	88%	77%	92%	78%	84%	72%	88%	-	78%	65%	80%	77%	67%	68%	66%	88%														
	EL	62%	52%	62%	57%	57%	70%	51%	63%	62%	66%	37%	65%	62%	64%	60%	57%	54%	53%	69%														
	Male	76%	60%	73%	86%	74%	91%	78%	81%	69%	86%	51%	80%	64%	76%	-	65%	66%	60%	86%														
Female	75%	62%	71%	85%	74%	91%	74%	81%	68%	86%	43%	77%	60%	-	75%	62%	64%	60%	84%															

		African		Hispanic		White		American		Pacific		Two		Econ		Non		Foster			
		State	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 6	Reading	All	68%	57%	62%	79%	66%	89%	68%	76%	59%	82%	35%	71%	42%	63%	72%	48%	56%	50%	77%
		Students																			
		CWD	35%	30%	31%	43%	34%	54%	23%	38%	30%	46%	35%	-	19%	35%	35%	22%	29%	35%	37%
		CWOD	71%	60%	66%	82%	70%	91%	72%	80%	62%	84%	-	71%	45%	67%	75%	52%	59%	55%	81%
		EL	42%	41%	42%	48%	41%	56%	35%	49%	42%	48%	19%	45%	42%	38%	47%	31%	33%	25%	44%
		Male	63%	51%	58%	76%	61%	87%	62%	72%	54%	78%	35%	67%	38%	63%	-	42%	50%	44%	72%
		Female	72%	64%	67%	82%	72%	92%	75%	80%	64%	85%	35%	75%	47%	-	72%	54%	62%	57%	82%
	Mathematics	All	76%	64%	73%	86%	76%	94%	80%	83%	70%	87%	50%	79%	61%	76%	77%	61%	65%	60%	84%
		Students																			
		CWD	50%	41%	47%	57%	53%	72%	53%	53%	45%	60%	50%	-	42%	51%	47%	39%	40%	43%	58%
		CWOD	79%	68%	76%	89%	79%	95%	83%	86%	73%	89%	-	79%	64%	80%	79%	65%	69%	66%	88%
		EL	61%	55%	61%	65%	59%	79%	56%	72%	61%	65%	42%	64%	61%	62%	61%	51%	51%	48%	64%
		Male	76%	63%	72%	86%	76%	94%	77%	82%	69%	87%	51%	80%	62%	76%	-	60%	63%	58%	84%
		Female	77%	66%	73%	86%	76%	95%	83%	83%	70%	87%	47%	79%	61%	-	77%	62%	67%	63%	85%
Grade 7	Reading	All	73%	64%	68%	83%	71%	92%	74%	81%	65%	85%	37%	77%	44%	69%	79%	52%	63%	49%	82%
		Students																			
		CWD	37%	32%	34%	45%	34%	59%	31%	41%	32%	49%	37%	-	22%	37%	38%	21%	32%	25%	44%
		CWOD	77%	68%	72%	87%	75%	93%	77%	84%	69%	88%	-	77%	47%	72%	81%	56%	67%	58%	86%
		EL	44%	49%	44%	46%	36%	58%	45%	45%	44%	48%	22%	47%	44%	40%	50%	33%	37%	26%	49%
		Male	69%	57%	63%	80%	67%	90%	69%	76%	59%	82%	37%	72%	40%	69%	-	47%	58%	42%	77%
		Female	79%	71%	74%	87%	75%	94%	79%	86%	71%	89%	38%	81%	50%	-	79%	57%	68%	57%	87%
	Mathematics	All	71%	58%	67%	82%	71%	93%	76%	77%	64%	83%	42%	75%	52%	69%	73%	56%	61%	46%	79%
		Students																			
		CWD	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	69%	54%	65%	80%	69%	92%	75%	75%	62%	81%	42%	73%	51%	69%	-	54%	59%	45%	77%
		Female	73%	62%	69%	83%	74%	94%	78%	79%	66%	85%	41%	76%	54%	-	73%	57%	64%	48%	82%
Grade 8	Reading	All	85%	78%	81%	92%	85%	95%	85%	90%	79%	93%	49%	88%	58%	82%	88%	69%	76%	64%	91%
		Students																			
		CWD	49%	42%	46%	57%	54%	64%	39%	54%	44%	60%	49%	-	32%	48%	51%	31%	38%	40%	57%
		CWOD	88%	83%	85%	95%	88%	96%	89%	94%	83%	95%	-	88%	62%	86%	90%	74%	81%	74%	94%
		EL	58%	50%	58%	57%	47%	67%	45%	67%	58%	59%	32%	62%	58%	56%	61%	50%	44%	39%	63%
		Male	82%	73%	78%	90%	80%	94%	83%	88%	75%	91%	48%	86%	56%	82%	-	64%	72%	62%	88%
		Female	88%	83%	85%	94%	89%	96%	88%	93%	83%	94%	51%	90%	61%	-	88%	74%	81%	67%	94%
	Mathematics	All	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%	59%	54%	50%	62%	53%	-	49%	53%	54%	38%	43%	42%	62%
		CWOD	89%	81%	87%	94%	88%	97%	93%	92%	85%	94%	-	89%	77%	87%	90%	81%	82%	74%	94%
		EL	73%	61%	73%	72%	64%	86%	67%	80%	73%	72%	49%	77%	73%	71%	76%	66%	64%	57%	78%
		Male	82%	72%	81%	89%	83%	96%	86%	85%	78%	90%	53%	87%	71%	82%	-	72%	74%	63%	88%
		Female	87%	80%	86%	92%	84%	97%	93%	90%	84%	92%	54%	90%	76%	-	87%	79%	80%	67%	93%
	Science	All	75%	63%	70%	86%	76%	93%	79%	82%	66%	86%	39%	78%	46%	74%	76%	56%	63%	52%	84%
		Students																			
		CWD	39%	29%	35%	49%	45%	65%	39%	44%	34%	51%	39%	-	25%	41%	35%	20%	30%	32%	48%
		CWOD	78%	68%	73%	89%	79%	94%	83%	86%	71%	89%	-	78%	49%	78%	79%	60%	68%	60%	87%
		EL	46%	38%	45%	46%	36%	64%	37%	50%	46%	47%	25%	49%	46%	47%	45%	37%	35%	37%	43%
		Male	74%	59%	69%	85%	74%	93%	76%	80%	65%	85%	41%	78%	47%	74%	-	55%	62%	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	All	64%	52%	59%	77%	61%	85%	68%	74%	55%	77%	25%	68%	30%	57%	71%	43%	51%	39%	74%
		Students																			
		CWD	25%	20%	23%	33%	22%	48%	30%	32%	22%	34%	25%	-	14%	24%	28%	17%	19%	22%	34%
		CWOD	68%	58%	63%	82%	66%	87%	71%	79%	60%	81%	-	68%	32%	62%	75%	47%	56%	48%	80%
		EL	30%	24%	29%	31%	23%	40%	23%	28%	29%	31%	14%	32%	30%	27%	34%	25%	21%	23%	35%
		Male	57%	45%	52%	71%	55%	83%	62%	68%	49%	71%	24%	62%	27%	57%	-	36%	45%	31%	69%
		Female	71%	61%	66%	84%	67%	88%	75%	82%	63%	83%	28%	75%	34%	-	71%	52%	58%	47%	81%
	English II	All	66%	57%	61%	80%	64%	83%	66%	78%	58%	79%	25%	71%	27%	61%	72%	46%	54%	42%	76%
		Students																			
		CWD	25%	19%	22%	34%	22%	44%	26%	34%	21%	33%	25%	-	12%	24%	26%	16%	19%	26%	28%
		CWOD	71%	63%	65%	85%	69%	84%	69%	83%	63%	83%	-	71%	28%	66%	76%	49%	59%	51%	82%
		EL	27%	20%	26%	28%	21%	33%	18%	29%	26%	28%	12%	28%	27%	24%	30%	20%	20%	21%	29%
		Male	61%	51%	56%	75%	59%	80%	62%	73%	53%	74%	24%	66%	24%	61%	-	39%	49%	38%	70%
		Female	72%	64%	67%	86%	69%	86%	69%	84%	64%	84%	26%	76%	30%	-	72%	54%	60%	46%	83%
	Algebra I	All	82%	72%	80%	88%	79%	96%	83%	87%	77%	89%	47%	86%	67%	78%	87%	73%	73%	54%	88%
		Students																			
		CWD	47%	38%	48%	52%	49%	72%	41%	50%	44%	54%	47%	-	44%	46%	51%	40%	39%	35%	54%
		CWOD	86%	79%	84%	92%	83%	97%	87%	91%	83%	92%	-	86%	70%	83%	90%	79%	78%	65%	93%
		EL	67%	60%	66%	69%	55%	84%	53%	72%	68%	64%	44%	70%	67%	63%	72%	66%	61%	59%	69%
		Male	78%	66%	76%	85%	75%	95%	81%	83%	73%	86%	46%	83%	63%	78%	-	68%	68%	49%	85%
		Female	87%	79%	85%	92%	84%	97%	85%	91%	83%	92%	51%	90%	72%	-	87%	79%	78%	59%	91%
	Biology	All	86%	79%	83%	93%	85%	95%	86%	92%	81%	92%	56%	89%	64%	83%	88%	74%	78%	66%	92%

		African		Hispanic		White		American		Pacific		Two or More Races		Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
All Students		56%	47%	53%	66%	62%	77%	57%	67%	52%	66%	56%	-	45%	56%	56%	44%	48%	48%	48%	67%	67%	56%	56%	44%	48%	48%	48%	67%	67%			
CWD		89%	85%	86%	96%	88%	96%	88%	95%	85%	95%	-	89%	66%	88%	91%	79%	83%	76%	95%	95%	88%	88%	79%	83%	76%	95%	95%	95%	95%			
CWOD		62%	62%	63%	66%	54%	75%	51%	69%	64%	45%	66%	64%	62%	66%	60%	57%	48%	68%	68%	66%	66%	60%	57%	48%	68%	68%	68%	68%	68%			
EL		83%	75%	80%	91%	83%	94%	85%	90%	78%	91%	56%	88%	62%	83%	-	70%	76%	64%	91%	91%	83%	83%	70%	76%	64%	91%	91%	91%	91%			
Male		88%	84%	85%	95%	87%	96%	87%	94%	84%	94%	56%	91%	66%	-	88%	79%	81%	67%	93%	93%	88%	88%	79%	81%	67%	93%	93%	93%	93%			
Female		88%	84%	85%	95%	87%	96%	87%	94%	84%	94%	56%	91%	66%	-	88%	79%	81%	67%	93%	93%	88%	88%	79%	81%	67%	93%	93%	93%	93%			
<b>STAAR Percent at Meets Grade Level or Above</b>																																	
Grade 3																																	
Reading		All	43%	30%	36%	56%	38%	66%	38%	51%	33%	59%	28%	44%	32%	40%	45%	28%	31%	26%	51%	51%	43%	43%	28%	31%	26%	51%	51%	51%	51%		
Students		CWD	28%	24%	24%	35%	28%	38%	21%	28%	24%	37%	28%	-	19%	28%	28%	19%	22%	25%	30%	30%	28%	19%	22%	25%	30%	30%	30%	30%	30%		
CWOD		44%	30%	37%	59%	40%	68%	39%	53%	34%	61%	-	44%	33%	42%	46%	28%	32%	26%	54%	54%	44%	44%	28%	32%	26%	54%	54%	54%	54%			
EL		32%	27%	31%	31%	30%	44%	15%	36%	31%	40%	19%	33%	32%	30%	34%	27%	25%	25%	34%	34%	32%	30%	27%	25%	25%	34%	34%	34%	34%			
Male		40%	27%	34%	54%	36%	63%	34%	48%	31%	56%	28%	42%	30%	40%	-	27%	29%	23%	49%	49%	40%	40%	27%	29%	23%	49%	49%	49%	49%			
Female		45%	33%	39%	59%	41%	70%	42%	55%	35%	62%	28%	46%	34%	-	45%	28%	34%	29%	54%	54%	39%	39%	28%	34%	29%	54%	54%	54%	54%			
Mathematics		All	46%	31%	41%	57%	42%	77%	47%	52%	38%	61%	30%	48%	39%	47%	45%	35%	34%	31%	55%	55%	46%	45%	35%	34%	31%	55%	55%	55%			
Students		CWD	30%	24%	27%	36%	32%	52%	26%	32%	26%	40%	30%	-	24%	32%	21%	23%	25%	36%	36%	32%	28%	21%	23%	25%	36%	36%	36%	36%			
CWOD		48%	32%	43%	60%	44%	78%	49%	54%	39%	63%	-	48%	41%	49%	46%	36%	35%	32%	58%	58%	43%	43%	36%	35%	32%	58%	58%	58%	58%			
EL		39%	35%	38%	43%	38%	61%	27%	46%	38%	49%	24%	41%	39%	41%	38%	34%	33%	27%	40%	40%	39%	41%	38%	34%	33%	27%	40%	40%	40%			
Male		47%	31%	42%	58%	42%	77%	47%	53%	39%	62%	32%	49%	41%	47%	-	37%	36%	32%	57%	57%	42%	42%	37%	36%	32%	57%	57%	57%	57%			
Female		45%	32%	40%	56%	42%	77%	47%	52%	37%	60%	28%	46%	38%	-	45%	33%	33%	29%	53%	53%	40%	40%	33%	33%	29%	53%	53%	53%	53%			
Grade 4																																	
Reading		All	45%	33%	38%	58%	43%	73%	43%	54%	35%	62%	28%	47%	29%	43%	47%	28%	35%	28%	55%	55%	45%	45%	28%	35%	28%	55%	55%	55%	55%		
Students		CWD	28%	25%	25%	35%	20%	43%	32%	31%	24%	38%	28%	-	18%	29%	27%	17%	25%	22%	32%	32%	28%	17%	25%	22%	32%	32%	32%	32%			
CWOD		47%	34%	40%	61%	45%	75%	44%	56%	36%	64%	-	47%	30%	45%	48%	29%	36%	30%	58%	58%	40%	40%	29%	36%	30%	58%	58%	58%	58%			
EL		29%	27%	28%	31%	27%	42%	20%	36%	27%	37%	18%	30%	29%	27%	30%	23%	25%	23%	35%	35%	27%	27%	23%	25%	23%	35%	35%	35%	35%			
Male		43%	30%	37%	57%	41%	72%	42%	52%	33%	60%	29%	45%	27%	43%	-	25%	33%	26%	52%	52%	43%	43%	25%	33%	26%	52%	52%	52%	52%			
Female		47%	36%	40%	60%	45%	75%	44%	55%	36%	64%	27%	48%	30%	-	47%	30%	36%	31%	59%	59%	40%	40%	30%	36%	31%	59%	59%	59%	59%			
Mathematics		All	48%	32%	43%	59%	46%	79%	45%	53%	39%	62%	29%	50%	38%	48%	47%	33%	35%	30%	54%	54%	48%	47%	33%	35%	30%	54%	54%	54%			
Students		CWD	29%	23%	26%	35%	17%	53%	35%	30%	25%	38%	29%	-	21%	31%	25%	22%	25%	21%	32%	32%	29%	22%	25%	21%	32%	32%	32%	32%			
CWOD		50%	33%	45%	62%	49%	81%	45%	55%	41%	65%	-	50%	39%	51%	49%	35%	36%	32%	57%	57%	45%	45%	35%	36%	32%	57%	57%	57%	57%			
EL		38%	28%	37%	38%	30%	56%	17%	42%	37%	45%	21%	39%	38%	39%	37%	28%	33%	28%	42%	42%	38%	38%	28%	33%	28%	42%	42%	42%	42%			
Male		48%	31%	44%	60%	45%	80%	44%	54%	39%	63%	31%	51%	39%	48%	-	32%	35%	32%	54%	54%	44%	44%	32%	35%	32%	54%	54%	54%	54%			
Female		47%	33%	42%	58%	48%	79%	45%	52%	38%	62%	25%	49%	37%	-	47%	35%	35%	27%	54%	54%	42%	42%	35%	35%	27%	54%	54%	54%	54%			
Grade 5																																	
Reading		All	53%	40%	47%	66%	48%	79%	54%	63%	43%	69%	30%	56%	35%	50%	56%	36%	41%	32%	63%	63%	53%	53%	36%	41%	32%	63%	63%	63%	63%		
Students		CWD	30%	25%	27%	36%	28%	46%	36%	34%	25%	39%	30%	-	18%	30%	29%	28%	27%	25%	34%	34%	29%	28%	27%	25%	34%	34%	34%	34%			
CWOD		56%	42%	49%	69%	51%	80%	55%	66%	45%	72%	-	56%	36%	53%	58%	37%	43%	35%	67%	67%	42%	42%	37%	43%	35%	67%	67%	67%	67%			
EL		35%	28%	35%	33%	25%	40%	17%	36%	34%	41%	18%	36%	35%	32%	37%	31%	28%	20%	40%	40%	33%	33%	31%	28%	20%	40%	40%	40%	40%			
Male		50%	36%	44%	64%	45%	76%	51%	60%	40%	67%	30%	53%	32%	50%	-	35%	38%	30%	61%	61%	44%	44%	35%	38%	30%	61%	61%	61%	61%			
Female		56%	43%	50%	68%	51%	81%	56%	65%	46%	72%	29%	58%	37%	-	56%	37%	44%	35%	66%	66%	50%	50%	37%	44%	35%	66%	66%	66%	66%			
Mathematics		All	57%	40%	54%	67%	52%	86%	59%	62%	49%	71%	34%	60%	46%	57%	58%	47%	44%	38%	68%	68%	57%	57%	47%	44%	38%	68%	68%	68%	68%		
Students		CWD	34%	26%	33%	39%	24%	58%	37%	37%	30%	43%	34%	-	27%	36%	31%	35%	30%	28%	39%	39%	36%	35%	30%	28%	39%	39%	39%	39%			
CWOD		60%	42%	56%	70%	56%	87%	61%	65%	51%	73%	-	60%	48%	60%	60%	49%	46%	42%	72%	72%	42%	42%	49%	46%	42%	72%	72%	72%	72%			
EL		46%	34%	45%	44%	37%	62%	31%	47%	45%	49%	27%	48%	46%	46%	45%	44%	38%	40%	49%	49%	34%	34%	44%	38%	40%	49%	49%	49%	49%			
Male		57%	38%	53%	67%	53%	85%	57%	61%	48%	70%	36%	60%	46%	57%	-	46%	43%	38%	67%	67%	53%	53%	46%	43%	38%	67%	67%	67%	67%			
Female		58%	42%	54%	67%	51%	86%	61%	63%	50%	71%	31%	60%	45%	-	58%	49%	45%	39%	69%	69%	54%	54%	49%	45%	39%	69%	69%	69%	69%			
Science		All	40%	25%	34%	53%	37%	69%	41%	48%	31%	55%	25%	42%	24%	42%	38%	29%	29%	22%	51%	51%	42%	42%	29%	29%	22%	51%	51%	51%	51%		
Students		CWD	25%	21%	23%	31%	29%	41%	25%	26%	22%	33%	25%	-	16%	27%	21%	20%	23%	19%	30%	30%	27%	20%	23%	19%	30%	30%	30%	30%			
CWOD		42%	25%	36%	56%	38%	71%	42%	51%	32%	57%	-	42%	25%	45%	39%	30%	30%	23%	53%	53%	31%	31%	30%	30%	23%	53%	53%	53%	53%			
EL		24%	17%	23%	25%	19%	35%	13%	30%	23%	28%	16%	25%	24%	26%	21%	22%	20%	14%	30%	30%	25%	25%	22%	20%	14%	30%	30%	30%	30%			
Male		42%	26%	37%	56%	39%	71%	42%	50%	33%	57%	27%	45%	26%	42%	-	32%	32%	25%	53%	53%	37%	37%	32%	32%	25%	53%	53%	53%	53%			
Female		38%	24%	32%	50%	34%	68%	40%	46%	28%	53%	21%	39%	21%	-	38%	25%	27%	18%	48%	48%	32%	32%	25%	27%	18%	48%	48%	48%	48%			
Grade 6																																	
Reading		All	38%	27%	31%	51%	38%	69%	36%	47%	28%	54%	22%	40%	14%	34%	42%	18%	26%	23%	47%	47%	38%	38%	18%	26%	23%	47%	47%	47%	47%		
Students		CWD	22%	20%	20%	25%	22%	35%	15%	22%	19%	27%	22%	-	10%	22%	21%	11%	18%	26%	19%	19%	22%	11%	18%	26%	19%	19%	19%	19%			
CWOD		40%	28%	32%	53%	40%	70%	38%	50%	28%	56%	-	40%	14%	35%	44%	19%	27%	23%	50%	50%	32%	32%	19%	27%	23%	50%	50%	50%	50%			
EL		14%	13%	13%	19%	15%	23%	6%	19%	13%	18%	10%	14%	14%	12%	16%	7%	10%	5%	14%	14%	13%	13%	7%	10%	5%	14%	14%	14%	14%			
Male		34%	23%	27%	46%	32%	65%	31%	43%	24%	49%	22%	35%	12%	34%	-	14%	22%	19%	41%	41%	27%	27%	14%	22%	19%	41%	41%	41%	41%			
Female		42%	32%	35%	56%	45%	73%	42%	52%	31%	59%	21%	44%	16%	-	42%	22%	29%	29%	52%	52%	35%	35%	22%	29%	29%	52%	52%	52%	52%			
Mathematics		All																															

		African		Hispanic		White		American		Pacific		Two or More Races		Econ Disadv		Non Econ Disadv		WDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
Grade 7 Reading	All	47%	35%	40%	61%	45%	78%	48%	57%	36%	64%	23%	50%	16%	42%	53%	25%	35%	23%	56%													
	Students																																
	CWD	23%	20%	21%	27%	17%	44%	17%	23%	20%	29%	23%	-	10%	23%	22%	13%	19%	13%	25%													
	CWOD	50%	37%	42%	64%	48%	79%	50%	61%	38%	66%	-	50%	16%	45%	55%	27%	37%	27%	59%													
	EL	16%	21%	15%	20%	16%	26%	18%	18%	15%	20%	10%	16%	16%	13%	18%	8%	10%	2%	19%													
	Male	42%	29%	35%	56%	39%	74%	45%	51%	31%	59%	23%	45%	13%	42%	-	22%	32%	22%	49%													
	Female	53%	42%	45%	67%	50%	82%	51%	64%	41%	69%	22%	55%	18%	-	53%	28%	39%	25%	62%													
Mathematics	All	39%	25%	33%	52%	38%	79%	45%	46%	29%	55%	20%	41%	17%	38%	40%	23%	29%	18%	47%													
	Students																																
	CWD	20%	17%	19%	24%	20%	47%	22%	20%	18%	26%	20%	-	11%	22%	18%	15%	17%	14%	22%													
	CWOD	41%	26%	34%	56%	40%	80%	47%	49%	31%	57%	-	41%	18%	40%	42%	25%	30%	20%	50%													
	EL	17%	18%	16%	24%	15%	41%	27%	24%	17%	23%	11%	18%	17%	17%	17%	12%	14%	12%	20%													
	Male	38%	23%	32%	51%	38%	78%	44%	44%	28%	54%	22%	40%	17%	38%	-	23%	29%	19%	46%													
	Female	40%	27%	33%	53%	38%	80%	46%	48%	30%	56%	18%	42%	17%	-	40%	23%	28%	17%	48%													
Grade 8 Reading	All	48%	36%	41%	62%	47%	77%	47%	60%	37%	64%	23%	51%	13%	44%	53%	25%	37%	28%	57%													
	Students																																
	CWD	23%	20%	21%	26%	23%	40%	26%	23%	20%	28%	23%	-	9%	23%	22%	9%	17%	23%	25%													
	CWOD	51%	39%	43%	66%	50%	78%	49%	64%	39%	67%	-	51%	14%	47%	55%	28%	39%	29%	60%													
	EL	13%	11%	13%	15%	8%	20%	11%	27%	13%	16%	9%	14%	13%	12%	15%	11%	8%	6%	10%													
	Male	44%	31%	36%	58%	43%	74%	43%	55%	33%	60%	23%	47%	12%	44%	-	22%	33%	24%	51%													
	Female	53%	43%	45%	67%	51%	80%	51%	65%	42%	69%	22%	55%	15%	-	53%	29%	41%	31%	63%													
Mathematics	All	50%	36%	45%	61%	47%	82%	52%	56%	42%	63%	25%	53%	30%	48%	53%	37%	39%	33%	56%													
	Students																																
	CWD	25%	20%	24%	28%	26%	54%	27%	24%	23%	31%	25%	-	16%	26%	23%	12%	19%	24%	30%													
	CWOD	53%	38%	48%	65%	50%	84%	55%	60%	44%	66%	-	53%	32%	51%	55%	41%	42%	36%	60%													
	EL	30%	26%	29%	35%	20%	55%	18%	49%	30%	32%	16%	32%	30%	28%	32%	25%	24%	23%	29%													
	Male	48%	32%	43%	60%	46%	82%	52%	53%	39%	61%	26%	51%	28%	48%	-	33%	37%	34%	53%													
	Female	53%	40%	48%	63%	48%	83%	52%	59%	45%	65%	23%	55%	32%	-	53%	42%	42%	32%	59%													
Science	All	50%	34%	43%	66%	49%	82%	53%	60%	39%	67%	23%	53%	19%	51%	50%	29%	38%	27%	61%													
	Students																																
	CWD	23%	17%	21%	29%	28%	49%	27%	24%	20%	31%	23%	-	10%	25%	19%	10%	17%	23%	28%													
	CWOD	53%	36%	45%	70%	52%	83%	55%	64%	41%	70%	-	53%	20%	55%	52%	32%	41%	28%	64%													
	EL	19%	16%	18%	23%	7%	36%	8%	28%	19%	21%	10%	20%	19%	21%	16%	13%	13%	10%	18%													
	Male	51%	33%	44%	67%	52%	82%	54%	60%	40%	68%	25%	55%	21%	51%	-	30%	37%	30%	61%													
	Female	50%	35%	42%	65%	46%	82%	52%	60%	38%	66%	19%	52%	16%	-	50%	28%	38%	24%	61%													
End of Course English I	All	43%	30%	36%	60%	42%	76%	48%	57%	33%	60%	14%	47%	10%	37%	51%	22%	30%	22%	56%													
	Students																																
	CWD	14%	11%	12%	19%	9%	35%	13%	18%	11%	19%	14%	-	5%	13%	14%	7%	11%	15%	19%													
	CWOD	47%	33%	39%	66%	46%	78%	51%	62%	36%	64%	-	47%	11%	40%	54%	24%	33%	25%	61%													
	EL	10%	9%	10%	13%	9%	20%	8%	12%	10%	12%	5%	11%	10%	9%	12%	7%	6%	7%	13%													
	Male	37%	23%	30%	53%	36%	72%	41%	49%	27%	53%	13%	40%	9%	37%	-	17%	25%	17%	48%													
	Female	51%	38%	43%	70%	49%	81%	57%	66%	40%	69%	14%	54%	12%	-	51%	28%	36%	26%	65%													
English II	All	47%	34%	40%	65%	46%	73%	47%	62%	36%	63%	14%	51%	9%	41%	54%	25%	34%	27%	58%													
	Students																																
	CWD	14%	11%	12%	20%	12%	30%	14%	19%	12%	19%	14%	-	5%	14%	15%	6%	11%	19%	15%													
	CWOD	51%	38%	43%	70%	50%	74%	50%	67%	39%	67%	-	51%	10%	45%	57%	27%	38%	31%	64%													
	EL	9%	7%	9%	12%	7%	14%	7%	10%	9%	11%	5%	10%	9%	8%	11%	5%	6%	9%	12%													
	Male	41%	28%	34%	58%	40%	69%	41%	55%	31%	56%	14%	45%	8%	41%	-	19%	29%	24%	51%													
	Female	54%	42%	46%	73%	53%	77%	53%	70%	42%	70%	15%	57%	11%	-	54%	31%	40%	29%	67%													
Algebra I	All	53%	37%	49%	65%	49%	88%	53%	62%	44%	66%	19%	58%	29%	49%	58%	37%	40%	22%	63%													
	Students																																
	CWD	19%	13%	18%	23%	19%	50%	20%	23%	17%	24%	19%	-	13%	19%	18%	12%	15%	14%	25%													
	CWOD	58%	42%	53%	70%	53%	89%	56%	66%	49%	70%	-	58%	31%	54%	62%	41%	44%	26%	68%													
	EL	29%	22%	27%	34%	24%	58%	12%	33%	29%	29%	13%	31%	29%	26%	32%	26%	22%	25%	31%													
	Male	49%	32%	44%	61%	47%	86%	52%	57%	40%	62%	19%	54%	26%</																			

		African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWD		CWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military		
	Female	26%	17%	20%	38%	23%	50%	25%	35%	18%	41%	9%	27%	16%	-	26%	13%	18%	13%	13%	32%															
Mathematics	All	22%	12%	18%	30%	18%	53%	21%	27%	16%	34%	12%	24%	17%	23%	21%	14%	14%	11%	28%																
	Students																																			
	CWD	12%	8%	10%	16%	13%	25%	7%	13%	9%	16%	12%	-	9%	12%	10%	9%	8%	9%	15%	15%	12%	30%													
	CWOD	24%	13%	19%	32%	19%	55%	22%	29%	16%	35%	-	24%	18%	25%	22%	15%	15%	12%	30%																
	EL	17%	15%	16%	18%	16%	35%	9%	21%	16%	24%	9%	18%	17%	18%	16%	14%	13%	9%	16%																
	Male	23%	12%	19%	32%	20%	54%	22%	28%	16%	35%	12%	25%	18%	23%	-	15%	15%	11%	30%																
	Female	21%	12%	17%	29%	17%	52%	20%	27%	15%	33%	10%	22%	16%	-	21%	14%	13%	11%	26%																
Grade 4 Reading	All	23%	15%	18%	33%	22%	51%	21%	31%	15%	37%	9%	25%	12%	22%	25%	11%	16%	10%	29%																
	Students																																			
	CWD	9%	7%	7%	14%	7%	17%	12%	12%	7%	15%	9%	-	5%	10%	9%	5%	8%	6%	13%																
	CWOD	25%	16%	19%	35%	23%	53%	22%	33%	16%	38%	-	25%	12%	24%	26%	12%	17%	12%	31%																
	EL	12%	11%	11%	14%	10%	20%	9%	17%	11%	17%	5%	12%	12%	11%	12%	9%	10%	8%	16%																
	Male	22%	13%	17%	32%	22%	50%	20%	29%	14%	35%	10%	24%	11%	22%	-	11%	15%	10%	26%																
	Female	25%	16%	19%	35%	22%	52%	22%	32%	16%	38%	9%	26%	12%	-	25%	12%	16%	11%	31%																
Mathematics	All	26%	14%	21%	35%	24%	60%	21%	31%	19%	39%	11%	28%	18%	27%	25%	15%	17%	12%	30%																
	Students																																			
	CWD	11%	8%	9%	16%	4%	23%	14%	12%	9%	17%	11%	-	8%	12%	9%	10%	10%	6%	11%																
	CWOD	28%	15%	23%	37%	26%	62%	22%	33%	20%	41%	-	28%	19%	29%	26%	16%	18%	13%	33%																
	EL	18%	13%	17%	19%	16%	33%	4%	27%	17%	23%	8%	19%	18%	19%	16%	12%	14%	14%	21%																
	Male	27%	14%	22%	37%	24%	62%	21%	32%	19%	40%	12%	29%	19%	27%	-	14%	18%	14%	31%																
	Female	25%	14%	20%	33%	25%	59%	21%	30%	18%	37%	9%	26%	16%	-	25%	15%	16%	9%	30%																
Grade 5 Reading	All	26%	16%	20%	36%	23%	53%	28%	34%	17%	40%	9%	27%	12%	24%	28%	13%	16%	10%	33%																
	Students																																			
	CWD	9%	7%	7%	13%	7%	14%	8%	11%	7%	14%	9%	-	4%	9%	8%	8%	9%	5%	14%																
	CWOD	27%	17%	21%	39%	25%	55%	29%	36%	18%	42%	-	27%	13%	26%	29%	14%	17%	12%	35%																
	EL	12%	9%	12%	10%	7%	14%	8%	17%	11%	15%	4%	13%	12%	10%	13%	10%	7%	5%	13%																
	Male	24%	13%	18%	34%	22%	50%	27%	31%	15%	37%	9%	26%	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	30%	17%	26%	38%	26%	65%	30%	35%	22%	42%	13%	31%	19%	29%	30%	19%	19%	13%	38%																
	Students																																			
	CWD	13%	10%	12%	15%	10%	25%	11%	15%	11%	17%	13%	-	9%	14%	11%	10%	13%	10%	17%																
	CWOD	31%	18%	27%	40%	28%	67%	32%	37%	23%	44%	-	31%	20%	32%	31%	20%	20%	14%	40%																
	EL	19%	13%	19%	19%	16%	34%	10%	20%	19%	23%	9%	20%	19%	19%	19%	17%	15%	18%	21%																
	Male	29%	16%	25%	38%	26%	65%	27%	35%	22%	42%	14%	32%	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	16%	8%	12%	24%	16%	41%	17%	22%	10%	26%	9%	17%	7%	18%	15%	9%	11%	7%	21%																
	Students																																			
	CWD	9%	7%	8%	11%	7%	15%	8%	10%	7%	12%	9%	-	5%	10%	7%	7%	8%	7%	10%																
	CWOD	17%	8%	13%	26%	17%	42%	18%	24%	11%	27%	-	17%	7%	19%	15%	10%	11%	6%	22%																
	EL	7%	5%	7%	7%	5%	12%	5%	12%	7%	9%	5%	7%	7%	8%	5%	6%	6%	3%	8%																
	Male	18%	8%	14%	27%	17%	43%	18%	24%	12%	28%	10%	19%	8%	18%	-	10%	12%	8%	23%																
	Female	15%	7%	10%	22%	14%	39%	16%	21%	9%	24%	7%	15%	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																																			
	CWD	8%	7%	7%	10%	8%	10%	2%	7%	7%	10%	8%	-	4%	8%	7%	5%	6%	6%	7%																
	CWOD	20%	12%	14%	29%	18%	46%	19%	27%	11%	31%	-	20%	4%	16%	23%	7%	11%	10%	25%																
	EL	4%	4%	4%	6%	6%	8%	2%	6%	4%	6%	4%	4%	4%	3%	5%	2%	3%	1%	5%																
	Male	15%	9%	10%	24%	14%	39%	13%	21%	9%	26%	8%	16%	3%	15%	-	5%	9%	6%	19%																
	Female	22%	14%	16%	31%	21%	49%	22%	30%	13%	34%	7%	23%	5%	-	22%	8%	13%	13%	27%																
Mathematics	All	18%	10%	13%	26%	16%	54%	18%	24%	11%	29%	9%	19%	6%	18%	17%	7%	10%	8%	22%																
	Students																																			
	CWD	9%	8%	8%	10%	6%	20%	4%	9%	8%	11%	9%	-	5%	10%	7%	6%	8%	9%	8%			</													

		African		Hispanic		American		Pacific		Two or More		Econ		Non Econ		Foster					
		State	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 8 Reading	All	26%	17%	20%	37%	24%	54%	26%	35%	17%	39%	8%	28%	4%	22%	30%	10%	18%	11%	32%	
	Students																				
	CWD	8%	7%	7%	9%	9%	15%	13%	7%	7%	9%	8%	-	3%	8%	7%	3%	7%	10%	8%	
	CWOD	28%	18%	21%	39%	26%	55%	27%	38%	18%	41%	-	28%	4%	24%	32%	11%	19%	12%	34%	
	EL	4%	4%	4%	5%	2%	5%	4%	10%	4%	5%	3%	4%	4%	3%	5%	3%	2%	3%	2%	
	Male	22%	13%	17%	32%	21%	49%	21%	30%	14%	34%	8%	24%	3%	22%	-	8%	15%	11%	26%	
Female	30%	21%	23%	42%	27%	59%	31%	40%	20%	44%	7%	32%	5%	-	30%	13%	21%	12%	37%		
Mathematics	All	15%	8%	11%	21%	13%	47%	16%	18%	10%	23%	9%	16%	6%	14%	16%	8%	10%	8%	15%	
	Students																				
	CWD	9%	8%	8%	8%	9%	19%	12%	8%	8%	10%	9%	-	4%	9%	7%	3%	6%	12%	8%	
	CWOD	16%	7%	12%	22%	14%	49%	16%	19%	10%	24%	-	16%	6%	15%	16%	9%	11%	6%	16%	
	EL	6%	4%	5%	8%	5%	17%	6%	10%	5%	7%	4%	6%	6%	5%	6%	4%	4%	0%	4%	
	Male	14%	7%	11%	20%	14%	46%	15%	18%	9%	22%	9%	15%	5%	14%	-	7%	9%	9%	14%	
Female	16%	9%	12%	21%	12%	48%	17%	18%	10%	23%	7%	16%	6%	-	16%	9%	12%	7%	16%		
Science	All	27%	13%	20%	41%	28%	62%	25%	36%	17%	42%	8%	29%	6%	29%	25%	12%	18%	10%	34%	
	Students																				
	CWD	8%	6%	7%	12%	8%	17%	15%	9%	7%	12%	8%	-	3%	10%	6%	4%	6%	11%	11%	
	CWOD	29%	15%	21%	43%	30%	64%	26%	39%	18%	44%	-	29%	6%	31%	27%	13%	19%	10%	36%	
	EL	6%	5%	5%	9%	3%	14%	2%	10%	5%	8%	3%	6%	6%	7%	4%	4%	4%	1%	6%	
	Male	29%	13%	21%	43%	30%	64%	27%	37%	18%	44%	10%	31%	7%	29%	-	14%	19%	12%	36%	
Female	25%	13%	18%	38%	25%	60%	24%	35%	15%	39%	6%	27%	4%	-	25%	11%	17%	8%	31%		
End of Course English I	All	7%	3%	4%	12%	6%	29%	7%	12%	3%	13%	3%	7%	0%	5%	9%	1%	3%	3%	9%	
	Students																				
	CWD	3%	3%	3%	4%	2%	6%	2%	4%	3%	3%	3%	-	1%	3%	3%	2%	3%	5%	3%	
	CWOD	7%	3%	4%	13%	6%	30%	8%	13%	3%	14%	-	7%	0%	5%	10%	1%	3%	2%	10%	
	EL	0%	0%	0%	1%	0%	1%	1%	1%	0%	1%	1%	0%	0%	0%	0%	0%	0%	0%	1%	
	Male	5%	2%	3%	8%	5%	23%	5%	8%	2%	9%	3%	5%	0%	5%	-	1%	2%	2%	6%	
Female	9%	5%	5%	16%	7%	34%	10%	16%	4%	17%	3%	10%	0%	-	9%	2%	4%	3%	12%		
English II	All	8%	4%	4%	13%	5%	29%	9%	14%	4%	14%	4%	8%	0%	5%	10%	1%	4%	3%	9%	
	Students																				
	CWD	4%	4%	4%	5%	2%	8%	9%	5%	4%	4%	4%	-	2%	4%	4%	2%	3%	8%	3%	
	CWOD	8%	4%	4%	14%	5%	30%	9%	15%	4%	14%	-	8%	0%	6%	11%	1%	4%	1%	10%	
	EL	0%	0%	0%	0%	0%	1%	0%	2%	0%	0%	2%	0%	0%	0%	0%	0%	0%	2%	0%	
	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%	13%		
Algebra I	All	31%	17%	26%	40%	27%	71%	32%	37%	23%	42%	7%	34%	12%	28%	34%	16%	20%	8%	38%	
	Students																				
	CWD	7%	4%	7%	9%	7%	21%	4%	9%	6%	9%	7%	-	4%	8%	6%	3%	6%	5%	11%	
	CWOD	34%	20%	29%	44%	29%	73%	35%	40%	25%	45%	-	34%	13%	31%	36%	18%	22%	10%	42%	
	EL	12%	8%	11%	16%	8%	36%	7%	17%	12%	14%	4%	13%	12%	11%	14%	8%	9%	9%	17%	
	Male	28%	14%	24%	37%	25%	70%	29%	35%	20%	39%	8%	31%	11%	28%	-	13%	18%	7%	36%	
Female	34%	21%	29%	43%	28%	72%	36%	39%	25%	45%	6%	36%	14%	-	34%	20%	22%	10%	42%		
Biology	All	23%	12%	15%	36%	21%	59%	23%	35%	13%	36%	5%	25%	3%	22%	23%	7%	13%	7%	31%	
	Students																				
	CWD	5%	3%	4%	8%	5%	13%	6%	9%	4%	7%	5%	-	2%	6%	4%	3%	5%	6%	6%	
	CWOD	25%	14%	17%	39%	23%	61%	24%	38%	15%	39%	-	25%	3%	25%	25%	7%	15%	8%	35%	
	EL	3%	3%	3%	7%	3%	12%	3%	2%	3%	5%	2%	3%	3%	3%	3%	1%	2%	2%	4%	
	Male	22%	10%	16%	36%	20%	58%	22%	34%	13%	36%	6%	25%	3%	22%	-	7%	13%	6%	30%	
Female	23%	14%	15%	37%	21%	61%	24%	36%	13%	37%	4%	25%	3%	-	23%	7%	14%	8%	32%		
<b>STAAR Percent at Approaches Grade Level or Above</b>																					
All Grades																					
All Subjects	All	77%	66%	73%	86%	75%	92%	78%	83%	70%	87%	45%	80%	60%	74%	79%	62%	66%	57%	85%	
	Students																				
	CWD	45%	37%	43%	54%	46%	65%	44%	50%	41%	56%	45%	-	36%	46%	45%	34%	38%	36%	54%	
	CWOD	80%	70%	76%	89%	79%	93%	81%	86%	74%	89%	-	80%	63%	78%	82%	65%	70%	65%	88%	
	EL	60%	52%	60%	61%	56%	72%	50%	64%	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%	82%	63%	-	79%	65%	70%	60%	87%		
Reading	All	73%	62%	68%	84%	71%	90%	74%	81%	65%	84%	39%	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%	77%	85%	69%	87%	-	77%	54%	73%	80%	58%	66%	60%	86%	
	EL	52%	45%	51%	53%	47%	62%	39%	56%	51%	54%	27%	54%	52%	48%	56%	40%	44%	37%	56%	
	Male	69%	57%	64%	80%	67%	88%	70%	77%	61%	81%	38%	73%	48%	69%	-	49%	58%	48%	78%	
Female	77%	69%	73%	87%	76%	91%	77%	85%	70%	88%	40%	80%	56%	-	77%	60%	67%	57%	86%		
Mathematics	All	80%	69%	78%	87%	78%	95%	82%	84%	75%	88%	52%	83%	70%	78%	82%	70%	70%	61%	87%	
	Students																				
	CWD	52%	41%	50%	59%	52%	73%	51%	53%	47%	61%	52%	-	47%	52%	51%	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%	72%	64%	63%	59%	74%	
	Male	78%	66%	76%	86%	77%	94%	81%	83%	73%	87%	52%	82%	69%	78%	-	68%	68%	59%	86%	
Female	82%	72%	79%	88%	80%	95%	83%	85%	77%	90%	51%	84%	72%	-	82%	72%	72%	63%	88%		

		African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWD		WOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
Science	All Students	79%	68%	75%	88%	79%	93%	81%	85%	72%	88%	48%	82%	58%	78%	80%	66%	69%	60%	87%															
	CWD	48%	39%	45%	59%	54%	68%	47%	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%															
	EL	58%	52%	58%	57%	51%	70%	48%	62%	58%	60%	36%	61%	58%	59%	58%	52%	50%	46%	61%															
	Male	78%	66%	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%															
<b>STAAR Percent at Meets Grade Level or Above</b>																																			
All Grades																																			
All Subjects	All Students	47%	33%	41%	61%	45%	78%	48%	56%	37%	63%	23%	50%	26%	45%	50%	29%	35%	27%	57%															
	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%															
	EL	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%	51%	59%	39%	65%	22%	52%	27%	-	50%	32%	37%	28%	59%															
Reading	All Students	46%	33%	39%	60%	43%	74%	45%	56%	35%	62%	22%	48%	21%	41%	50%	25%	33%	26%	56%															
	CWD	22%	18%	19%	27%	19%	39%	20%	25%	19%	28%	22%	-	12%	22%	21%	12%	18%	20%	25%															
	CWOD	48%	35%	41%	64%	46%	75%	47%	60%	37%	65%	-	48%	22%	44%	52%	27%	36%	28%	59%															
	EL	21%	18%	21%	23%	19%	31%	13%	26%	20%	25%	12%	22%	21%	19%	24%	14%	16%	13%	24%															
	Male	41%	28%	35%	56%	39%	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 Students	48%	33%	43%	60%	45%	82%	50%	55%	39%	63%	26%	51%	33%	47%	49%	34%	36%	28%	57%															
	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%															
	EL	33%	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%	49%	54%	38%	62%	27%	51%	33%	47%	-	32%	35%	28%	56%															
	Female	49%	36%	44%	60%	46%	82%	51%	56%	40%	64%	23%	51%	34%	-	49%	37%	37%	28%	58%															
Science	All Students	49%	35%	42%	65%	48%	79%	51%	60%	39%	65%	23%	52%	21%	50%	49%	31%	37%	27%	60%															
	CWD	23%	17%	21%	31%	26%	47%	24%	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%															
	EL	21%	18%	21%	25%	16%	37%	10%	28%	21%	24%	13%	22%	21%	23%	19%	17%	16%	13%	26%															
	Male	50%	33%	43%	66%	49%	79%	51%	59%	39%	66%	25%	54%	23%	50%	-	32%	37%	29%	61%															
	Female	49%	36%	42%	64%	47%	79%	51%	60%	38%	65%	20%	51%	19%	-	49%	30%	37%	24%	60%															
<b>STAAR Percent at Masters Grade Level</b>																																			
All Grades																																			
All Subjects	All Students	21%	12%	16%	30%	19%	52%	21%	28%	14%	32%	8%	23%	9%	20%	22%	10%	13%	9%	27%															
	CWD	8%	6%	7%	11%	7%	17%	8%	9%	7%	11%	8%	-	5%	9%	7%	5%	7%	7%	10%															
	CWOD	23%	13%	17%	33%	20%	53%	22%	30%	15%	34%	-	23%	10%	22%	24%	10%	14%	9%	29%															
	EL	9%	7%	9%	11%	8%	20%	5%	13%	9%	12%	5%	10%	9%	9%	10%	6%	7%	5%	10%															
	Male	20%	10%	15%	29%	18%	50%	19%	27%	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%															
Reading	All Students	19%	11%	14%	28%	17%	45%	18%	27%	12%	30%	7%	20%	7%	16%	22%	7%	12%	8%	24%															
	CWD	7%	5%	6%	10%	6%	13%	6%	8%	6%	10%	7%	-	4%	7%	7%	4%	6%	6%	8%															
	CWOD	20%	12%	15%	30%	18%	46%	19%	29%	13%	32%	-	20%	8%	18%	23%	7%	13%	9%	26%															
	EL	7%	6%	7%	8%	6%	13%	4%	10%	7%	10%	4%	8%	7%	6%	8%	4%	5%	4%	8%															
	Male	16%	9%	12%	25%	15%	41%	15%	23%	10%	26%	7%	18%	6%	16%	-	6%	10%	7%	21%															
	Female	22%	14%	16%	32%	19%	49%	22%	31%	14%	34%	7%	23%	8%	-	22%	8%	14%	9%	28%															
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%	13%	9%	10%	8%	14%															
	Male	23%	12%	18%	31%	21%	59%	22%	28%	16%	34%	10%	25%	13%	23%	-	12%	15%	10%	28%															
	Female	24%	14%	19%	31%	21%	59%	25%	29%	16%	35%	8%	25%	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	7%	5%	6%	10%	6%	15%	9%	9%	6%	10%	7%	-	3%	8%	5%	5%	7%	8%	9%															
	CWOD	24%	12%	17%	36%	23%	56%	22%	33%	14%	37%	-	24%	6%	25%	22%	10%	15%	8%	31%															
	EL	5%	4%	5%	7%	4%	12%	3%	8%																										

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
<b>Academic Growth Score</b>											
<b>Reading</b>											
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
<b>Mathematics</b>											
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	-	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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
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%	-	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.  
 \*-\* Indicates there are no students in the group.

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.  
 \*-\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	48	37	43	59	46	74	49	56	40	25	32
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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.  
 \*-\* 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
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	N	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	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
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N	Y	N	Y	N	Y	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	Y	N	Y	N	N	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	Y	N	N	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	Y	N	N	N	N	N

\*+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																
All Subjects	All Students	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	99%	99%	99%
	CWD	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	99%	99%	99%	100%	99%	100%	99%	99%	99%	100%	-	99%	100%	99%	99%
	EL	100%	100%	100%	99%	100%	100%	100%	100%	99%	99%	100%	100%	99%	100%	99%
	Male	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	-	99%	99%
	Reading	All Students	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	99%	99%
CWD	99%	99%	99%	99%	98%	100%	99%	99%	99%	99%	99%	-	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%	100%	100%	99%	99%	99%	99%	99%	99%	100%	99%	-	99%
Female	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	100%	100%	-	99%	99%
Mathematics	All Students	100%	99%	100%	100%	99%	100%	99%	100%	99%	100%	99%	100%	100%	100%	99%
	CWD	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%	99%
	EL	100%	100%	100%	100%	99%	100%	100%	100%	100%	99%	99%	100%	100%	100%	99%
	Male	100%	99%	99%	100%	99%	100%	100%	100%	99%	100%	99%	100%	100%	-	99%

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
		100%	99%	100%	100%	99%	100%	99%	100%	100%	100%	99%	100%	100%	-	100%	99%
Science	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	98%
	All Students	99%	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%	-	99%	98%	99%	98%
	CWOD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	98%
	EL	99%	99%	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	98%	99%	99%	-	98%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	-	99%	98%
<b>Non-Participation Rate</b>																	
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%	1%	0%	-	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%	-	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%	-	1%	2%	1%	2%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	-	1%	1%	1%	2%
	EL	1%	1%	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	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.

											Students with Disabilities (Section 504)
		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Students Without Disabilities</b>											
<b>In-School Suspensions</b>											
	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	
	Total	392,617	91,525	199,114	84,189	2,002	4,829	796	10,162	51,710	
<b>Out-of-School Suspensions</b>											
	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	
<b>Expulsions</b>											
<b>With Educational Services</b>											
	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	176	18	321	1,489	
<b>Without Educational Services</b>											
	Male	723	124	388	175	*	*	*	28	72	
	Female	224	42	130	44	*	*	*	*	18	
	Total	947	166	518	219	8	*	*	32	90	
<b>Under Zero Tolerance Policies</b>											
	Male	895	164	488	211	*	8	*	18	140	
	Female	297	53	166	64	*	6	*	6	34	
	Total	1,192	217	654	275	**	14	*	24	174	
<b>School-Related Arrests</b>											
	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	
<b>Referrals to Law Enforcement</b>											
	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	152	519	
	Total	12,420	2,772	6,884	2,087	60	120	20	477	1,725	

		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)
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	63,350	15,187	27,282	18,089	342	467	66	1,917	8,871		25,319
	Female	20,645	5,724	8,978	5,147	112	94	20	570	2,697		8,795
	Total	83,995	20,911	36,260	23,236	454	561	86	2,487	11,568		34,114
<b>Out-of-School Suspensions</b>												
	Male	42,385	13,097	17,872	9,670	170	258	40	1,278	6,182		14,189
	Female	12,304	4,378	5,166	2,346	**	58	*	296	1,647		4,808
	Total	54,689	17,475	23,038	12,016	226	316	44	1,574	7,829		18,997
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	2,721	705	1,350	584	16	**	*	54	355		914
	Female	702	205	325	136	*	6	*	28	104		306
	Total	3,423	910	1,675	720	**	18	*	82	459		1,220
<b>Without Educational Services</b>												
	Male	174	18	80	68	*	*	*	8	20		81
	Female	36	8	20	8	*	*	*	*	*		14
	Total	210	26	100	76	*	*	*	8	22		95
<b>Under Zero Tolerance Policies</b>												
	Male	257	38	160	55	*	*	*	*	41		73
	Female	54	20	19	15	*	*	*	*	*		18
	Total	311	58	179	70	*	*	*	*	45		91
<b>School-Related Arrests</b>												
	Male	1,625	491	886	221	*	*	*	23	163		223
	Female	470	173	225	54	*	*	*	12	30		68
	Total	2,095	664	1,111	275	6	*	*	35	193		291
<b>Referrals to Law Enforcement</b>												
	Male	2,913	783	1,496	563	19	**	*	46	333		474
	Female	862	276	416	134	*	*	*	28	90		181
	Total	3,775	1,059	1,912	697	23	**	*	74	423		655
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	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	84,330	86,507	44,184

		Total
<b>Incidents of Violence</b>		
	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	235
<b>Allegations of Harassment or bullying</b>		
	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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
<b>Advanced Placement Courses</b>											
	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
<b>International Baccalaureate Courses</b>											
	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

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
** Indicates results are masked due to small numbers to protect student confidentiality. *** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size). .' Indicates there are no students in the group. Blank cell indicates the student group is not applicable to this report.										

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	58,245.5	15.5%	15,517.2	19.3%	13,030.0	12.0%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	11,861.1	3.3%	3,179.3	4.2%	2,345.5	2.3%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	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.

	State Number of ALT2	State Rate of ALT2
Grade 3		
Reading	6,019	1%
Mathematics	6,020	1%
Grade 4		
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%

	State Number of ALT2	State Rate of ALT2
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.  
 \* Indicates zero observations reported for this group.

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	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	
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	%
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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
** 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  
2017-18 Federal Report Card for Texas Public Schools**

**District Name:** CLINT ISD  
**District ID:** 071901

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	Hispanic	White	American	Asian	Pacific	Two	Econ	Special	EL	
			Students	American	Hispanic	White	Indian	Asian	Islander	or More	Disadv	Educ	(Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
			2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27		54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
	2027-28 through 2031-32		63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
	2032-33		73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
	Baseline 2016-17 Rates		41%											41%
	<b>EL Progress</b>		2017-18 through 2021-22											42%
			2022-23 through 2026-27											44%
			2027-28 through 2031-32											46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>			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%	
		2032-33												

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

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

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

(bb) the methodology by which the State differentiates all such schools;

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

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

		Region		African American		American Indian		Pacific Islander		Two or More Races		Non Econ Disadv		Non Econ Disadv		CWD		WOD		EL Male		Female		Migrant		Homeless		Foster Care		Military	
		State	19	District	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	WOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military								
<b>STAAR Percent at Approaches Grade Level or Above</b>																															
<b>Grade 3</b>																															
Reading	All	77%	81%	<b>69%</b>	*	69%	71%	*	*	-	*	68%	81%	29%	72%	60%	68%	71%	*	*	*	*	*	*	*	*	*	*	*	100%	
	Students																														
	CWD	51%	59%	<b>29%</b>	*	30%	-	*	-	-	-	29%	*	29%	-	24%	22%	47%	-	*	*	*	*	*	*	*	*	*	*	-	
	CWOD	79%	84%	<b>72%</b>	*	72%	71%	*	*	*	*	71%	83%	-	72%	62%	73%	72%	*	*	*	*	*	*	*	*	*	*	*	100%	
	EL	70%	77%	<b>60%</b>	-	60%	*	*	-	-	-	59%	67%	24%	62%	60%	60%	59%	*	*	*	*	*	*	*	*	*	*	*	*	
	Male	74%	80%	<b>68%</b>	*	67%	86%	*	-	-	*	65%	82%	22%	73%	60%	68%	-	*	*	*	*	*	*	*	*	*	*	100%		
	Female	79%	82%	<b>71%</b>	*	72%	64%	*	*	-	-	70%	80%	47%	72%	59%	-	71%	*	*	*	*	*	*	*	*	*	*	100%		
	Mathematics	All	77%	82%	<b>70%</b>	*	70%	68%	*	*	-	*	69%	76%	43%	72%	63%	71%	69%	*	*	*	*	*	*	*	*	*	*	100%	
Students																															
CWD	52%	61%	<b>43%</b>	*	44%	*	*	-	-	-	41%	*	43%	-	43%	39%	53%	-	*	*	*	*	*	*	*	*	*	*	-		
CWOD	80%	85%	<b>72%</b>	*	72%	71%	*	*	*	*	72%	77%	-	72%	65%	75%	70%	*	*	*	*	*	*	*	*	*	*	100%			
EL	74%	80%	<b>63%</b>	-	64%	*	*	-	-	-	63%	69%	43%	65%	63%	63%	63%	*	*	*	*	*	*	*	*	*	*	*	*		
Male	77%	82%	<b>71%</b>	*	71%	75%	*	-	-	*	69%	81%	39%	75%	63%	71%	-	*	*	*	*	*	*	*	*	*	*	100%			
Female	78%	82%	<b>69%</b>	*	69%	64%	*	*	-	-	69%	70%	53%	70%	63%	-	69%	*	*	*	*	*	*	*	*	*	*	100%			
<b>Grade 4</b>																															
Reading	All	72%	74%	<b>61%</b>	-	62%	59%	*	*	-	*	60%	72%	39%	63%	46%	61%	62%	*	43%	-	75%	-	81%	-	88%	-	88%	-	88%	
	Students																														
	CWD	46%	50%	<b>39%</b>	-	41%	*	-	-	-	*	41%	*	39%	-	34%	38%	42%	-	*	*	*	*	*	*	*	*	*	*	*	
	CWOD	75%	77%	<b>63%</b>	-	63%	64%	*	*	*	*	62%	75%	-	63%	47%	64%	63%	*	46%	-	79%	-	81%	-	88%	-	88%	-	88%	
	EL	60%	60%	<b>46%</b>	-	46%	*	*	-	-	-	46%	42%	34%	47%	46%	49%	42%	*	*	*	*	*	*	*	*	*	*	*	*	
	Male	70%	72%	<b>61%</b>	-	61%	57%	*	*	-	*	59%	72%	38%	64%	49%	61%	-	*	*	*	*	*	*	*	*	*	*	63%		
	Female	75%	76%	<b>62%</b>	-	62%	60%	*	-	-	*	61%	71%	42%	63%	42%	-	62%	*	*	*	*	*	*	*	*	*	*	88%		
	Mathematics	All	77%	81%	<b>70%</b>	-	69%	77%	*	*	-	*	68%	80%	43%	72%	60%	68%	71%	*	53%	*	81%	-	88%	-	88%	-	88%	-	88%
Students																															
CWD	49%	56%	<b>43%</b>	-	43%	*	-	-	-	*	43%	*	43%	-	41%	45%	38%	-	*	*	*	*	*	*	*	*	*	*	*		
CWOD	81%	84%	<b>72%</b>	-	72%	81%	*	*	*	*	70%	82%	-	72%	62%	71%	73%	*	56%	*	86%	-	88%	-	88%	-	88%	-	88%		
EL	72%	73%	<b>60%</b>	-	60%	78%	-	-	-	*	61%	56%	41%	62%	60%	61%	60%	*	*	*	*	*	*	*	*	*	*	*	*		
Male	77%	80%	<b>68%</b>	-	68%	73%	*	*	-	*	66%	79%	45%	71%	61%	68%	-	*	*	*	*	*	*	*	*	*	*	75%			
Female	78%	81%	<b>71%</b>	-	70%	80%	*	-	-	*	69%	80%	38%	73%	60%	-	71%	*	56%	*	88%	-	88%	-	88%	-	88%	-	88%		
<b>Grade 5</b>																															
Reading	All	83%	86%	<b>73%</b>	*	73%	78%	*	*	-	*	72%	81%	45%	76%	52%	71%	76%	*	31%	-	80%	-	88%	-	88%	-	88%	-	88%	
	Students																														
	CWD	54%	61%	<b>45%</b>	-	45%	*	-	-	-	*	44%	45%	45%	-	36%	46%	43%	*	*	*	*	*	*	*	*	*	*	*	*	
	CWOD	87%	89%	<b>76%</b>	*	75%	90%	*	*	*	*	74%	84%	-	76%	54%	73%	78%	*	38%	-	79%	-	81%	-	88%	-	88%	-	88%	
	EL	73%	74%	<b>52%</b>	-	52%	*	*	-	-	*	52%	54%	36%	54%	52%	53%	51%	*	*	*	*	*	*	*	*	*	*	*	*	
	Male	81%	84%	<b>71%</b>	*	71%	75%	*	*	-	*	69%	83%	46%	73%	53%	71%	-	-	*	*	*	*	*	*	*	*	*	75%		
	Female	86%	88%	<b>76%</b>	*	75%	82%	-	-	-	*	75%	79%	43%	78%	51%	-	76%	*	*	*	*	*	*	*	*	*	*	80%		
	Mathematics	All	90%	94%	<b>87%</b>	*	86%	92%	*	*	-	*	86%	89%	62%	89%	80%	87%	86%	83%	50%	-	93%	-	93%	-	93%	-	93%	-	93%
Students																															
CWD	70%	81%	<b>62%</b>	-	61%	*	-	-	-	*	61%	64%	62%	-	60%	62%	61%	*	*	*	*	*	*	*	*	*	*	*	*		
CWOD	92%	95%	<b>89%</b>	*	89%	95%	*	*	*	*	89%	92%	-	89%	83%	90%	88%	*	46%	-	93%	-	93%	-	93%	-	93%	-	93%		
EL	86%	89%	<b>80%</b>	-	80%	*	-	-	-	*	80%	76%	60%	83%	80%	81%	79%	*	*	*	*	*	*	*	*	*	*	*	*		
Male	89%	93%	<b>87%</b>	*	86%	93%	*	*	-	*	86%	91%	62%	90%	81%	87%	-	-	*	*	*	*	*	*	*	*	*	100%			
Female	91%	94%	<b>86%</b>	*	86%	91%	-	-	-	*	86%	88%	61%	88%	79%	-	86%	83%	60%	90%	-	90%	-	90%	-	90%	-	90%			
<b>Grade 6</b>																															
Reading	All	68%	68%	<b>62%</b>	*	62%	80%	-	-	-	*	60%	75%	27%	65%	28%	55%	69%	*	*	-	89%	-	89%	-	89%	-	89%	-	89%	
	Students																														
	CWD	35%	36%	<b>27%</b>	-	27%	-	-	-	-	-	25%	*	27%	-	21%	32%	*	-	*	*	*	*	*	*	*	*	*	*	*	
	CWOD	71%	71%	<b>65%</b>	*	64%	80%	-	-	-	*	62%	76%	-	65%	29%	57%	72%	*	*	*	*	*	*	*	*	*	*	89%		
	EL	42%	37%	<b>28%</b>	-	28%	*	-	-	-	-	26%	55%	21%	29%	28%	21%	35%	*	*	*	*	*	*	*	*	*	*	*		
	Male	63%	64%	<b>55%</b>	*	55%	*	-	-	-	*	53%	63%	32%	57%	21%	55%	-	-	*	*	*	*	*	*	*	*	*	*		
	Female	72%	71%	<b>69%</b>	*	69%	90%	-	-	-	*	66%	87%	*	72%	35%	-	69%	*	*	*	*	*	*	*	*	*	100%			
	Mathematics	All	76%	78%	<b>70%</b>	*	70%	81%	-	-	-	*	69%	78%	31%	74%	47%	68%	72%	83%	38%	-	82%	-	82%	-	82%	-	82%	-	82%
Students																															
CWD	50%	52%	<b>31%</b>	-	31%	-	-	-	-	-	29%	*	31%	-	23%	37%	21%	*	*	*	*	*	*	*	*	*	*	*	*		
CWOD	79%	81%	<b>74%</b>	*	74%	81%	-	-	-	*	73%	80%	-	74%	51%	72%	76%	100%	36%	-	82%	-	82%	-	82%	-	82%	-	82%		
EL	61%	60%	<b>47%</b>	-	47%	*	-	-	-	-	46%	50%	23%	51%	47%	49%	43%	*	*	*	*	*	*	*	*	*	*	*			
Male	76%	77%	<b>68%</b>	*	68%	*	-	-	-	*	67%	75%	37%	72%	49%	68%	-	-	*	*	*	*	*	*	*	*	*	*			
Female	77%	78%	<b>72%</b>	*	72%	100%	-	-	-	*	71%	82%	21%	76%	43%	-	72%	*	*	*	*	*	*	*	*	*	100%				

		Region		African		American		Pacific		Two or More		Non Econ		Non Econ		Foster								
		State	19	District	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military		
Grade 7	Reading	All	73%	73%	71%	*	71%	67%	-	*	-	*	69%	77%	36%	73%	34%	66%	76%	*	47%	-	*	
		Students																						
		CWD	37%	39%	36%	-	35%	*	-	-	-	-	32%	*	36%	-	*	36%	35%	-	*	-	-	*
		CWOD	77%	77%	73%	*	73%	69%	-	*	-	*	71%	77%	-	73%	37%	68%	78%	*	54%	-	-	*
		EL	44%	39%	34%	*	34%	-	-	-	-	*	35%	*	-	37%	34%	34%	34%	*	*	-	-	*
		Male	69%	69%	66%	*	66%	73%	-	-	-	*	64%	76%	36%	68%	34%	66%	-	*	*	-	-	*
	Female	79%	78%	76%	*	76%	*	-	*	-	*	75%	78%	35%	78%	34%	-	76%	*	*	-	-	*	
	Mathematics	All	71%	72%	70%	*	70%	65%	*	*	-	83%	69%	76%	38%	73%	43%	69%	72%	*	48%	-	*	
		Students																						
		CWD	42%	44%	38%	-	39%	*	-	-	-	*	34%	71%	38%	-	17%	37%	38%	-	*	-	-	*
CWOD		75%	76%	73%	*	73%	77%	*	*	-	100%	72%	77%	-	73%	47%	72%	74%	*	47%	-	-	*	
EL		52%	52%	43%	*	43%	-	-	-	-	*	43%	41%	17%	47%	43%	43%	43%	*	*	-	-	*	
Male	69%	71%	69%	*	69%	69%	*	-	-	*	68%	72%	37%	72%	43%	69%	-	*	45%	-	-	*		
Female	73%	74%	72%	*	72%	*	-	*	-	*	70%	82%	38%	74%	43%	-	72%	*	50%	-	-	*		
Grade 8	Reading	All	85%	85%	86%	*	86%	100%	*	-	-	-	85%	92%	55%	88%	53%	85%	88%	*	67%	-	100%	
		Students																						
		CWD	49%	53%	55%	-	55%	-	-	-	-	-	57%	*	55%	-	60%	45%	69%	*	*	-	-	*
		CWOD	88%	88%	88%	*	88%	100%	*	-	-	-	87%	93%	-	88%	52%	87%	89%	*	64%	-	100%	*
		EL	58%	52%	53%	*	53%	-	-	-	-	-	53%	50%	60%	52%	53%	51%	54%	*	*	-	-	*
		Male	82%	82%	85%	*	85%	100%	-	-	-	-	84%	91%	45%	87%	51%	85%	-	*	*	-	-	*
	Female	88%	88%	88%	-	88%	100%	*	-	-	-	87%	93%	69%	89%	54%	-	88%	*	73%	-	100%	*	
	Mathematics	All	85%	89%	88%	*	87%	93%	*	-	-	-	87%	88%	53%	90%	73%	85%	90%	*	80%	-	100%	
		Students																						
		CWD	53%	64%	53%	-	51%	*	-	-	-	-	53%	*	53%	-	50%	52%	53%	*	*	-	-	*
CWOD		89%	92%	90%	*	90%	92%	*	-	-	-	90%	90%	-	90%	77%	88%	92%	*	78%	-	100%	*	
EL		73%	77%	73%	*	73%	-	-	-	-	-	75%	58%	50%	77%	73%	71%	75%	*	*	-	-	*	
Male	82%	87%	85%	*	85%	83%	-	-	-	-	84%	93%	52%	88%	71%	85%	-	*	*	-	-	*		
Female	87%	91%	90%	-	90%	100%	*	-	-	-	91%	84%	53%	92%	75%	-	90%	*	100%	-	-	*		
Science	All	75%	75%	70%	*	70%	85%	*	-	-	-	68%	80%	27%	74%	31%	71%	70%	71%	47%	-	78%		
	Students																							
	CWD	39%	40%	27%	*	28%	*	-	-	-	-	26%	*	27%	-	28%	25%	*	*	-	-	-	*	
	CWOD	78%	79%	74%	*	73%	89%	*	-	-	-	72%	83%	-	74%	33%	75%	72%	*	53%	-	78%	*	
	EL	46%	43%	31%	*	31%	-	-	-	-	-	31%	*	*	33%	31%	30%	32%	*	*	-	-	*	
	Male	74%	74%	71%	*	70%	89%	*	-	-	-	70%	75%	28%	75%	30%	71%	-	*	*	-	-	*	
Female	76%	77%	70%	-	70%	82%	*	-	-	-	67%	85%	25%	72%	32%	-	70%	*	50%	-	100%	*		
End of Course	English I	All	64%	61%	58%	*	59%	56%	*	*	*	57%	68%	29%	61%	25%	52%	67%	55%	40%	-	63%		
		Students																						
		CWD	25%	25%	29%	-	29%	*	-	-	-	-	29%	*	29%	-	24%	28%	31%	*	*	-	-	*
		CWOD	68%	66%	61%	*	62%	56%	*	*	*	*	60%	70%	-	61%	25%	55%	69%	60%	47%	-	71%	*
		EL	30%	27%	25%	*	25%	*	-	-	-	*	25%	18%	24%	25%	25%	20%	32%	*	*	-	-	*
		Male	57%	56%	52%	*	52%	60%	-	-	-	*	50%	63%	28%	55%	20%	52%	-	*	29%	-	-	*
	Female	71%	68%	67%	*	67%	*	*	-	*	*	65%	74%	31%	69%	32%	-	67%	*	*	-	-	*	
	English II	All	66%	65%	60%	*	60%	71%	*	*	*	59%	66%	20%	64%	18%	56%	65%	78%	44%	-	83%		
		Students																						
		CWD	25%	24%	20%	*	20%	*	-	-	-	-	19%	*	20%	-	19%	18%	24%	-	*	-	-	*
CWOD		71%	69%	64%	*	64%	78%	*	*	*	*	63%	68%	-	64%	18%	60%	68%	78%	40%	-	-	*	
EL		27%	29%	18%	*	18%	*	*	-	-	*	19%	14%	19%	18%	18%	16%	20%	*	*	-	-	*	
Male	61%	60%	56%	*	55%	82%	-	-	-	*	54%	64%	18%	60%	16%	56%	-	*	*	-	-	*		
Female	72%	69%	65%	*	66%	60%	*	-	*	*	65%	68%	24%	68%	20%	-	65%	*	83%	-	-	*		
Algebra I	All	82%	87%	80%	*	80%	71%	*	*	-	*	80%	81%	39%	85%	60%	76%	86%	*	57%	-	83%		
	Students																							
	CWD	47%	58%	39%	*	39%	*	-	-	-	-	43%	*	39%	-	31%	41%	36%	*	*	-	-	*	
	CWOD	86%	91%	85%	*	85%	88%	*	*	-	*	85%	88%	-	85%	66%	81%	90%	*	70%	-	-	*	
	EL	67%	73%	60%	*	60%	*	-	-	-	*	63%	32%	31%	66%	60%	55%	67%	*	*	-	-	*	
	Male	78%	84%	76%	*	76%	64%	-	-	-	*	76%	75%	41%	81%	55%	76%	-	*	*	-	-	*	
Female	87%	90%	86%	*	86%	80%	*	-	-	*	85%	89%	36%	90%	67%	-	86%	*	83%	-	-	*		
Biology	All	86%	84%	80%	*	80%	82%	*	*	-	*	78%	88%	52%	83%	49%	76%	83%	78%	64%	-	78%		
	Students																							
	CWD	56%	57%	52%	*	51%	*	-	-	-	-	49%	77%	52%	-	37%	51%	55%	*	*	-	-	*	
	CWOD	89%	87%	83%	*	83%	82%	*	*	-	*	82%	89%	-	83%	51%	80%	85%	88%	75%	-	88%	*	
	EL	64%	61%	49%	*	49%	*	-	-	-	*	49%	50%	37%	51%	49%	45%	56%	*	*	-	-	*	
	Male	83%	82%	76%	*	76%	82%	-	-	-	*	75%	85%	51%	80%	45%	76%	-	*	63%	-	100%	*	
Female	88%	86%	83%	*	84%	82%	*	-	-	*	82%	91%	55%	85%	56%	-	83%	*	*	-	-	*		
<b>STAAR Percent at Meets Grade Level or Above</b>																								
Grade 3	Reading	All	43%	45%	30%	*	30%	19%	*	*	-	28%	47%	14%	32%	19%	32%	29%	*	*	*	64%		
		Students																						
		CWD	28%	30%	14%	*	15%	-	*	-	-	-	15%	*	14%	-	12%	10%	27%	-	*	-	-	*
		CWOD	44%	47%	32%	*	32%	19%	*	*	-	*	29%	49%	-	32%	19%	34%	29%	*	*	*	64%	*
		EL	32%	38%	19%	*	19%	*	-	-	-	-	18%	33%	12%	19%	19%	21%	17%	*	*	-	-	*
		Male	40%	43%	32%	*	32%	29%	*	-	-	*	29%	51%	10%	34%	21%	32%	-	*	*	-	60%	*
	Female	45%	46%	29%	*	29%	14%	*	*	-	-	27%	41%	27%	29%	17%	-	29%	*	*	*	67%	*	
	Mathematics	All	46%	50%	40%	*	40%	36%	*	*	-	*	38%	54%	18%	42%	33%	44%	36%	*	*	*	73%	
		Students																						
		CWD	30%	34%	18%	*	19%	*	*	-	-	-	17%	*	18%	-	13%	17%	21%	-	*	-	-	*
CWOD		48%	52%	42%	*	42%	38%	*	*	-	*	40%	55%	-	42%	34%	47%	37%	*	*	*	73%	*	
EL		39%	45%	33%	*	33%	*	*	-	-	-	32%	44%	13%	34%	33%	35%	30%	*					

		Region		African		American		Pacific		Two or		Non		Foster											
		State	19	District	American	Hispanic	White	Indian	Asian	Islander	Races	More	Econ	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Grade 4	Reading	All	45%	45%	33%	-	34%	24%	*	*	-	*	31%	48%	23%	34%	19%	35%	31%	*	14%	-	56%		
		Students																							
		CWD	28%	27%	23%	-	25%	*	-	-	-	*	24%	*	23%	-	22%	19%	32%	-	*	*	-	*	
		CWOD	47%	48%	34%	-	35%	28%	*	-	-	*	32%	50%	-	34%	19%	38%	31%	*	15%	-	64%		
		EL	29%	28%	19%	-	19%	*	-	-	-	*	19%	21%	22%	19%	19%	22%	16%	*	*	-	-		
		Male	43%	44%	35%	-	36%	21%	*	-	-	*	33%	48%	19%	38%	22%	35%	-	*	*	-	50%		
		Female	47%	47%	31%	-	32%	27%	*	-	-	*	29%	47%	32%	31%	16%	-	31%	*	*	-	63%		
Mathematics	All	48%	50%	37%	-	36%	47%	*	*	-	*	36%	43%	28%	37%	26%	39%	34%	*	18%	*	69%			
		Students																							
		CWD	29%	30%	28%	-	29%	*	-	-	-	*	30%	*	28%	-	32%	26%	33%	-	*	*	-	*	
		CWOD	50%	52%	37%	-	37%	50%	*	*	-	*	36%	45%	-	37%	25%	41%	34%	*	19%	*	79%		
		EL	38%	36%	26%	-	25%	67%	-	-	-	*	26%	20%	32%	25%	26%	29%	22%	*	*	-	-		
		Male	48%	51%	39%	-	39%	53%	*	*	-	*	38%	48%	26%	41%	29%	39%	-	*	*	-	63%		
		Female	47%	49%	34%	-	34%	40%	*	-	-	*	33%	38%	33%	34%	22%	-	34%	*	33%	*	75%		
Grade 5	Reading	All	53%	53%	38%	*	39%	30%	*	*	-	*	37%	48%	19%	40%	15%	38%	39%	*	13%	-	53%		
		Students																							
		CWD	30%	31%	19%	-	18%	*	-	-	-	-	17%	27%	19%	-	14%	20%	18%	*	*	-	*		
		CWOD	56%	56%	40%	-	40%	30%	*	*	-	-	38%	49%	-	40%	15%	40%	41%	*	15%	-	50%		
		EL	35%	33%	15%	-	15%	*	-	-	-	-	14%	25%	14%	15%	15%	17%	13%	*	*	-	*		
		Male	50%	51%	38%	*	39%	19%	*	*	-	*	36%	49%	20%	40%	17%	38%	-	-	*	-	*		
		Female	56%	56%	39%	*	39%	45%	-	-	-	*	37%	46%	18%	41%	13%	-	39%	*	*	-	40%		
Mathematics	All	57%	63%	50%	*	50%	44%	*	*	-	*	48%	61%	25%	52%	34%	51%	49%	50%	13%	-	60%			
		Students																							
		CWD	34%	41%	25%	-	22%	*	-	-	-	-	23%	36%	25%	-	23%	24%	26%	*	*	-	*		
		CWOD	60%	65%	52%	*	53%	40%	*	*	-	*	50%	63%	-	52%	35%	54%	50%	*	15%	-	57%		
		EL	46%	48%	34%	-	34%	*	-	-	-	-	33%	45%	23%	35%	34%	39%	28%	*	*	-	*		
		Male	57%	62%	51%	*	51%	43%	*	*	-	*	49%	66%	24%	54%	39%	51%	-	-	*	-	60%		
		Female	58%	63%	49%	*	49%	45%	-	-	-	*	47%	57%	26%	50%	28%	-	49%	50%	10%	-	60%		
Science	All	40%	43%	30%	*	29%	37%	*	*	-	*	27%	42%	16%	31%	10%	32%	27%	*	*	-	33%			
		Students																							
		CWD	25%	27%	16%	-	16%	*	-	-	-	-	16%	17%	16%	-	14%	22%	6%	*	*	-	*		
		CWOD	42%	45%	31%	*	31%	45%	*	*	-	*	28%	44%	-	31%	10%	33%	29%	*	*	-	36%		
		EL	24%	25%	10%	-	10%	*	-	-	-	-	10%	16%	14%	10%	10%	16%	4%	*	*	-	*		
		Male	42%	46%	32%	*	31%	44%	*	*	-	*	29%	49%	22%	33%	16%	32%	-	-	*	-	40%		
		Female	38%	40%	27%	*	27%	27%	-	-	-	*	25%	36%	6%	29%	4%	-	27%	*	*	-	30%		
Grade 6	Reading	All	38%	35%	30%	*	30%	40%	-	-	-	*	28%	41%	23%	31%	10%	26%	35%	*	*	-	67%		
		Students																							
		CWD	22%	20%	23%	-	23%	-	-	-	-	-	20%	*	23%	-	18%	32%	*	-	*	-	*		
		CWOD	40%	37%	31%	*	31%	40%	-	-	-	-	29%	41%	-	31%	8%	25%	36%	*	*	-	67%		
		EL	14%	10%	10%	-	10%	*	-	-	-	-	10%	0%	18%	8%	10%	8%	11%	*	*	-	*		
		Male	34%	31%	26%	*	26%	*	-	-	-	*	25%	31%	32%	25%	8%	26%	-	*	*	-	*		
		Female	42%	38%	35%	*	35%	60%	-	-	-	*	32%	51%	*	36%	11%	-	35%	*	*	-	100%		
Mathematics	All	43%	42%	37%	*	36%	50%	-	-	-	*	34%	49%	13%	39%	16%	36%	37%	50%	13%	-	55%			
		Students																							
		CWD	23%	24%	13%	-	13%	-	-	-	-	-	12%	*	13%	-	11%	17%	7%	*	*	-	-		
		CWOD	46%	44%	39%	*	38%	50%	-	-	-	*	37%	50%	-	39%	17%	39%	39%	60%	14%	-	55%		
		EL	24%	21%	16%	-	16%	*	-	-	-	-	15%	25%	11%	17%	16%	15%	17%	*	*	-	*		
		Male	44%	43%	36%	*	36%	*	-	-	-	*	35%	44%	17%	39%	15%	36%	-	*	*	-	*		
		Female	42%	41%	37%	*	36%	70%	-	-	-	*	34%	54%	7%	39%	17%	-	37%	*	*	-	67%		
Grade 7	Reading	All	47%	44%	35%	*	35%	47%	-	*	-	*	31%	54%	33%	35%	7%	34%	37%	*	20%	-	*		
		Students																							
		CWD	23%	24%	33%	-	35%	*	-	-	-	-	30%	*	33%	-	32%	35%	-	*	*	-	*		
		CWOD	50%	46%	35%	*	35%	54%	-	-	-	*	31%	54%	-	35%	7%	34%	37%	*	23%	-	*		
		EL	16%	11%	7%	-	7%	-	-	-	-	-	7%	*	*	7%	8%	5%	*	*	-	*			
		Male	42%	39%	34%	*	33%	45%	-	-	-	*	30%	50%	32%	34%	8%	34%	-	*	*	-	*		
		Female	53%	49%	37%	*	37%	*	-	-	-	*	33%	58%	35%	37%	5%	-	37%	*	*	-	*		
Mathematics	All	39%	37%	32%	*	32%	35%	*	*	-	50%	30%	45%	25%	33%	10%	33%	32%	*	14%	-	*			
		Students																							
		CWD	20%	21%	25%	-	27%	*	-	-	-	-	23%	43%	25%	-	7%	23%	27%	-	*	-	*		
		CWOD	41%	39%	33%	*	33%	46%	*	*	-	60%	30%	45%	-	33%	11%	34%	32%	*	20%	-	*		
		EL	17%	16%	10%	-	10%	*	-	-	-	-	10%	6%	7%	11%	10%	10%	11%	*	*	-	*		
		Male	38%	37%	33%	*	33%	31%	*	-	-	*	30%	45%	23%	34%	10%	33%	-	*	9%	-	*		
		Female	40%	38%	32%	*	32%	*	-	-	-	*	30%	44%	27%	32%	11%	-	32%	*	20%	-	*		
Grade 8	Reading	All	48%	45%	40%	*	40%	53%	*	-	-	-	37%	54%	21%	41%	6%	37%	43%	*	20%	-	44%		
		Students																							
		CWD	23%	22%	21%	-	21%	-	-	-	-	-	20%	*	21%	-	13%	20%	23%	*	*	-	-		
		CWOD	51%	47%	41%	*	40%	53%	*	-	-	-	38%	55%	-	41%	5%	37%	44%	*	21%	-	44%		
		EL	13%	9%	6%	-	6%	-	-	-	-	-	6%	10%	13%	5%	6%	6%	6%	*	*	-	*		
		Male	44%	40%	37%	*	36%	63%	*	-	-	-	34%	47%	20%	37%	6%	37%	-	*	*	-	*		
		Female	53%	49%	43%	-	43%	45%	*	-	-	-	39%	61%	23%	44%	6%	-	43%	*	27%	-	40%		
Mathematics	All	50%	48%	35%	*	35%	43%	*	-	-	-	34%	41%	20%	36%	19%	32%	38%	*	20%	-	38%			
		Students																							
		CWD	25%	27%	20%	-	21%	*	-	-	-	-	24%	*	20%	-	17%	16%	27%	*	*	-	-		
		CWOD	53%	51%	36%	*	36%	46%	*	-	-	-	34%	43%	-	36%	20%	33%	39%	*	22%	-	38%		
		EL	30%	29%	19%	-	19%	-	-	-	-	-	20%	8%	17%	20%	19%	19%	20%	*	*	-	-		
		Male	48%	47%	32%	*	32%	50%	-	-	-	-	30%	41%	16%	33%	19%	32%	-	*	*	-	*		
		Female	53%	50%	38%	-	38%	38%	*	-	-	-	38%	40%	27%	39%	20								

		Region		African		American		Pacific		Two or More		Non Econ		Non Econ		Foster							
		State	19	District	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
Science	All	50%	48%	<b>42%</b>	*	42%	50%	*	-	-	-	40%	52%	15%	44%	7%	44%	40%	29%	24%	-	67%	
	Students																						
	CWD	23%	22%	<b>15%</b>	-	16%	*	-	-	-	-	18%	*	15%	-	*	15%	15%	*	*	-	-	-
	CWOD	53%	51%	<b>44%</b>	*	44%	53%	*	-	-	-	41%	55%	-	44%	6%	47%	41%	*	27%	-	67%	-
	EL	19%	16%	<b>7%</b>	-	7%	-	-	-	-	-	8%	*	*	6%	7%	10%	4%	*	*	-	-	-
	Male	51%	50%	<b>44%</b>	*	44%	44%	-	-	-	-	42%	53%	15%	47%	10%	44%	-	*	*	-	-	-
Female	50%	47%	<b>40%</b>	-	40%	55%	*	-	-	-	38%	51%	15%	41%	4%	-	40%	*	33%	-	80%	-	
End of Course English I	All	43%	39%	<b>34%</b>	*	33%	44%	*	*	*	*	31%	46%	16%	35%	4%	28%	41%	27%	15%	-	63%	
	Students																						
	CWD	14%	12%	<b>16%</b>	-	17%	*	-	-	-	-	15%	*	16%	-	8%	15%	20%	*	*	-	*	-
	CWOD	47%	43%	<b>35%</b>	*	35%	50%	*	*	*	*	33%	47%	-	35%	4%	30%	42%	30%	13%	-	71%	-
	EL	10%	8%	<b>4%</b>	-	4%	*	*	*	-	-	4%	5%	8%	4%	4%	4%	5%	*	*	-	-	-
	Male	37%	33%	<b>28%</b>	*	28%	40%	*	*	*	*	26%	41%	15%	30%	4%	28%	-	*	12%	-	*	-
Female	51%	46%	<b>41%</b>	*	41%	*	*	-	*	*	39%	53%	20%	42%	5%	-	41%	*	*	-	*	-	
English II	All	47%	43%	<b>38%</b>	*	38%	52%	*	*	*	*	36%	46%	12%	40%	3%	33%	43%	56%	22%	-	67%	
	Students																						
	CWD	14%	12%	<b>12%</b>	*	12%	*	-	-	-	-	13%	*	12%	-	6%	11%	12%	-	*	-	*	-
	CWOD	51%	46%	<b>40%</b>	*	40%	61%	*	*	*	*	38%	49%	-	40%	2%	35%	45%	56%	20%	-	*	-
	EL	9%	10%	<b>3%</b>	-	3%	-	-	-	-	-	3%	0%	6%	2%	3%	3%	4%	*	*	-	-	-
	Male	41%	38%	<b>33%</b>	*	33%	55%	-	*	*	*	31%	44%	11%	35%	3%	33%	-	*	*	-	-	-
Female	54%	49%	<b>43%</b>	*	43%	50%	*	-	*	*	42%	48%	12%	45%	4%	-	43%	*	50%	-	*	-	
Algebra I	All	53%	61%	<b>46%</b>	*	46%	50%	*	*	-	*	45%	52%	14%	50%	13%	41%	52%	*	14%	-	50%	
	Students																						
	CWD	19%	24%	<b>14%</b>	*	14%	*	-	-	-	-	15%	*	14%	-	11%	13%	17%	*	*	-	*	-
	CWOD	58%	66%	<b>50%</b>	*	50%	65%	*	*	*	*	49%	57%	-	50%	13%	46%	55%	*	20%	-	*	-
	EL	29%	34%	<b>13%</b>	-	13%	*	*	-	-	-	13%	14%	11%	13%	13%	11%	16%	*	*	-	-	-
	Male	49%	57%	<b>41%</b>	*	41%	50%	-	*	-	*	40%	46%	13%	46%	11%	41%	-	*	*	-	-	-
Female	58%	66%	<b>52%</b>	*	52%	50%	*	-	*	*	51%	60%	17%	55%	16%	-	52%	*	33%	-	*	-	
Biology	All	57%	50%	<b>43%</b>	*	43%	55%	*	*	-	*	42%	53%	18%	46%	8%	44%	43%	33%	18%	-	67%	
	Students																						
	CWD	22%	19%	<b>18%</b>	*	19%	*	-	-	-	-	18%	23%	18%	-	5%	16%	24%	*	*	-	*	-
	CWOD	61%	54%	<b>46%</b>	*	46%	65%	*	*	*	*	44%	56%	-	46%	9%	48%	45%	38%	25%	-	75%	-
	EL	20%	15%	<b>8%</b>	-	8%	*	*	-	-	-	8%	8%	5%	9%	8%	9%	7%	*	*	-	-	-
	Male	55%	49%	<b>44%</b>	*	43%	55%	-	*	*	*	43%	49%	16%	48%	9%	44%	-	*	25%	-	80%	-
Female	59%	51%	<b>43%</b>	*	43%	55%	*	-	-	-	41%	60%	24%	45%	7%	-	43%	*	*	-	*	-	
<b>STAAR Percent at Masters Grade Level</b>																							
<b>Grade 3</b>																							
Reading	All	24%	24%	<b>13%</b>	*	13%	5%	*	*	-	*	13%	16%	4%	14%	6%	13%	14%	*	*	*	55%	
	Students																						
	CWD	9%	11%	<b>4%</b>	*	4%	-	*	-	-	-	4%	*	4%	-	4%	2%	7%	-	*	-	-	-
	CWOD	26%	26%	<b>14%</b>	*	14%	5%	*	*	*	*	13%	17%	-	14%	7%	14%	14%	*	*	*	55%	-
	EL	15%	18%	<b>6%</b>	-	7%	*	*	-	-	-	7%	3%	4%	7%	6%	5%	8%	*	*	-	-	-
	Male	22%	23%	<b>13%</b>	*	13%	14%	*	-	-	-	12%	18%	2%	14%	5%	13%	-	*	*	-	40%	-
Female	26%	26%	<b>14%</b>	*	14%	0%	*	*	-	-	14%	14%	7%	14%	8%	-	14%	*	*	*	67%	-	
Mathematics	All	22%	24%	<b>18%</b>	*	18%	18%	*	*	-	*	18%	21%	6%	19%	13%	20%	16%	*	*	*	55%	
	Students																						
	CWD	12%	14%	<b>6%</b>	*	6%	*	*	-	-	-	7%	*	6%	-	3%	7%	5%	-	*	-	-	-
	CWOD	24%	25%	<b>19%</b>	*	19%	19%	*	*	*	*	19%	22%	-	19%	14%	21%	17%	*	*	*	55%	-
	EL	17%	20%	<b>13%</b>	-	13%	*	*	-	-	-	13%	9%	3%	14%	13%	13%	13%	*	*	*	-	-
	Male	23%	25%	<b>20%</b>	*	19%	25%	*	-	-	*	18%	27%	7%	21%	13%	20%	-	*	*	-	40%	-
Female	21%	22%	<b>16%</b>	*	17%	14%	*	*	-	-	17%	13%	5%	17%	13%	-	16%	*	*	*	67%	-	
<b>Grade 4</b>																							
Reading	All	23%	22%	<b>13%</b>	-	13%	10%	*	*	-	*	11%	26%	5%	14%	4%	15%	12%	*	0%	-	44%	
	Students																						
	CWD	9%	8%	<b>5%</b>	-	5%	*	-	-	-	-	5%	*	5%	-	0%	4%	5%	-	*	-	*	-
	CWOD	25%	24%	<b>14%</b>	-	14%	12%	*	*	*	*	12%	27%	-	14%	4%	16%	12%	*	0%	-	50%	-
	EL	12%	11%	<b>4%</b>	-	4%	*	-	-	-	-	4%	8%	0%	4%	4%	6%	2%	*	*	-	-	-
	Male	22%	21%	<b>15%</b>	-	15%	7%	*	*	-	*	13%	28%	4%	16%	6%	15%	-	*	*	-	38%	-
Female	25%	24%	<b>12%</b>	-	12%	13%	*	-	-	*	10%	24%	5%	12%	2%	-	12%	*	*	-	50%	-	
Mathematics	All	26%	25%	<b>17%</b>	-	17%	13%	*	*	-	*	16%	25%	4%	18%	9%	21%	13%	*	12%	*	38%	
	Students																						
	CWD	11%	11%	<b>4%</b>	-	4%	*	-	-	-	*	4%	*	4%	-	3%	4%	5%	-	*	-	*	-
	CWOD	28%	27%	<b>18%</b>	-	18%	15%	*	*	*	*	17%	27%	-	18%	10%	23%	13%	*	13%	*	43%	-
	EL	18%	15%	<b>9%</b>	-	9%	22%	-	-	-	-	9%	12%	3%	10%	9%	14%	4%	*	*	-	-	-
	Male	27%	26%	<b>21%</b>	-	21%	20%	*	*	-	*	19%	32%	4%	23%	14%	21%	-	*	*	-	38%	-
Female	25%	24%	<b>13%</b>	-	13%	7%	*	-	-	*	12%	18%	5%	13%	4%	-	13%	*	22%	*	38%	-	
<b>Grade 5</b>																							
Reading	All	26%	24%	<b>14%</b>	*	14%	7%	*	*	-	*	12%	23%	1%	15%	3%	12%	15%	*	0%	-	13%	
	Students																						
	CWD	9%	10%	<b>1%</b>	-	1%	*	-	-	-	-	2%	0%	1%	-	2%	2%	0%	*	*	-	*	-
	CWOD	27%	26%	<b>15%</b>	*	15%	10%	*	*	*	*	13%	25%	-	15%	3%	13%	16%	*	0%	-	14%	-
	EL	12%	11%	<b>3%</b>	-	3%	*	-	-	-	-	3%	7%	2%	3%	3%	3%	4%	*	*	-	-	-
	Male	24%	22%	<b>12%</b>	*	12%	6%	*	*	-	*	11%	23%	2%	13%	3%	12%	-	-	*	-	*	-
Female	28%	26%	<b>15%</b>	*	15%	9%	-	-	-	*	13%	24%	0%	16%	4%	-	15%	*	*	-	10%	-	
Mathematics	All	30%	31%	<b>22%</b>	*	22%	20%	*	*	-	*	21%	27%	5%	23%	10%	21%	23%	17%	0%	-	33%	
	Students																						
	CWD	13%	16%	<b>5%</b>	-	4%	*	-	-	-	-	4%	9%	5%	-	6%	2%	10%	*	*	-	*	-
	CWOD	31%	33%	<b>23%</b>	*	24%	20%	*	*	*	*	22%	28%	-	23%	10%	23%	24%	*	0%	-	36%	-

		Region			African	American	Two or More			Non Econ	Non Econ			Foster									
		State	19	District	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	Female	30%	32%	23%	*	23%	27%	-	-	-	*	21%	30%	10%	24%	9%	-	23%	17%	0%	-	20%	
Science	All	16%	17%	9%	*	9%	7%	*	*	-	*	8%	12%	2%	10%	2%	11%	7%	*	*	-	13%	
	Students																						
	CWD	9%	10%	2%	-	3%	*	-	-	-	-	3%	0%	2%	-	4%	2%	3%	*	*	-	*	
	CWOD	17%	18%	10%	*	10%	10%	*	*	-	*	9%	14%	-	10%	2%	12%	7%	*	*	-	14%	
	EL	7%	7%	2%	-	2%	*	-	*	-	-	2%	3%	4%	2%	3%	3%	1%	*	*	-	*	
	Male	18%	19%	11%	*	11%	0%	*	*	-	*	10%	18%	2%	12%	3%	11%	-	-	*	-	20%	
	Female	15%	15%	7%	*	7%	18%	-	-	-	*	7%	8%	3%	7%	1%	-	7%	*	*	-	10%	
Grade 6	All	18%	15%	11%	*	11%	13%	-	-	-	*	10%	15%	7%	11%	2%	9%	13%	*	*	-	33%	
	Students																						
	CWD	8%	8%	7%	-	7%	-	-	-	-	-	5%	*	7%	-	4%	8%	*	-	*	-	-	
	CWOD	20%	16%	11%	*	11%	13%	-	-	-	*	11%	14%	-	11%	1%	9%	13%	*	*	-	33%	
	EL	4%	3%	2%	-	2%	*	-	-	-	-	2%	0%	4%	1%	2%	0%	4%	*	*	-	*	
	Male	15%	13%	9%	*	9%	*	-	-	-	*	8%	14%	8%	9%	0%	9%	-	*	*	-	*	
	Female	22%	18%	13%	*	13%	20%	-	-	-	*	12%	16%	*	13%	4%	-	13%	*	*	-	50%	
Mathematics	All	18%	16%	11%	*	11%	6%	-	-	-	*	10%	14%	7%	11%	3%	10%	11%	0%	6%	-	18%	
	Students																						
	CWD	9%	9%	7%	-	7%	-	-	-	-	-	6%	*	7%	-	7%	9%	3%	*	*	-	-	
	CWOD	19%	16%	11%	*	11%	6%	-	-	-	*	10%	14%	-	11%	2%	11%	12%	0%	7%	-	18%	
	EL	6%	5%	3%	-	3%	*	-	-	-	-	3%	0%	7%	2%	3%	3%	2%	*	*	-	*	
	Male	18%	16%	10%	*	11%	*	-	-	-	*	10%	13%	9%	11%	3%	10%	-	*	*	-	*	
	Female	17%	15%	11%	*	11%	10%	-	-	-	*	10%	15%	3%	12%	2%	-	11%	*	*	-	33%	
Grade 7	All	28%	24%	17%	*	17%	20%	-	*	-	*	14%	30%	14%	17%	1%	16%	18%	*	7%	-	*	
	Students																						
	CWD	10%	10%	14%	-	15%	*	-	-	-	-	14%	*	14%	-	* 12%	18%	-	*	*	-	*	
	CWOD	30%	26%	17%	*	17%	23%	-	*	-	*	14%	30%	-	17%	1%	16%	18%	*	8%	-	*	
	EL	6%	4%	1%	-	1%	-	-	-	-	-	1%	*	*	1%	1%	1%	-	*	*	-	*	
	Male	24%	21%	16%	*	16%	9%	-	-	-	*	13%	32%	12%	16%	1%	16%	-	*	*	-	*	
	Female	33%	28%	18%	*	17%	*	-	*	-	*	16%	28%	18%	18%	1%	-	18%	*	*	-	*	
Mathematics	All	18%	15%	11%	*	11%	0%	*	*	-	33%	9%	21%	12%	11%	2%	11%	12%	*	0%	-	*	
	Students																						
	CWD	7%	7%	12%	-	13%	*	-	-	-	*	10%	29%	12%	-	3%	12%	12%	-	*	-	*	
	CWOD	19%	16%	11%	*	11%	0%	*	*	-	40%	9%	21%	-	11%	1%	10%	12%	*	0%	-	*	
	EL	5%	4%	2%	-	2%	-	*	-	-	-	2%	0%	3%	1%	2%	2%	1%	*	*	-	-	
	Male	17%	15%	11%	*	11%	0%	*	-	-	*	8%	22%	12%	10%	2%	11%	-	*	*	-	*	
	Female	18%	15%	12%	*	12%	*	-	*	-	*	11%	19%	12%	12%	1%	-	12%	*	0%	-	*	
Grade 8	All	26%	22%	18%	*	17%	37%	*	-	-	-	15%	31%	9%	18%	1%	15%	20%	*	13%	-	11%	
	Students																						
	CWD	8%	6%	9%	-	9%	-	-	-	-	-	10%	*	9%	-	0%	10%	8%	*	*	-	-	
	CWOD	28%	24%	18%	*	18%	37%	*	-	-	-	15%	32%	-	18%	1%	16%	20%	*	14%	-	11%	
	EL	4%	2%	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	0%	2%	*	*	-	-		
	Male	22%	19%	15%	*	15%	38%	-	-	-	-	12%	30%	10%	16%	0%	15%	-	*	*	-	*	
	Female	30%	26%	20%	-	19%	36%	*	-	-	-	17%	32%	8%	20%	2%	-	20%	*	18%	-	0%	
Mathematics	All	15%	10%	5%	*	4%	7%	*	-	-	-	4%	6%	3%	5%	1%	4%	5%	*	0%	-	0%	
	Students																						
	CWD	9%	8%	3%	*	3%	*	-	-	-	-	3%	*	3%	-	6%	0%	7%	*	*	-	-	
	CWOD	16%	11%	5%	*	5%	8%	*	-	-	-	4%	7%	-	5%	0%	4%	5%	*	0%	-	0%	
	EL	6%	4%	1%	-	1%	-	-	-	-	-	1%	0%	6%	0%	1%	0%	2%	*	*	-	-	
	Male	14%	11%	4%	*	4%	0%	-	-	-	-	3%	7%	0%	4%	0%	4%	-	*	*	-	*	
	Female	16%	10%	5%	-	5%	13%	*	-	-	-	5%	5%	7%	5%	2%	-	5%	*	0%	-	*	
Science	All	27%	23%	20%	*	20%	30%	*	-	-	-	19%	26%	2%	22%	1%	21%	20%	14%	6%	-	22%	
	Students																						
	CWD	8%	7%	2%	-	2%	-	-	-	-	-	2%	*	2%	-	*	3%	0%	*	*	-	-	
	CWOD	29%	25%	22%	*	21%	32%	*	-	-	-	20%	28%	-	22%	1%	23%	21%	*	7%	-	22%	
	EL	6%	4%	1%	-	1%	-	-	-	-	-	1%	*	*	1%	1%	1%	1%	*	*	-	*	
	Male	29%	25%	21%	*	21%	22%	*	-	-	-	19%	28%	3%	23%	1%	21%	-	*	*	-	*	
	Female	25%	21%	20%	-	19%	36%	*	-	-	-	19%	24%	0%	21%	1%	-	20%	*	8%	-	20%	
End of Course	All	7%	5%	4%	*	4%	11%	*	*	*	*	3%	6%	3%	4%	0%	2%	5%	0%	0%	-	25%	
	Students																						
	CWD	3%	2%	3%	-	3%	*	-	-	-	-	3%	*	3%	-	3%	1%	6%	*	*	-	*	
	CWOD	7%	5%	4%	*	4%	13%	*	*	*	*	3%	7%	-	4%	0%	2%	5%	0%	0%	-	29%	
	EL	0%	0%	0%	-	0%	*	*	*	-	*	0%	0%	3%	0%	0%	1%	*	*	*	-	-	
	Male	5%	4%	2%	*	2%	10%	-	-	-	*	2%	3%	1%	2%	0%	2%	-	*	*	-	*	
	Female	9%	7%	5%	*	5%	*	*	*	*	*	5%	10%	6%	5%	1%	-	5%	*	*	-	*	
English II	All	8%	5%	3%	*	3%	10%	*	*	*	*	2%	7%	0%	3%	0%	2%	4%	11%	0%	-	0%	
	Students																						
	CWD	4%	3%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	*	
	CWOD	8%	6%	3%	*	3%	11%	*	*	*	*	2%	7%	-	3%	0%	2%	4%	11%	0%	-	*	
	EL	0%	0%	0%	-	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*	*	-	-	
	Male	5%	4%	2%	*	2%	18%	*	-	-	*	1%	6%	0%	2%	0%	2%	-	*	*	-	*	
	Female	10%	7%	4%	*	4%	0%	*	-	*	*	3%	9%	0%	4%	0%	-	4%	*	0%	-	*	
Algebra I	All	31%	38%	22%	*	22%	25%	*	*	-	*	22%	23%	5%	24%	4%	19%	26%	*	14%	-	33%	
	Students																						
	CWD	7%	9%	5%	*	6%	*	-	-	-	-	6%	*	5%	-	6%	4%	8%	*	*	-	*	
	CWOD	34%	41%	24%	*	24%	35%	*	*	-	*	24%	26%	-	24%	4%	22%	27%	*	20%	-	*	
	EL	12%	15%	4%	-	4%	*	*	-	-	-	5%	0%	6%	4%	4%	4%	5%	*	*	-	*	
	Male	28%	35%	19%	*	19%	21%	-	*	-	*	20%	18%	4%	22%	4%	19%	-	*	*	-	*	
	Female	34%	41%	26%	*	26%	30%	*	-	-	*	25%	30%	8%	27%	5%	-	26%	*	33%	-	*	

		Region		African		American		Pacific		Two or More		Non Econ		Non Econ		Foster						
		State	19	District	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
Biology	All Students	23%	14%	<b>10%</b>	*	10%	18%	*	*	-	*	9%	18%	1%	11%	1%	10%	10%	0%	0%	-	33%
	CWD	5%	3%	<b>1%</b>	*	1%	*	-	-	-	-	1%	0%	1%	-	3%	0%	3%	*	*	-	*
	CWOD	25%	16%	<b>11%</b>	*	11%	24%	*	*	-	*	9%	20%	-	11%	1%	11%	11%	0%	0%	-	38%
	EL	3%	2%	<b>1%</b>	-	1%	*	*	-	-	-	1%	0%	3%	1%	1%	1%	2%	*	*	-	-
	Male	22%	15%	<b>10%</b>	*	9%	18%	-	-	-	*	8%	17%	0%	11%	1%	10%	-	*	0%	-	20%
	Female	23%	14%	<b>10%</b>	*	10%	18%	*	-	-	*	9%	19%	3%	11%	2%	-	10%	*	*	-	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
All Grades																						
All Subjects	All Students	77%	78%	<b>71%</b>	76%	71%	76%	57%	93%	*	68%	70%	79%	38%	74%	49%	69%	74%	71%	45%	*	83%
	CWD	45%	50%	<b>38%</b>	*	38%	43%	*	-	-	*	37%	44%	38%	-	31%	38%	38%	28%	29%	-	47%
	CWOD	80%	81%	<b>74%</b>	77%	74%	81%	62%	93%	*	71%	73%	81%	-	74%	52%	72%	76%	80%	48%	*	87%
	EL	60%	60%	<b>49%</b>	-	49%	49%	38%	*	-	38%	50%	45%	31%	52%	49%	49%	50%	54%	22%	*	*
	Male	74%	76%	<b>69%</b>	78%	68%	75%	50%	90%	-	68%	67%	76%	38%	72%	49%	69%	-	79%	32%	-	81%
	Female	79%	80%	<b>74%</b>	73%	74%	77%	62%	*	*	68%	73%	81%	38%	76%	50%	-	74%	68%	58%	*	85%
Reading	All Students	73%	73%	<b>67%</b>	71%	67%	72%	50%	86%	*	55%	65%	75%	33%	69%	41%	63%	71%	66%	42%	*	82%
	CWD	39%	41%	<b>33%</b>	*	33%	39%	*	-	-	*	32%	37%	33%	-	28%	31%	36%	*	*	-	*
	CWOD	77%	77%	<b>69%</b>	77%	69%	76%	56%	86%	*	57%	68%	77%	-	69%	42%	66%	73%	69%	45%	*	85%
	EL	52%	49%	<b>41%</b>	-	41%	40%	*	*	-	*	41%	37%	28%	42%	41%	39%	43%	43%	17%	*	*
	Male	69%	69%	<b>63%</b>	77%	62%	73%	*	*	-	61%	61%	73%	31%	66%	39%	63%	-	67%	27%	-	78%
	Female	77%	77%	<b>71%</b>	64%	72%	71%	*	*	*	45%	70%	78%	36%	73%	43%	-	71%	66%	59%	*	84%
Mathematics	All Students	80%	83%	<b>76%</b>	82%	76%	78%	70%	100%	-	79%	75%	81%	43%	79%	61%	75%	78%	78%	50%	*	86%
	CWD	52%	60%	<b>43%</b>	*	43%	45%	*	-	-	*	43%	47%	43%	-	38%	44%	42%	*	42%	-	*
	CWOD	83%	86%	<b>79%</b>	80%	79%	83%	78%	100%	-	86%	78%	84%	-	79%	64%	78%	80%	90%	52%	*	91%
	EL	70%	73%	<b>61%</b>	-	61%	56%	*	*	-	*	62%	57%	38%	64%	61%	61%	62%	70%	29%	*	*
	Male	78%	82%	<b>75%</b>	90%	75%	74%	*	*	-	73%	74%	80%	44%	78%	61%	75%	-	92%	37%	-	82%
	Female	82%	84%	<b>78%</b>	71%	78%	82%	*	*	-	89%	77%	83%	42%	80%	62%	-	78%	71%	63%	*	89%
Science	All Students	79%	80%	<b>72%</b>	75%	72%	80%	*	*	-	78%	70%	81%	38%	75%	43%	71%	73%	73%	42%	-	82%
	CWD	48%	52%	<b>38%</b>	*	37%	46%	-	-	-	35%	53%	38%	-	25%	40%	34%	*	*	-	*	
	CWOD	82%	83%	<b>75%</b>	71%	75%	88%	*	*	-	78%	73%	83%	-	75%	45%	75%	75%	94%	49%	-	84%
	EL	58%	58%	<b>43%</b>	-	43%	*	*	*	-	*	43%	39%	25%	45%	43%	44%	41%	*	*	-	*
	Male	78%	79%	<b>71%</b>	*	71%	81%	*	*	-	*	69%	79%	40%	75%	44%	71%	-	*	40%	-	86%
	Female	80%	81%	<b>73%</b>	*	72%	79%	*	-	-	*	70%	83%	34%	75%	41%	-	73%	67%	44%	-	79%
<b>STAAR Percent at Meets Grade Level or Above</b>																						
All Grades																						
All Subjects	All Students	47%	47%	<b>37%</b>	35%	37%	41%	9%	64%	*	45%	35%	49%	19%	39%	16%	36%	38%	35%	15%	*	56%
	CWD	23%	24%	<b>19%</b>	*	19%	17%	*	-	-	*	19%	21%	19%	-	14%	18%	20%	22%	4%	-	13%
	CWOD	50%	49%	<b>39%</b>	39%	39%	45%	10%	64%	*	47%	37%	50%	-	39%	16%	38%	40%	38%	18%	*	60%
	EL	26%	25%	<b>16%</b>	-	16%	27%	15%	*	-	23%	16%	18%	14%	16%	16%	17%	14%	24%	7%	-	*
	Male	45%	45%	<b>36%</b>	33%	36%	40%	10%	60%	-	51%	34%	48%	18%	38%	17%	36%	-	47%	8%	-	56%
	Female	50%	49%	<b>38%</b>	36%	38%	43%	8%	*	*	36%	36%	50%	20%	40%	14%	-	38%	30%	23%	*	56%
Reading	All Students	46%	43%	<b>35%</b>	25%	35%	37%	10%	71%	*	45%	33%	48%	19%	36%	12%	32%	38%	36%	17%	*	57%
	CWD	22%	21%	<b>19%</b>	*	19%	11%	*	-	-	*	18%	23%	19%	-	13%	18%	21%	*	*	-	*
	CWOD	48%	46%	<b>36%</b>	27%	36%	40%	11%	71%	*	46%	34%	49%	-	36%	11%	34%	39%	38%	18%	*	61%
	EL	21%	19%	<b>12%</b>	-	12%	10%	*	*	-	*	11%	14%	13%	11%	12%	12%	11%	19%	6%	*	*
	Male	41%	39%	<b>32%</b>	15%	32%	34%	*	*	-	50%	30%	45%	18%	34%	12%	32%	-	50%	9%	-	53%
	Female	50%	48%	<b>38%</b>	36%	38%	40%	*	*	*	36%	35%	51%	21%	39%	11%	-	38%	28%	25%	*	60%
Mathematics	All Students	48%	51%	<b>40%</b>	41%	40%	44%	10%	60%	-	46%	38%	49%	20%	42%	24%	40%	40%	39%	15%	*	56%
	CWD	26%	29%	<b>20%</b>	*	20%	23%	*	-	-	*	20%	23%	20%	-	17%	19%	21%	*	0%	-	*
	CWOD	51%	54%	<b>42%</b>	47%	42%	48%	11%	60%	-	50%	40%	51%	-	42%	25%	42%	41%	41%	18%	*	61%
	EL	33%	34%	<b>24%</b>	-	24%	50%	*	*	-	*	24%	27%	17%	25%	24%	25%	22%	40%	10%	*	*
	Male	47%	50%	<b>40%</b>	50%	40%	43%	*	*	-	47%	38%	50%	19%	42%	25%	40%	-	33%	6%	-	58%
	Female	49%	51%	<b>40%</b>	29%	40%	44%	*	*	-	44%	38%	49%	21%	41%	22%	-	40%	42%	24%	*	55%
Science	All Students	49%	47%	<b>38%</b>	50%	38%	46%	*	*	-	44%	36%	49%	17%	40%	9%	40%	37%	27%	13%	-	52%
	CWD	23%	22%	<b>17%</b>	*	17%	15%	-	-	-	17%	15%	17%	-	11%	18%	15%	*	*	-	*	
	CWOD	52%	50%	<b>40%</b>	57%	40%	54%	*	*	-	44%	38%	52%	-	40%	9%	42%	38%	31%	16%	-	55%
	EL	21%	19%	<b>9%</b>	-	9%	*	*	*	-	*	9%	10%	11%	9%	9%	12%	5%	*	*	-	*
	Male	50%	48%	<b>40%</b>	*	39%	47%	*	*	-	*	38%	50%	18%	42%	12%	40%	-	*	10%	-	57%
	Female	49%	46%	<b>37%</b>	*	37%	45%	*	-	-	*	35%	49%	15%	38%	5%	-	37%	17%	16%	-	47%
<b>STAAR Percent at Masters Grade Level</b>																						
All Grades																						
All Subjects	All Students	21%	19%	<b>13%</b>	8%	13%	14%	4%	36%	*	19%	12%	19%	4%	14%	4%	12%	13%	9%	3%	*	27%
	CWD	8%	8%	<b>4%</b>	*	4%	2%	*	-	-	*	4%	4%	4%	-	3%	4%	5%	6%	0%	-	0%
	CWOD	23%	21%	<b>14%</b>	9%	13%	16%	5%	36%	*	20%	12%	20%	-	14%	4%	13%	14%	9%	4%	*	30%
	EL	9%	9%	<b>4%</b>	-	4%	10%	8%	*	-	15%	4%	4%	3%	4%	4%	5%	4%	8%	1%	*	*
	Male	20%	18%	<b>12%</b>	0%	12%	12%	10%	40%	-	27%	11%	19%	4%	13%	5%	12%	-	12%	0%	-	25%
	Female	22%	20%	<b>13%</b>	18%	13%	16%	0%	*	*	8%	12%	19%	5%	14%	4%	-	13%	7%	7%	*	28%
Reading	All Students	19%	16%	<b>11%</b>	8%	10%	13%	0%	29%	*	17%	9%	18%	4%	11%	3%	9%	12%	11%	3%	*	27%
	CWD	7%	7%	<b>4%</b>	*	4%	0%	*	-	-	*	4%	4%	4%	-	2%	3%	5%	*	*	-	*

	Region State	Region										Two or More Races		Econ Disadv		CWD		WOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
		19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races	Disadv	Disadv	CWD	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military												
	CWOD	20%	17%	11%	9%	11%	15%	0%	29%	*	18%	10%	19%	-	11%	3%	10%	12%	10%	3%	*	*	30%										
	EL	7%	7%	3%	-	3%	5%	*	*	-	*	3%	2%	3%	2%	3%	2%	3%	10%	2%	*	*	*										
	Male	16%	14%	9%	0%	9%	12%	*	*	-	22%	8%	17%	3%	10%	2%	9%	-	11%	0%	-	22%											
	Female	22%	19%	12%	18%	12%	14%	*	*	*	9%	10%	19%	5%	12%	3%	-	12%	10%	5%	*	31%											
Mathematics	All Students	23%	24%	16%	6%	16%	14%	10%	40%	-	21%	15%	20%	6%	17%	7%	16%	16%	8%	5%	*	30%											
	CWD	10%	11%	6%	*	6%	5%	*	-	-	*	6%	6%	6%	-	5%	5%	7%	*	0%	-	*											
	CWOD	25%	25%	17%	7%	17%	16%	11%	40%	-	23%	16%	21%	-	17%	8%	17%	16%	10%	6%	*	33%											
	EL	13%	13%	7%	-	7%	17%	*	*	-	*	7%	6%	5%	8%	7%	8%	6%	10%	0%	*	*											
	Male	23%	23%	16%	0%	16%	13%	*	*	-	27%	15%	20%	5%	17%	8%	16%	-	8%	0%	-	30%											
	Female	24%	24%	16%	14%	16%	15%	*	*	-	11%	15%	20%	7%	16%	6%	-	16%	8%	9%	*	29%											
Science	All Students	22%	18%	13%	13%	13%	17%	*	*	-	22%	12%	19%	2%	14%	2%	13%	12%	5%	2%	-	21%											
	CWD	7%	7%	2%	*	2%	0%	-	-	-	2%	0%	2%	-	3%	1%	2%	*	*	-	*												
	CWOD	24%	19%	14%	14%	14%	21%	*	*	-	22%	13%	20%	-	14%	1%	15%	13%	6%	3%	-	23%											
	EL	5%	4%	2%	-	2%	*	*	*	-	*	2%	1%	3%	1%	2%	2%	1%	*	*	-	*											
	Male	23%	19%	13%	*	13%	11%	*	*	-	*	12%	21%	1%	15%	2%	13%	-	*	0%	-	21%											
	Female	21%	16%	12%	*	12%	24%	*	-	-	*	11%	17%	2%	13%	1%	-	12%	0%	4%	-	21%											

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	67	*	67	63	*	*	*	39	67	62	68
CWD	62	-	63	46	-	-	-	*	63	62	59
CWOD	67	*	67	65	*	*	*	42	67	-	70
EL	68	-	69	*	-	*	-	*	68	59	68
Male	66	*	66	65	*	*	-	*	65	61	67
Female	68	*	69	60	*	*	*	*	68	63	69
<b>Mathematics</b>											
All Students	65	86	65	62	*	*	-	56	65	54	63
CWD	54	-	55	47	-	-	-	*	55	54	57
CWOD	66	86	66	64	*	*	-	63	66	-	64
EL	63	-	63	73	*	-	-	*	62	57	63
Male	63	*	63	52	*	*	-	50	63	52	61
Female	67	*	67	73	*	*	-	*	67	58	65

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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	92.5%	*	93.1%	80.0%	*	-	-	*	92.4%	83.7%	79.8%	82.4%	*
CWD	83.7%	*	84.6%	*	-	-	-	-	82.9%	83.7%	100.0%	*	*
CWOD	93.0%	*	93.6%	82.6%	*	-	-	*	93.0%	-	77.7%	81.3%	-
EL	79.8%	-	80.8%	60.0%	-	-	-	-	83.7%	100.0%	79.8%	66.7%	*
Male	89.7%	-	90.3%	80.0%	-	-	-	*	89.8%	82.1%	73.7%	88.9%	*
Female	95.0%	*	95.6%	80.0%	*	-	-	*	94.8%	86.7%	87.2%	80.0%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* Indicates there are no students in the group.

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
3,562	434	12%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	40	*	40	44	*	64	*	44	39	20	23
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	50%	*	50%	46%	*	-	-	*	48%	11%	19%
** 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N	N	N	N	N	Y	Y	N
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	N	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N	N	N	N	N	Y	N	N	N
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
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y	Y	Y	N	N	N	N	Y	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y	Y	Y	N	N	N	N	Y	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	N	N	N	N	N	N
+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.											

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																
All Subjects	All Students	100%	100%	100%	100%	100%	*	98%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	100%
	CWOD	100%	100%	100%	100%	100%	*	98%	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	100%	100%	-	97%	100%	100%	100%	100%	100%	-	100%
	Female	100%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	100%	*	97%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	*	100%	100%	*	-	*	100%	100%	100%	-	100%	100%	99%	100%
	CWOD	100%	100%	100%	100%	100%	*	97%	100%	100%	-	100%	100%	100%	100%	100%

		African American		Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL	100%	-	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	*	100%	-	95%	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	100%	100%	100%	100%	*	*	100%	100%	100%	99%	100%	100%	-	100%	100%
Mathematics	All Students	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	*	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	99%	100%
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	100%	100%	100%	100%	*	-	100%	100%	100%	99%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	99%	100%	100%
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	100%
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	99%	100%	100%
	EL	100%	-	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	Male	99%	*	99%	100%	*	*	-	*	99%	100%	100%	99%	100%	99%	-	*
	Female	100%	*	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	-	100%	100%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	*	2%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	0%
	CWOD	0%	0%	0%	0%	0%	0%	*	2%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	0%	0%	-	3%	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	0%	0%	*	3%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	*	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	1%	0%
	CWOD	0%	0%	0%	0%	0%	0%	*	3%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	*	0%	-	5%	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	0%	0%	0%	0%	*	*	0%	0%	0%	1%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	*	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	1%	0%
	CWOD	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	0%	0%	0%	0%	*	-	0%	0%	0%	1%	0%	0%	0%	-	0%
Science	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	1%	0%	0%
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	0%
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	1%	0%	0%
	EL	0%	-	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	Male	1%	*	1%	0%	*	*	-	*	1%	0%	0%	1%	0%	1%	-	*
	Female	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	-	0%	0%
*** Indicates results are masked due to small numbers to protect student confidentiality.																	
* Indicates zero observations reported for this group.																	

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	583	7	555	15	*	*	*	*	168		
	Female	346	6	328	8	*	*	*	*	75		
	Total	929	13	883	23	*	*	*	6	243		
Out-of-School Suspensions												
	Male	146	*	132	10	*	*	*	*	46		
	Female	64	*	62	*	*	*	*	*	19		
	Total	210	*	194	12	*	*	*	*	65		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	38	*	32	6	*	*	*	*	14		
	Female	18	*	18	*	*	*	*	*	*		
	Total	56	*	50	6	*	*	*	*	18		
Referrals to Law Enforcement												
	Male	38	*	32	6	*	*	*	*	14		
	Female	18	*	18	*	*	*	*	*	*		
	Total	56	*	50	6	*	*	*	*	18		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	103	*	91	10	*	*	*	*	38		27
	Female	27	*	25	*	*	*	*	*	16		6
	Total	130	*	116	10	*	*	*	*	54		33

		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)
Out-of-School Suspensions												
	Male	42	*	38	*	*	*	*	*	16		16
	Female	8	*	8	*	*	*	*	*	*		*
	Total	50	*	46	*	*	*	*	*	20		16
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	10	*	8	*	*	*	*	*	*		6
	Female	*	*	*	*	*	*	*	*	*		*
	Total	10	*	8	*	*	*	*	*	*		6
Referrals to Law Enforcement												
	Male	10	*	8	*	*	*	*	*	*		6
	Female	*	*	*	*	*	*	*	*	*		*
	Total	10	*	8	*	*	*	*	*	*		6
<b>All Students</b>												
Chronic Absenteeism												
	Male	1,104	6	1,058	28	*	*	*	6	270	156	49
	Female	1,095	6	1,055	26	6	*	*	*	236	81	34
	Total	2,199	12	2,113	54	10	*	*	8	506	237	83

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	8
On the basis of race	*
On the basis of disability	*

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	
Preschool Programs												
	Male	330	*	312	10	*	*	*	*	165	18	
	Female	313	*	294	11	*	*	*	*	156	10	
	Total	643	*	606	21	6	*	*	*	321	28	
Accelerated Coursework												
Advanced Placement Courses												
	Male	186	*	176	*	*	*	*	*	7	*	
	Female	283	*	272	9	*	*	*	*	14	*	
	Total	469	*	448	13	*	*	*	*	21	*	
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 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 Number	All School Percent	High-Poverty Schools Number	High-Poverty Schools Percent	Low-Poverty Schools Number	Low-Poverty Schools Percent

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	97.3	13.7%	48.5	13.9%		
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	9.4	1.4%	2.0	0.6%		
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	48.5	7.3%	8.8	2.7%		

\* 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 19 Number of ALT2	Region 19 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	6,019	1%	217	2%	5	1%
Mathematics	6,020	1%	217	2%	5	1%
Grade 4						
Reading	6,061	1%	201	2%	9	1%
Mathematics	6,056	1%	201	2%	9	1%
Grade 5						
Reading	6,162	2%	214	2%	8	1%
Mathematics	6,160	1%	214	2%	8	1%
Science	6,164	1%	214	2%	8	1%
Grade 6						
Reading	5,678	1%	201	2%	9	1%
Mathematics	5,677	1%	201	2%	9	1%
Grade 7						
Reading	5,298	1%	198	2%	14	2%
Mathematics	5,294	1%	198	2%	14	2%
Grade 8						
Reading	5,088	1%	167	1%	5	1%
Mathematics	5,087	2%	167	2%	5	1%
Science	5,087	1%	167	1%	5	1%
End of Course						
English I	4,868	1%	144	1%	13	1%
English II	4,556	1%	126	1%	*	*
Algebra I	4,884	1%	145	1%	13	1%
Biology	4,861	1%	150	1%	13	1%
All Grades						
All Subjects	99,020	1%	3,342	1%	156	1%
Reading	43,730	1%	1,468	1%	67	1%
Mathematics	39,178	1%	1,343	1%	63	1%
Science	16,112	1%	531	1%	26	1%

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

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

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

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

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

\* 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  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** CLINT H S

**Campus ID:** 071901001

**District Name:** CLINT ISD

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		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%	
		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%	
	<b>EL Progress</b>	Baseline 2016-17 Rates	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		2017-18 through 2021-22											41%	
		2022-23 through 2026-27											44%	
		2027-28 through 2031-32											46%	
	<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	
2022-23 through 2026-27		92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%		
2027-28 through 2031-32		94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%		

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

a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

(bb) the methodology by which the State differentiates all such schools;

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

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

				African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		WEL Male		WEL Female		Migrant/ Homeless		Foster Care		Military			
State	District	Campus	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent		
<b>STAAR Percent at Approaches Grade Level or Above</b>																															
End of Course																															
English I																															
All	64%	58%	<b>59%</b>	*	60%	*	-	-	*	*	55%	75%	35%	62%	26%	51%	73%	*	71%	-	-	-	-	-	-	-	-	-	-		
Students																															
CWD	25%	29%	<b>35%</b>	-	33%	*	-	-	-	-	30%	*	35%	-	35%	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
CWOD	68%	61%	<b>62%</b>	*	63%	*	-	-	-	*	58%	75%	-	62%	24%	53%	75%	-	*	*	*	*	*	*	*	*	*	*	*		
EL	30%	25%	<b>26%</b>	-	26%	*	-	-	-	-	28%	*	*	24%	26%	18%	41%	-	*	*	*	*	*	*	*	*	*	*	*		
Male	57%	52%	<b>51%</b>	*	51%	*	-	-	-	*	49%	63%	35%	53%	18%	51%	-	*	*	*	*	*	*	*	*	*	*	*	*		
Female	71%	67%	<b>73%</b>	-	74%	*	-	-	-	*	67%	88%	*	75%	41%	-	73%	-	*	*	*	*	*	*	*	*	*	*	*		
English II																															
All	66%	60%	<b>64%</b>	-	64%	88%	-	-	*	*	62%	73%	29%	67%	20%	58%	72%	*	*	-	-	-	-	-	-	-	-	-	-		
Students																															
CWD	25%	20%	<b>29%</b>	-	31%	*	-	-	-	-	*	*	29%	-	*	*	*	-	*	*	*	*	*	*	*	*	*	*	*		
CWOD	71%	64%	<b>67%</b>	-	67%	100%	-	-	-	*	65%	74%	-	67%	16%	61%	74%	*	*	*	*	*	*	*	*	*	*	*	*		
EL	27%	18%	<b>20%</b>	-	21%	*	-	-	-	-	21%	*	*	16%	20%	21%	*	-	*	*	*	*	*	*	*	*	*	*	*		
Male	61%	56%	<b>58%</b>	-	57%	*	-	-	-	*	54%	70%	*	61%	21%	58%	-	*	*	*	*	*	*	*	*	*	*	*	*		
Female	72%	65%	<b>72%</b>	-	73%	*	-	-	-	*	71%	76%	*	74%	*	-	72%	-	*	*	*	*	*	*	*	*	*	*	*		
Algebra I																															
All	82%	80%	<b>82%</b>	*	83%	*	-	-	-	-	80%	89%	50%	87%	67%	79%	87%	*	*	-	-	-	-	-	-	-	-	-	-		
Students																															
CWD	47%	39%	<b>50%</b>	-	53%	*	-	-	-	-	50%	*	50%	-	42%	60%	*	*	*	*	*	*	*	*	*	*	*	*	*		
CWOD	86%	85%	<b>87%</b>	*	88%	*	-	-	-	-	85%	94%	-	87%	74%	85%	91%	-	*	*	*	*	*	*	*	*	*	*	*		
EL	67%	60%	<b>67%</b>	-	68%	*	-	-	-	-	68%	*	*	74%	67%	67%	67%	-	*	*	*	*	*	*	*	*	*	*	*		
Male	78%	76%	<b>79%</b>	*	80%	*	-	-	-	-	78%	86%	42%	85%	67%	79%	-	-	*	*	*	*	*	*	*	*	*	*	*		
Female	87%	86%	<b>87%</b>	-	89%	*	-	-	-	-	84%	94%	60%	91%	67%	-	87%	-	*	*	*	*	*	*	*	*	*	*	*		
Biology																															
All	86%	80%	<b>82%</b>	*	83%	71%	-	-	-	-	77%	98%	45%	86%	51%	77%	89%	*	*	-	-	-	-	-	-	-	-	-	-		
Students																															
CWD	56%	52%	<b>45%</b>	-	41%	*	-	-	-	-	31%	*	45%	-	*	*	56%	*	*	*	*	*	*	*	*	*	*	*	*		
CWOD	89%	83%	<b>86%</b>	*	87%	*	-	-	-	-	83%	97%	-	86%	56%	81%	94%	*	*	*	*	*	*	*	*	*	*	*	*		
EL	64%	49%	<b>51%</b>	-	50%	*	-	-	-	-	49%	*	*	56%	51%	47%	62%	*	*	*	*	*	*	*	*	*	*	*	*		
Male	83%	76%	<b>77%</b>	*	78%	*	-	-	-	-	72%	95%	*	81%	47%	77%	-	-	*	*	*	*	*	*	*	*	*	*	*		
Female	88%	83%	<b>89%</b>	-	90%	*	-	-	-	-	85%	100%	56%	94%	62%	-	89%	-	*	*	*	*	*	*	*	*	*	*	*		
<b>STAAR Percent at Meets Grade Level or Above</b>																															
End of Course																															
English I																															
All	43%	34%	<b>38%</b>	*	39%	*	-	-	*	*	36%	47%	17%	41%	6%	29%	53%	*	29%	-	-	-	-	-	-	-	-	-	-		
Students																															
CWD	14%	16%	<b>17%</b>	-	19%	*	-	-	-	-	15%	*	17%	-	12%	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
CWOD	47%	35%	<b>41%</b>	*	41%	*	-	-	-	*	39%	48%	-	41%	3%	32%	54%	-	*	*	*	*	*	*	*	*	*	*	*		
EL	10%	4%	<b>6%</b>	-	6%	*	-	-	-	-	7%	*	*	3%	6%	5%	9%	-	*	*	*	*	*	*	*	*	*	*	*		
Male	37%	28%	<b>29%</b>	*	29%	*	-	-	-	*	29%	33%	12%	32%	5%	29%	-	-	*	*	*	*	*	*	*	*	*	*	*		
Female	51%	41%	<b>53%</b>	-	53%	*	-	-	-	*	49%	63%	*	54%	9%	-	53%	-	*	*	*	*	*	*	*	*	*	*	*		
English II																															
All	47%	38%	<b>44%</b>	-	43%	88%	-	-	*	*	41%	54%	6%	47%	0%	42%	46%	*	*	-	-	-	-	-	-	-	-	-	-		
Students																															
CWD	14%	12%	<b>6%</b>	-	6%	*	-	-	-	-	*	*	6%	-	*	*	*	-	*	*	*	*	*	*	*	*	*	*	*		
CWOD	51%	40%	<b>47%</b>	-	45%	100%	-	-	-	*	44%	56%	-	47%	0%	45%	49%	*	*	*	*	*	*	*	*	*	*	*	*		
EL	9%	3%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	*	-	*	*	*	*	*	*	*	*	*	*	*		
Male	41%	33%	<b>42%</b>	-	40%	*	-	-	-	*	38%	56%	*	45%	0%	42%	-	-	*	*	*	*	*	*	*	*	*	*	*		
Female	54%	43%	<b>46%</b>	-	46%	*	-	-	-	*	45%	52%	*	49%	*	-	46%	-	*	*	*	*	*	*	*	*	*	*	*		
Algebra I																															
All	53%	46%	<b>47%</b>	*	47%	*	-	-	-	-	44%	55%	23%	51%	18%	42%	54%	*	*	-	-	-	-	-	-	-	-	-	-		
Students																															
CWD	19%	14%	<b>23%</b>	-	21%	*	-	-	-	-	17%	*	23%	-	17%	30%	*	*	*	*	*	*	*	*	*	*	*	*	*		
CWOD	58%	50%	<b>51%</b>	*	51%	*	-	-	-	-	49%	56%	-	51%	16%	46%	58%	-	*	*	*	*	*	*	*	*	*	*	*		
EL	29%	13%	<b>18%</b>	-	18%	*	-	-	-	-	18%	*	*	16%	18%	15%	25%	-	*	*	*	*	*	*	*	*	*	*	*		
Male	49%	41%	<b>42%</b>	*	42%	*	-	-	-	-	39%	52%	17%	46%	15%	42%	-	-	*	*	*	*	*	*	*	*	*	*	*		
Female	58%	52%	<b>54%</b>	-	55%	*	-	-	-	-	52%	59%	30%	58%	25%	-	54%	-	*	*	*	*	*	*	*	*	*	*	*		
Biology																															
All	57%	43%	<b>49%</b>	*	49%	57%	-	-	-	-	46%	59%	20%	52%	2%	44%	57%	*	*	-	-	-	-	-	-	-	-	-	-		
Students																															
CWD	22%	18%	<b>20%</b>	-	18%	*	-	-	-	-	13%	*	20%	-	*	*	22%	*	*	*	*	*	*	*	*	*	*	*	*		
CWOD	61%	46%	<b>52%</b>	*	52%	*	-	-	-	-	50%	59%	-	52%	0%	46%	62%	*	*	*	*	*	*	*	*	*	*	*	*		
EL	20%	8%	<b>2%</b>	-	2%	*	-	-	-	-	3%	*	*	0%	2%	0%	8%	*	*	*	*	*	*	*	*	*	*	*	*		
Male	55%	44%	<b>44%</b>	*	43%	*	-	-	-	-	42%	50%	*	46%	0%	44%	-	-	*	*	*	*	*	*	*	*	*	*	*		
Female	59%	43%	<b>57%</b>	-	57%	*	-	-	-	-	53%	68%	22%	62%	8%	-	57%	-	*	*	*	*	*	*	*	*	*	*	*		
<b>STAAR Percent at Masters Grade Level</b>																															
End of Course																															
English I																															
All	7%	4%	<b>5%</b>	*	5%	*	-	-	*	*	5%	8%	4%	6%	2%	3%	10%	*	0%	-	-	-	-	-	-	-	-	-	-		
Students																															
CWD	3%	3%	<b>4%</b>	-	5%	*	-	-	-	-	5%	*	4%	-	0%	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
CWOD	7%	4%	<b>6%</b>	*	5%	*	-	-	-	*	5%	8%	-	6%	0%	3%	9%	-	*	*	*	*	*	*	*	*	*	*	*		



	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	52%	40%	52%	*	52%	*	-	-	-	-	50%	59%	-	52%	0%	46%	62%	*	*	-	-
EL	21%	9%	2%	-	2%	*	-	-	-	-	3%	*	*	0%	2%	0%	8%	*	-	-	-
Male	50%	40%	44%	*	43%	*	-	-	-	-	42%	50%	*	46%	0%	44%	-	-	*	-	-
Female	49%	37%	57%	-	57%	*	-	-	-	-	53%	68%	22%	62%	8%	-	57%	*	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																					
All Grades																					
All Subjects	All	21%	13%	12%	*	12%	22%	-	-	*	11%	13%	5%	13%	2%	9%	15%	*	0%	-	-
	Students																				
	CWD	8%	4%	5%	-	5%	*	-	-	-	6%	0%	5%	-	10%	2%	10%	*	*	-	-
	CWOD	23%	14%	13%	*	12%	33%	-	-	*	12%	14%	-	13%	1%	10%	16%	*	0%	-	-
	EL	9%	4%	2%	-	2%	*	-	-	-	2%	0%	10%	1%	2%	1%	4%	*	*	-	-
	Male	20%	12%	9%	*	9%	29%	-	-	*	9%	11%	2%	10%	1%	9%	-	*	*	-	-
	Female	22%	13%	15%	-	16%	15%	-	-	*	15%	16%	10%	16%	4%	-	15%	*	0%	-	-
Reading	All	19%	11%	5%	*	5%	14%	-	-	*	4%	10%	3%	6%	1%	3%	8%	*	0%	-	-
	Students																				
	CWD	7%	4%	3%	-	3%	*	-	-	-	3%	*	3%	-	7%	0%	8%	*	*	-	-
	CWOD	20%	11%	6%	*	5%	18%	-	-	*	4%	11%	-	6%	0%	4%	8%	*	0%	-	-
	EL	7%	3%	1%	-	1%	*	-	-	-	1%	*	7%	0%	1%	0%	2%	-	*	-	-
	Male	16%	9%	3%	*	3%	25%	-	-	*	2%	9%	0%	4%	0%	3%	-	*	*	-	-
	Female	22%	12%	8%	-	9%	*	-	-	*	7%	11%	8%	8%	2%	-	8%	*	0%	-	-
Mathematics	All	23%	16%	24%	*	24%	*	-	-	-	27%	16%	9%	27%	5%	23%	27%	*	*	-	-
	Students																				
	CWD	10%	6%	9%	-	11%	*	-	-	-	11%	*	9%	-	8%	10%	10%	*	*	-	-
	CWOD	25%	17%	27%	*	26%	*	-	-	-	30%	18%	-	27%	3%	25%	30%	-	*	-	-
	EL	13%	7%	5%	-	5%	*	-	-	-	6%	*	*	3%	5%	4%	8%	-	-	-	-
	Male	23%	16%	23%	*	23%	*	-	-	-	25%	14%	8%	25%	4%	23%	-	-	*	-	-
	Female	24%	16%	27%	-	27%	*	-	-	-	30%	18%	10%	30%	8%	-	27%	*	*	-	-
Science	All	22%	13%	18%	*	17%	29%	-	-	-	17%	20%	5%	19%	2%	13%	24%	*	*	-	-
	Students																				
	CWD	7%	2%	5%	-	6%	*	-	-	-	6%	*	5%	-	*	*	11%	*	*	-	-
	CWOD	24%	14%	19%	*	18%	*	-	-	-	18%	22%	-	19%	0%	14%	26%	*	*	-	-
	EL	5%	2%	2%	-	2%	*	-	-	-	3%	*	*	0%	2%	0%	8%	*	-	-	-
	Male	23%	13%	13%	*	13%	*	-	-	-	13%	14%	*	14%	0%	13%	-	-	*	-	-
	Female	21%	12%	24%	-	24%	*	-	-	-	24%	26%	11%	26%	8%	-	24%	*	*	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* 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	CWDC	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	70	-	70	69	-	-	*	-	69	50	71
CWD	50	-	56	*	-	-	-	-	56	50	*
CWOD	71	-	71	79	-	-	*	-	70	-	76
EL	71	-	74	*	-	-	-	-	72	*	71
Male	67	-	66	*	-	-	-	-	65	*	67
Female	73	-	75	*	-	-	*	-	73	*	78
<b>Mathematics</b>											
All Students	60	*	59	*	-	-	-	-	61	35	40
CWD	35	-	33	*	-	-	-	-	36	35	*
CWOD	63	*	63	*	-	-	-	-	65	-	42
EL	40	-	40	-	-	-	-	-	42	*	40
Male	55	*	54	*	-	-	-	-	55	*	36
Female	67	-	68	*	-	-	-	-	70	*	*

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	CWDC	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	95.3%	-	96.5%	83.3%	-	-	-	*	94.9%	100.0%	90.9%	77.8%	-
CWD	100.0%	-	100.0%	-	-	-	-	-	100.0%	100.0%	*	*	-
CWOD	95.1%	-	96.3%	83.3%	-	-	-	*	94.6%	-	90.0%	75.0%	-
EL	90.9%	-	90.9%	-	-	-	-	-	88.9%	*	90.9%	*	-
Male	95.1%	-	96.5%	*	-	-	-	*	96.2%	*	100.0%	*	-
Female	95.4%	-	96.4%	*	-	-	-	-	93.8%	*	83.3%	66.7%	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
**	Indicates results are masked due to small numbers to protect student confidentiality.												
-'	Indicates there are no students in the group.												

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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	42	*	42	49	-	-	*	*	40	*	*
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	53%	-	52%	*	-	-	-	-	52%	*	*
**	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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y	Y	Y	Y	Y	Y	Y	N	N
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	N	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
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	Y	Y	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
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											N
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
+'	STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.										

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	*	100%	100%	-	-	*	*	100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%	100%	-	-	*	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	100%	-	-	*	-	100%	100%	100%	100%	100%	-	100%	*
	Reading	All Students	100%	*	100%	100%	-	-	*	*	100%	100%	100%	100%	100%	100%	100%
CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	*
CWOD	100%	*	100%	100%	-	-	*	*	100%	100%	-	100%	100%	100%	100%	100%	*
EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	100%	*
Female	100%	-	100%	100%	-	-	*	-	100%	100%	100%	100%	100%	-	100%	100%	*
Mathematics	All Students	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
	Science	All Students	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	100%	*
CWOD	100%	*	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	*
EL	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	100%	*
Male	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%	*
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	-	0%	*
	Reading	All Students	0%	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%	0%
CWD	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	*
CWOD	0%	*	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	0%	*
EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	0%	*
Female	0%	-	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	-	0%	0%	*
Mathematics	All Students	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
	Science	All Students	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%
CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	0%	*
CWOD	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	*
EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	0%	*
Male	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%	*

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

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	31	*	29	*	*	*	*	*	*		
	Female	11	*	11	*	*	*	*	*	*		
	Total	42	*	40	*	*	*	*	*	*		

		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)
Out-of-School Suspensions												
	Male	15	*	11	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	15	*	11	*	*	*	*	*	*		
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	6	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	5	*	5	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	5	*	5	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism												
	Male	142	*	140	*	*	*	*	*	14	20	5
	Female	148	*	146	*	*	*	*	*	8	5	5
	Total	290	*	286	*	*	*	*	*	22	25	10

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

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

Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses											
	Male	28	*	26	*	*	*	*	*	*	*
	Female	64	*	62	*	*	*	*	*	*	*
	Total	92	*	88	*	*	*	*	*	*	*
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 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	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	2.0	4.4%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	3.8	9.0%

- 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.

	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Grade 3						
Reading	6,019	1%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4						
Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5						
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,087	1%	5	1%	-	-
End of Course English I	4,868	1%	13	1%	*	*
English II	4,556	1%	*	*	0	0%
Algebra I	4,884	1%	13	1%	*	*
Biology	4,861	1%	13	1%	*	*
All Grades All Subjects	99,020	1%	156	1%	6	1%
Reading	43,730	1%	67	1%	*	*
Mathematics	39,178	1%	63	1%	*	*
Science	16,112	1%	26	1%	*	*

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

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

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

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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	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	
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	Subject	Student Group	%
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
<small>**</small> Indicates reporting standards not met. <small>'n/a'</small> Indicates data reporting is not applicable for this group.			

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**  
**Campus Name:** MOUNTAIN VIEW H S  
**Campus ID:** 071901002  
**District Name:** CLINT ISD

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

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;  
 a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)  
 b. Other Academic Indicator for Non-High Schools: STAAR Growth Status  
 c. Graduation Rate: Federal Graduation Status  
 d. ELP Indicator: English Learner Language Proficiency Status  
 e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

(bb) the methodology by which the State differentiates all such schools;  
 A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
 (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent 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.

				African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWDCWOD		EL Male		Female		Migrant		Homeless		Foster Care		Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																																	
End of Course																																	
English I	All	64%	58%	55%	-	55%	*	-	-	-	-	*	54%	62%	27%	58%	27%	47%	64%	*	*	-	*	*	-	*	*	-	*	-	*		
	Students																																
	CWD	25%	29%	27%	-	27%	-	-	-	-	-	-	-	25%	*	27%	-	*	*	*	-	*	*	-	*	*	-	*	*	-	*	-	
	CWOD	68%	61%	58%	-	58%	*	-	-	-	-	-	-	57%	63%	-	58%	28%	50%	66%	*	*	-	*	*	-	*	*	-	*	-		
	EL	30%	25%	27%	-	28%	-	-	-	-	-	-	-	28%	*	*	28%	27%	23%	34%	-	*	*	-	*	*	-	*	*	-	*	-	
	Male	57%	52%	47%	-	47%	*	-	-	-	-	-	-	45%	57%	*	50%	23%	47%	-	-	*	*	-	*	*	-	*	*	-	*	-	
	Female	71%	67%	64%	-	65%	*	-	-	-	-	-	-	64%	69%	*	66%	34%	-	64%	*	*	-	*	*	-	*	*	-	*	-		
English II	All	66%	60%	58%	-	59%	*	*	-	-	-	*	58%	62%	*	62%	22%	53%	64%	*	*	-	*	*	-	*	*	-	*	-	*		
	Students																																
	CWD	25%	20%	*	-	*	*	-	-	-	-	-	-	*	*	*	-	*	*	*	-	*	*	-	*	*	-	*	*	-	*	-	
	CWOD	71%	64%	62%	-	62%	*	*	-	-	-	-	-	61%	67%	-	62%	24%	57%	66%	*	*	-	*	*	-	*	*	-	*	-		
	EL	27%	18%	22%	-	22%	-	*	-	-	-	-	-	22%	*	*	24%	22%	26%	17%	-	*	*	-	*	*	-	*	*	-	*	-	
	Male	61%	56%	53%	-	52%	*	-	-	-	-	-	-	53%	52%	*	57%	26%	53%	-	-	*	*	-	*	*	-	*	*	-	*	-	
	Female	72%	65%	64%	-	64%	*	*	-	-	-	-	-	62%	76%	*	66%	17%	-	64%	*	*	-	*	*	-	*	*	-	*	-		
Algebra I	All	82%	80%	69%	-	71%	*	-	-	-	-	*	72%	48%	31%	76%	56%	64%	76%	*	*	-	*	*	-	*	*	-	*	-	*		
	Students																																
	CWD	47%	39%	31%	-	34%	*	-	-	-	-	-	-	38%	*	31%	-	*	33%	*	-	*	*	-	*	*	-	*	*	-	*	-	
	CWOD	86%	85%	76%	-	77%	*	-	-	-	-	-	-	78%	62%	-	76%	64%	71%	81%	*	*	-	*	*	-	*	*	-	*	-	*	-
	EL	67%	60%	56%	-	57%	*	-	-	-	-	-	-	61%	*	*	64%	56%	48%	67%	-	*	*	-	*	*	-	*	*	-	*	-	
	Male	78%	76%	64%	-	66%	*	-	-	-	-	-	-	69%	37%	33%	71%	48%	64%	-	-	*	*	-	*	*	-	*	*	-	*	-	
	Female	87%	86%	76%	-	75%	-	-	-	-	-	-	-	76%	75%	*	81%	67%	-	76%	*	*	-	*	*	-	*	*	-	*	-		
Biology	All	86%	80%	81%	-	81%	*	-	-	-	-	*	80%	85%	66%	82%	51%	76%	85%	*	*	-	*	*	-	*	*	-	*	-	*		
	Students																																
	CWD	56%	52%	66%	-	63%	*	-	-	-	-	-	-	62%	*	66%	-	*	62%	75%	-	*	*	-	*	*	-	*	*	-	*	-	
	CWOD	89%	83%	82%	-	83%	-	-	-	-	-	-	-	82%	83%	-	82%	54%	79%	86%	*	*	-	*	*	-	*	*	-	*	-	*	-
	EL	64%	49%	51%	-	53%	-	-	-	-	-	-	-	50%	60%	*	54%	51%	48%	57%	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	83%	76%	76%	-	76%	*	-	-	-	-	-	-	76%	71%	62%	79%	48%	76%	-	-	*	*	-	*	*	-	*	*	-	*	-	
	Female	88%	83%	85%	-	86%	-	-	-	-	-	-	-	84%	100%	75%	86%	57%	-	85%	*	*	-	*	*	-	*	*	-	*	-		
<b>STAAR Percent at Meets Grade Level or Above</b>																																	
End of Course																																	
English I	All	43%	34%	29%	-	29%	*	-	-	-	-	*	27%	46%	19%	30%	6%	25%	34%	*	*	-	*	*	-	*	*	-	*	-	*		
	Students																																
	CWD	14%	16%	19%	-	19%	-	-	-	-	-	-	-	17%	*	19%	-	*	*	*	-	*	*	-	*	*	-	*	*	-	*	-	
	CWOD	47%	35%	30%	-	30%	*	-	-	-	-	-	-	28%	46%	-	30%	6%	26%	34%	*	*	-	*	*	-	*	*	-	*	-	*	-
	EL	10%	4%	6%	-	6%	-	-	-	-	-	-	-	4%	*	*	6%	6%	8%	3%	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	37%	28%	25%	-	25%	-	-	-	-	-	-	-	23%	38%	*	26%	8%	25%	-	-	*	*	-	*	*	-	*	*	-	*	-	
	Female	51%	41%	34%	-	34%	*	-	-	-	-	-	-	31%	56%	*	34%	3%	-	34%	*	*	-	*	*	-	*	*	-	*	-		
English II	All	47%	38%	32%	-	33%	*	*	-	-	-	*	31%	38%	*	34%	1%	27%	37%	*	*	-	*	*	-	*	*	-	*	-	*		
	Students																																
	CWD	14%	12%	*	-	*	*	-	-	-	-	-	-	*	*	*	-	*	*	*	-	*	*	-	*	*	-	*	*	-	*	-	
	CWOD	51%	40%	34%	-	35%	*	-	-	-	-	-	-	33%	42%	-	34%	1%	30%	39%	*	*	-	*	*	-	*	*	-	*	-	*	-
	EL	9%	3%	1%	-	1%	-	*	-	-	-	-	-	2%	*	*	1%	1%	2%	0%	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	41%	33%	27%	-	28%	*	-	-	-	-	-	-	26%	31%	*	30%	2%	27%	-	-	*	*	-	*	*	-	*	*	-	*	-	
	Female	54%	43%	37%	-	37%	*	*	-	-	-	-	-	35%	48%	*	39%	0%	-	37%	*	*	-	*	*	-	*	*	-	*	-		
Algebra I	All	53%	46%	29%	-	30%	*	-	-	-	-	*	29%	30%	14%	32%	7%	26%	33%	*	*	-	*	*	-	*	*	-	*	-	*		
	Students																																
	CWD	19%	14%	14%	-	16%	*	-	-	-	-	-	-	17%	*	14%	-	*	17%	*	-	*	*	-	*	*	-	*	*	-	*	-	
	CWOD	58%	50%	32%	-	32%	*	-	-	-	-	-	-	31%	38%	-	32%	7%	28%	36%	*	*	-	*	*	-	*	*	-	*	-	*	-
	EL	29%	13%	7%	-	7%	*	-	-	-	-	-	-	7%	*	*	7%	7%	8%	7%	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	49%	41%	26%	-	27%	*	-	-	-	-	-	-	27%	21%	17%	28%	8%	26%	-	-	*	*	-	*	*	-	*	*	-	*	-	
	Female	58%	52%	33%	-	33%	-	-	-	-	-	-	-	32%	50%	*	36%	7%	-	33%	*	*	-	*	*	-	*	*	-	*	-		
Biology	All	57%	43%	40%	-	40%	*	-	-	-	-	*	39%	48%	24%	42%	12%	44%	36%	*	*	-	*	*	-	*	*	-	*	-	*		
	Students																																
	CWD	22%	18%	24%	-	26%	*	-	-	-	-	-	-	23%	*	24%	-	*	24%	25%	-	*	*	-	*	*	-	*	*	-	*	-	
	CWOD	61%	46%	42%	-	42%	-	-	-	-	-	-	-	41%	50%	-	42%	12%	48%	37%	*	*	-	*	*	-	*	*	-	*	-	*	-
	EL	20%	8%	12%	-	12%	-	-	-	-	-	-	-	12%	10%	*	12%	12%	17%	3%	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	55%	44%	44%	-	45%	*	-	-	-	-	-	-	47%	24%	24%	48%	17%	44%	-	-	*	*	-	*	*	-	*	*	-	*	-	
	Female	59%	43%	36%	-	36%	-	-	-	-	-	-	-	31%	82%	25%	37%	3%	-	36%	*	*	-	*	*	-	*	*	-	*	-		
<b>STAAR Percent at Masters Grade Level</b>																																	
End of Course																																	
English I	All	7%	4%	2%	-	2%	*	-																									

				African		American		Pacific		Two or More		Non Econ		Disadv		WDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
State	District	Campus	African	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	WDCWOD	WDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military										
	EL	0%	0%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-	*	-	-	-	-	-	
	Male	5%	2%	1%	-	1%	-	-	-	-	1%	*	*	1%	0%	1%	-	-	-	-	-	*	-	-	*	-	-	-	-	-	
	Female	9%	5%	3%	-	3%	*	-	-	-	3%	*	*	3%	0%	-	3%	0%	-	3%	*	-	-	*	-	-	-	-	-	-	
English II	All	8%	3%	1%	-	1%	*	*	-	-	1%	2%	*	2%	0%	1%	2%	*	*	-	*	-	*	-	*	-	-	-	-	-	
Students	CWD	4%	0%	*	-	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	8%	3%	2%	-	2%	*	*	-	-	1%	2%	-	2%	0%	1%	2%	*	*	-	*	-	*	-	*	-	-	-	-	-	
	EL	0%	0%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	5%	2%	1%	-	1%	*	-	-	-	1%	0%	*	1%	0%	1%	-	-	-	-	*	-	*	-	*	-	-	-	-	-	
	Female	10%	4%	2%	-	2%	*	*	-	-	2%	5%	*	2%	0%	-	2%	*	-	2%	*	-	*	-	*	-	-	-	-	-	
Algebra I	All	31%	22%	6%	-	6%	*	-	-	-	7%	0%	6%	6%	3%	6%	6%	*	*	-	*	-	*	-	*	-	-	-	-	*	
Students	CWD	7%	5%	6%	-	6%	*	-	-	-	7%	*	6%	-	*	4%	*	-	-	-	*	-	*	-	*	-	-	-	-	-	
	CWOD	34%	24%	6%	-	6%	*	-	-	-	7%	0%	-	6%	2%	6%	6%	*	*	-	*	-	*	-	*	-	-	-	-	-	
	EL	12%	4%	3%	-	3%	*	-	-	-	3%	*	*	2%	3%	5%	0%	-	-	-	*	-	*	-	*	-	-	-	-	-	
	Male	28%	19%	6%	-	6%	*	-	-	-	6%	0%	4%	6%	5%	6%	-	-	-	-	*	-	*	-	*	-	-	-	-	-	
	Female	34%	26%	6%	-	7%	-	-	-	-	7%	0%	*	6%	0%	-	6%	*	-	6%	*	-	*	-	*	-	-	-	-	-	
Biology	All	23%	10%	7%	-	7%	*	-	-	-	7%	7%	0%	7%	1%	7%	7%	*	*	-	*	-	*	-	*	-	-	-	-	*	
Students	CWD	5%	1%	0%	-	0%	*	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	*	-	*	-	*	-	-	-	-	-	
	CWOD	25%	11%	7%	-	8%	-	-	-	-	7%	8%	-	7%	2%	8%	7%	*	*	-	*	-	*	-	*	-	-	-	-	-	
	EL	3%	1%	1%	-	1%	-	-	-	-	2%	0%	*	2%	1%	2%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	22%	10%	7%	-	7%	*	-	-	-	8%	0%	0%	8%	2%	7%	-	-	-	-	*	-	*	-	*	-	-	-	-	-	
	Female	23%	10%	7%	-	7%	-	-	-	-	5%	18%	0%	7%	0%	-	7%	*	-	7%	*	-	*	-	*	-	-	-	-	-	
<b>STAAR Percent at Approaches Grade Level or Above</b>																															
All Grades																															
All Subjects	All	77%	71%	65%	-	66%	*	*	-	-	50%	65%	64%	36%	68%	38%	59%	71%	86%	43%	-	*	-	-	-	-	-	-	-	-	-
Students	CWD	45%	38%	36%	-	37%	*	-	-	-	37%	31%	36%	-	22%	36%	38%	-	*	-	*	-	*	-	*	-	-	-	-	-	
	CWOD	80%	74%	68%	-	69%	*	-	-	-	50%	68%	68%	-	68%	41%	63%	74%	86%	67%	-	*	-	*	-	*	-	-	-	-	
	EL	60%	49%	38%	-	39%	*	*	-	-	39%	30%	22%	41%	38%	35%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	74%	69%	59%	-	60%	*	-	-	-	60%	54%	36%	63%	35%	59%	-	-	-	43%	-	-	-	-	-	-	-	-	-	-	
	Female	79%	74%	71%	-	72%	*	*	-	-	71%	71%	79%	38%	74%	42%	-	71%	83%	-	-	-	-	-	-	-	-	-	-	-	
Reading	All	73%	67%	57%	-	57%	*	*	-	-	56%	62%	22%	60%	24%	49%	64%	*	*	-	*	-	*	-	*	-	-	-	-	-	
Students	CWD	39%	33%	22%	-	22%	*	-	-	-	21%	*	22%	-	19%	*	-	-	-	-	*	-	*	-	*	-	-	-	-	-	
	CWOD	77%	69%	60%	-	60%	*	*	-	-	59%	65%	-	60%	26%	53%	66%	*	*	-	*	-	*	-	*	-	-	-	-	-	
	EL	52%	41%	24%	-	25%	-	*	-	-	25%	22%	*	26%	24%	24%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	69%	63%	49%	-	49%	*	-	-	-	48%	54%	19%	53%	24%	49%	-	-	-	-	*	-	*	-	*	-	-	-	-	-	
	Female	77%	71%	64%	-	65%	*	-	-	-	63%	73%	*	66%	25%	-	64%	*	-	-	-	-	-	-	-	-	-	-	-	-	
Mathematics	All	80%	76%	69%	-	71%	*	-	-	-	72%	48%	31%	76%	56%	64%	76%	*	*	-	*	-	*	-	*	-	-	-	-	-	
Students	CWD	52%	43%	31%	-	34%	*	-	-	-	38%	*	31%	-	33%	*	-	-	-	-	*	-	*	-	*	-	-	-	-	-	
	CWOD	83%	79%	76%	-	77%	*	-	-	-	78%	62%	-	76%	64%	71%	81%	*	*	-	*	-	*	-	*	-	-	-	-	-	
	EL	70%	61%	56%	-	57%	*	-	-	-	61%	*	*	64%	56%	48%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	78%	75%	64%	-	66%	*	-	-	-	69%	37%	33%	71%	48%	64%	-	-	-	-	*	-	*	-	*	-	-	-	-	-	
	Female	82%	78%	76%	-	75%	-	-	-	-	76%	75%	*	81%	67%	-	76%	*	-	-	-	-	-	-	-	-	-	-	-	-	
Science	All	79%	72%	81%	-	81%	*	-	-	-	80%	85%	66%	82%	51%	76%	85%	*	*	-	*	-	*	-	*	-	-	-	-	-	
Students	CWD	48%	38%	66%	-	63%	*	-	-	-	62%	*	66%	-	62%	75%	-	-	-	-	*	-	*	-	*	-	-	-	-	-	
	CWOD	82%	75%	82%	-	83%	-	-	-	-	82%	83%	-	82%	54%	79%	86%	*	*	-	*	-	*	-	*	-	-	-	-	-	
	EL	58%	43%	51%	-	53%	-	-	-	-	50%	60%	*	54%	51%	48%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	78%	71%	76%	-	76%	*	-	-	-	76%	71%	62%	79%	48%	76%	-	-	-	-	*	-	*	-	*	-	-	-	-	-	
	Female	80%	73%	85%	-	86%	-	-	-	-	84%	100%	75%	86%	57%	-	85%	*	-	-	-	-	-	-	-	-	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																															
All Grades																															
All Subjects	All	47%	37%	33%	-	33%	*	*	-	-	33%	31%	40%	16%	34%	6%	30%	35%	29%	21%	-	*	-	-	-	-	-	-	-	-	-
Students	CWD	23%	19%	16%	-	17%	*	-	-	-	17%	13%	16%	-	6%	17%	15%	-	*	-	*	-	*	-	*	-	-	-	-	-	
	CWOD	50%	39%	34%	-	35%	*	*	-	-	33%	33%	44%	-	34%	7%	32%	36%	29%	33%	-	*	-	*	-	*	-	-	-	-	
	EL	26%	16%	6%	-	7%	*	*	-	-	6%	9%	6%	7%	6%	9%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	45%	36%	30%	-	31%	*	-	-	-	31%	29%	17%	32%	9%	30%	-	-	-	21%	-	-	-	-	-	-	-	-	-	-	
	Female	50%	38%	35%	-	35%	*	*	-	-	57%	32%	57%	15%	36%	3%	-	35%	17%	-	-	-	-	-	-	-	-	-	-	-	
Reading	All	46%	35%	31%	-	31%	*	*	-	-	29%	41%	13%	32%	4%	26%	35%	*	*	-	*	-	*	-	*	-	-	-	-	-	
Students	CWD	22%	19%	13%	-	13%	*	-	-	-	13%	*	13%	-	13%	*	-	-	-	-	*	-	*	-	*	-	-	-	-	-	
	CWOD	48%	36%	32%	-	32%	*	*	-	-	30%	44%	-	32%	4%	28%	37%	*	*	-	*	-	*	-	*	-	-	-	-	-	
	EL	21%	12%	4%	-	4%	-	-	-	-	7%	7%	*	4%	4%	5%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	41%	32%	26%	-	26%	*	-	-	-	24%	34%	13%	28%	5%	26%	-	-	-	-	*	-	*	-	*	-	-	-	-		
	Female	50%	38%	35%	-	35%	*	*	-	-	33%	51%	*	37%	1%	-	35%	*	-	-	-	-	-	-	-	-	-	-	-	-	
Mathematics	All	48%	40																												

	State	District	Campus	African American	Hispanic	White	Indian	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	52%	40%	42%	-	42%	-	-	-	-	-	*	41%	50%	-	42%	12%	48%	37%	*	*	-	*
EL	21%	9%	12%	-	12%	-	-	-	-	-	*	12%	10%	*	12%	12%	17%	3%	-	-	-	-
Male	50%	40%	44%	-	45%	*	-	-	-	-	*	47%	24%	24%	48%	17%	44%	-	-	*	-	*
Female	49%	37%	36%	-	36%	-	-	-	-	-	*	31%	82%	25%	37%	3%	-	36%	*	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
All Grades																						
All Subjects	All	21%	13%	4%	-	4%	*	*	-	-	0%	4%	4%	3%	4%	1%	3%	4%	14%	0%	-	*
	Students																					
	CWD	8%	4%	3%	-	3%	*	-	-	-	-	3%	0%	3%	-	2%	1%	6%	-	*	-	-
	CWOD	23%	14%	4%	-	4%	*	*	-	-	0%	4%	4%	-	4%	1%	4%	4%	14%	0%	-	*
	EL	9%	4%	1%	-	1%	*	*	-	-	*	1%	0%	2%	1%	1%	2%	0%	-	*	-	-
	Male	20%	12%	3%	-	3%	*	*	-	-	*	4%	1%	1%	4%	2%	3%	-	*	0%	-	*
	Female	22%	13%	4%	-	4%	*	*	-	-	0%	4%	7%	6%	4%	0%	-	4%	17%	-	-	-
Reading	All	19%	11%	2%	-	2%	*	*	-	-	*	2%	3%	2%	2%	0%	1%	3%	*	*	-	*
	Students																					
	CWD	7%	4%	2%	-	2%	*	-	-	-	-	3%	*	2%	-	*	0%	*	-	*	-	-
	CWOD	20%	11%	2%	-	2%	*	*	-	-	*	2%	4%	-	2%	0%	1%	3%	*	*	-	*
	EL	7%	3%	0%	-	0%	-	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	16%	9%	1%	-	1%	*	-	-	-	*	1%	2%	0%	1%	0%	1%	-	*	*	-	*
	Female	22%	12%	3%	-	3%	*	*	-	-	*	2%	5%	*	3%	0%	-	3%	*	-	-	-
Mathematics	All	23%	16%	6%	-	6%	*	-	-	-	*	7%	0%	6%	6%	3%	6%	6%	*	*	-	*
	Students																					
	CWD	10%	6%	6%	-	6%	*	-	-	-	-	7%	*	6%	-	*	4%	*	-	*	-	-
	CWOD	25%	17%	6%	-	6%	*	-	-	-	*	7%	0%	-	6%	2%	6%	6%	*	*	-	*
	EL	13%	7%	3%	-	3%	*	-	-	-	*	3%	*	*	2%	3%	5%	0%	-	*	-	-
	Male	23%	16%	6%	-	6%	*	-	-	-	*	6%	0%	4%	6%	5%	6%	-	-	*	-	*
	Female	24%	16%	6%	-	7%	-	-	-	-	*	7%	0%	*	6%	0%	-	6%	*	-	-	-
Science	All	22%	13%	7%	-	7%	*	-	-	-	*	7%	7%	0%	7%	1%	7%	7%	*	*	-	*
	Students																					
	CWD	7%	2%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	24%	14%	7%	-	8%	-	-	-	-	*	7%	8%	-	7%	2%	8%	7%	*	*	-	*
	EL	5%	2%	1%	-	1%	-	-	-	-	*	2%	0%	*	2%	1%	2%	0%	-	-	-	-
	Male	23%	13%	7%	-	7%	*	-	-	-	*	8%	0%	0%	8%	2%	7%	-	-	*	-	*
	Female	21%	12%	7%	-	7%	-	-	-	-	*	5%	18%	0%	7%	0%	-	7%	*	-	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* 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	CWDC	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	58	-	58	*	-	-	-	*	57	*	43
CWD	*	-	*	-	-	-	-	*	*	*	*
CWOD	58	-	59	*	-	-	-	-	57	-	42
EL	43	-	43	-	-	-	-	-	44	*	43
Male	58	-	58	-	-	-	-	*	56	*	*
Female	58	-	58	*	-	-	-	*	58	*	*
<b>Mathematics</b>											
All Students	53	-	54	*	-	-	-	*	53	32	35
CWD	32	-	35	*	-	-	-	-	35	32	*
CWOD	56	-	56	*	-	-	-	*	56	-	38
EL	35	-	37	*	-	-	-	*	36	*	35
Male	45	-	47	*	-	-	-	*	46	33	26
Female	61	-	61	-	-	-	-	*	61	*	47

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	CWDC	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	88.6%	*	89.3%	*	-	-	-	*	89.8%	100.0%	76.9%	83.3%	*
CWD	100.0%	*	100.0%	*	-	-	-	-	100.0%	100.0%	100.0%	*	*
CWOD	87.8%	-	88.6%	*	-	-	-	*	89.1%	-	73.5%	81.8%	-
EL	76.9%	-	76.9%	-	-	-	-	-	83.9%	100.0%	76.9%	*	*
Male	85.9%	-	86.5%	*	-	-	-	-	87.5%	100.0%	69.6%	*	*
Female	91.3%	*	92.0%	*	-	-	-	*	91.9%	100.0%	87.5%	88.9%	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
**	Indicates results are masked due to small numbers to protect student confidentiality.												
-'	Indicates there are no students in the group.												

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
	150	11	7%
**	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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	34	-	34	*	*	-	-	*	33	*	*
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	42%	*	43%	*	-	-	-	*	38%	*	28%
**	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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N	N	N	N	N	N	N	N
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	N	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	N	N
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
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	N	N	N	N	N	N
+'	STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.										

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																
All Subjects	All Students	99%	-	99%	100%	*	-	-	92%	99%	99%	100%	99%	100%	100%	100%
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	-
	CWOD	99%	-	99%	100%	*	-	-	92%	99%	98%	-	99%	100%	99%	100%
	EL	100%	-	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	-	99%	100%	-	-	-	*	99%	98%	100%	99%	100%	99%	-
	Female	100%	-	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	-	100%
	Reading	All Students	100%	-	100%	100%	*	-	-	83%	100%	99%	100%	100%	100%	99%
CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
CWOD	100%	-	100%	100%	*	-	-	-	83%	100%	99%	-	100%	100%	99%	100%
EL	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
Male	99%	-	100%	*	-	-	-	-	*	100%	98%	100%	99%	100%	99%	-
Female	100%	-	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	99%	100%
	CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	-
	CWOD	100%	-	99%	*	-	-	-	-	99%	100%	-	100%	100%	99%	100%
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-
	Male	99%	-	99%	*	-	-	-	-	99%	100%	100%	99%	100%	99%	-
	Female	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%
	Science	All Students	98%	-	98%	*	-	-	-	*	98%	96%	100%	97%	100%	97%
CWD	100%	-	100%	*	-	-	-	-	-	100%	*	100%	-	100%	100%	-
CWOD	97%	-	97%	-	-	-	-	-	*	98%	96%	-	97%	100%	97%	98%
EL	100%	-	100%	-	-	-	-	-	*	100%	100%	100%	100%	100%	100%	-
Male	97%	-	97%	*	-	-	-	-	*	98%	94%	100%	97%	100%	97%	-
Female	98%	-	98%	-	-	-	-	-	*	98%	100%	100%	98%	100%	-	98%
<b>Non-Participation Rate</b>																
All Subjects	All Students	1%	-	1%	0%	*	-	-	8%	1%	1%	0%	1%	0%	1%	0%
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	-
	CWOD	1%	-	1%	0%	*	-	-	8%	1%	2%	-	1%	0%	1%	0%
	EL	0%	-	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	-	1%	0%	-	-	-	*	1%	2%	0%	1%	0%	1%	-
	Female	0%	-	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Reading	All Students	0%	-	0%	0%	*	-	-	17%	0%	1%	0%	0%	0%	1%
CWD	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
CWOD	0%	-	0%	0%	*	-	-	17%	0%	1%	-	0%	0%	1%	0%	
EL	0%	-	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
Male	1%	-	0%	*	-	-	-	*	0%	2%	0%	1%	0%	1%	-	
Female	0%	-	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	
Mathematics	All Students	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	1%	0%
	CWD	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	-
	CWOD	0%	-	1%	*	-	-	-	*	1%	0%	-	0%	0%	1%	0%
	EL	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-
	Male	1%	-	1%	*	-	-	-	*	1%	0%	0%	1%	0%	1%	-
	Female	0%	-	0%	-	-	-	-	*	0%	0%	0%	0%	0%	-	0%
	Science	All Students	2%	-	2%	*	-	-	-	*	2%	4%	0%	3%	0%	3%
CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
CWOD	3%	-	3%	-	-	-	-	-	*	2%	4%	-	3%	0%	3%	2%
EL	0%	-	0%	-	-	-	-	-	*	0%	0%	0%	0%	0%	0%	-
Male	3%	-	3%	*	-	-	-	-	*	2%	6%	0%	3%	0%	3%	-
Female	2%	-	2%	-	-	-	-	-	*	2%	0%	0%	2%	0%	-	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.

											Students with Disabilities (Section 504)
		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Students Without Disabilities</b>											
In-School Suspensions											
	Male	70	*	68	*	*	*	*	*	23	
	Female	35	*	35	*	*	*	*	*	8	
	Total	105	*	103	*	*	*	*	*	31	

		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)
Out-of-School Suspensions												
	Male	24	*	22	*	*	*	*	*	5		
	Female	7	*	7	*	*	*	*	*	*		
	Total	31	*	29	*	*	*	*	*	7		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	10	*	8	*	*	*	*	*	*		
	Female	5	*	5	*	*	*	*	*	*		
	Total	15	*	13	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	10	*	8	*	*	*	*	*	*		
	Female	5	*	5	*	*	*	*	*	*		
	Total	15	*	13	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	9	*	5	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	11	*	7	*	*	*	*	*	*		*
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	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism												
	Male	198	*	191	5	*	*	*	*	44	20	5
	Female	181	*	179	*	*	*	*	*	29	14	5
	Total	379	*	370	7	*	*	*	*	73	34	10

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

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

Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses											
	Male	63	*	59	*	*	*	*	*	5	*
	Female	70	*	68	*	*	*	*	*	5	*
	Total	133	*	127	*	*	*	*	*	10	*
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 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	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	6.8	11.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	3.4	6.3%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	13.5	25.1%

.- 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	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Grade 3						
Reading	6,019	1%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4						
Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5						
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	5	2%
English II	4,556	1%	*	*	0	0%
Algebra I	4,884	1%	13	1%	5	2%
Biology	4,861	1%	13	1%	5	2%
All Grades						
All Subjects	99,020	1%	156	1%	15	1%
Reading	43,730	1%	67	1%	5	1%
Mathematics	39,178	1%	63	1%	5	2%
Science	16,112	1%	26	1%	5	2%

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

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

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

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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	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	
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	Subject	Student Group	%
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
<small>**</small> Indicates reporting standards not met. <small>'n/a'</small> Indicates data reporting is not applicable for this group.			

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**  
**Campus Name:** HORIZON H S  
**Campus ID:** 071901004  
**District Name:** CLINT ISD

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		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%	
		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%	
	Mathematics	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
		2022-23 through 2026-27												44%
		2027-28 through 2031-32												46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>	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%		
	2032-33	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%		

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

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

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

(bb) the methodology by which the State differentiates all such schools;

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

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent 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	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
End of Course																						
English I	All	64%	58%	<b>56%</b>	*	55%	60%	-	*	-	*	54%	62%	26%	59%	23%	51%	62%	*	*	-	*
	Students																					
	CWD	25%	29%	<b>26%</b>	-	26%	-	-	-	-	-	28%	*	26%	-	*	24%	29%	-	-	-	*
	CWOD	68%	61%	<b>59%</b>	*	59%	60%	-	*	-	*	57%	66%	-	59%	23%	54%	64%	*	*	-	*
	EL	30%	25%	<b>23%</b>	-	23%	*	-	-	-	*	24%	*	*	23%	23%	19%	28%	*	*	-	-
	Male	57%	52%	<b>51%</b>	*	51%	*	-	-	-	*	50%	59%	24%	54%	19%	51%	-	*	*	-	-
	Female	71%	67%	<b>62%</b>	*	62%	*	-	-	-	*	61%	65%	29%	64%	28%	-	62%	*	-	-	*
English II	All	66%	60%	<b>54%</b>	*	54%	*	-	*	-	*	53%	58%	19%	58%	14%	52%	56%	*	*	-	*
	Students																					
	CWD	25%	20%	<b>19%</b>	*	18%	*	-	-	-	-	19%	*	19%	-	*	19%	*	-	*	-	-
	CWOD	71%	64%	<b>58%</b>	*	58%	*	-	*	-	*	57%	59%	-	58%	14%	56%	60%	*	*	-	*
	EL	27%	18%	<b>14%</b>	-	14%	*	-	-	-	*	15%	*	*	14%	14%	10%	20%	*	*	-	-
	Male	61%	56%	<b>52%</b>	*	52%	*	-	*	-	*	51%	64%	19%	56%	10%	52%	-	*	*	-	-
	Female	72%	65%	<b>56%</b>	*	57%	*	-	-	-	*	57%	50%	*	60%	20%	-	56%	*	*	-	*
Algebra I	All	82%	80%	<b>76%</b>	*	76%	100%	-	*	-	*	76%	77%	37%	82%	58%	71%	83%	*	*	-	*
	Students																					
	CWD	47%	39%	<b>37%</b>	*	34%	*	-	-	-	-	41%	*	37%	-	38%	41%	*	-	-	-	*
	CWOD	86%	85%	<b>82%</b>	*	82%	100%	-	*	-	*	81%	86%	-	82%	61%	77%	87%	*	*	-	-
	EL	67%	60%	<b>58%</b>	-	58%	-	-	-	-	-	61%	*	38%	61%	58%	53%	64%	*	*	-	-
	Male	78%	76%	<b>71%</b>	*	70%	*	-	*	-	*	71%	74%	41%	77%	53%	71%	-	*	*	-	-
	Female	87%	86%	<b>83%</b>	*	82%	100%	-	-	-	-	83%	81%	*	87%	64%	-	83%	*	*	-	-
Biology	All	86%	80%	<b>76%</b>	*	75%	83%	-	*	-	*	75%	81%	46%	79%	46%	74%	78%	*	*	-	*
	Students																					
	CWD	56%	52%	<b>46%</b>	*	45%	-	-	-	-	-	47%	*	46%	-	39%	48%	42%	-	-	-	*
	CWOD	89%	83%	<b>79%</b>	*	79%	83%	-	*	-	*	78%	84%	-	79%	47%	78%	80%	*	*	-	-
	EL	64%	49%	<b>46%</b>	-	46%	*	-	-	-	*	48%	*	39%	47%	46%	42%	53%	*	*	-	-
	Male	83%	76%	<b>74%</b>	*	73%	83%	-	*	-	*	73%	81%	48%	78%	42%	74%	-	*	*	-	-
	Female	88%	83%	<b>78%</b>	*	77%	83%	-	-	-	*	77%	81%	42%	80%	53%	-	78%	*	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
End of Course																						
English I	All	43%	34%	<b>29%</b>	*	28%	50%	-	*	-	*	27%	37%	12%	30%	2%	25%	34%	*	*	-	*
	Students																					
	CWD	14%	16%	<b>12%</b>	-	12%	-	-	-	-	-	13%	*	12%	-	*	11%	14%	-	-	-	-
	CWOD	47%	35%	<b>30%</b>	*	30%	50%	-	*	-	*	29%	40%	-	30%	2%	26%	36%	*	*	-	-
	EL	10%	4%	<b>2%</b>	-	2%	*	-	-	-	-	2%	*	*	2%	2%	3%	3%	*	*	-	-
	Male	37%	28%	<b>25%</b>	*	24%	*	-	*	-	*	23%	36%	11%	26%	2%	25%	-	*	*	-	-
	Female	51%	41%	<b>34%</b>	*	34%	*	-	-	-	*	33%	40%	14%	36%	3%	-	34%	*	-	-	*
English II	All	47%	38%	<b>31%</b>	*	31%	*	-	*	-	*	30%	37%	16%	32%	3%	28%	35%	*	*	-	*
	Students																					
	CWD	14%	12%	<b>16%</b>	*	16%	*	-	-	-	-	17%	*	16%	-	*	14%	*	-	*	-	-
	CWOD	51%	40%	<b>32%</b>	*	33%	*	-	*	-	*	31%	39%	-	32%	2%	30%	37%	*	*	-	-
	EL	9%	3%	<b>3%</b>	-	4%	*	-	*	-	*	4%	*	*	2%	3%	3%	4%	*	*	-	-
	Male	41%	33%	<b>28%</b>	*	28%	*	-	*	-	-	26%	39%	14%	30%	3%	28%	-	*	*	-	-
	Female	54%	43%	<b>35%</b>	*	36%	*	-	-	-	*	35%	35%	*	37%	4%	-	35%	*	*	-	-
Algebra I	All	53%	46%	<b>36%</b>	*	35%	67%	-	*	-	*	36%	35%	10%	40%	13%	31%	42%	*	*	-	*
	Students																					
	CWD	19%	14%	<b>10%</b>	*	10%	*	-	-	-	-	11%	*	10%	-	8%	8%	*	-	-	-	-
	CWOD	58%	50%	<b>40%</b>	*	38%	75%	-	*	-	*	39%	40%	-	40%	14%	35%	44%	*	*	-	-
	EL	29%	13%	<b>13%</b>	-	13%	-	-	-	-	-	13%	*	8%	14%	13%	9%	19%	*	*	-	-
	Male	49%	41%	<b>31%</b>	*	29%	*	-	*	-	*	31%	32%	8%	35%	9%	31%	-	*	*	-	-
	Female	58%	52%	<b>42%</b>	*	41%	60%	-	-	-	-	42%	41%	*	44%	19%	-	42%	*	*	-	-
Biology	All	57%	43%	<b>38%</b>	*	37%	58%	-	*	-	*	36%	45%	13%	40%	8%	38%	37%	*	*	-	*
	Students																					
	CWD	22%	18%	<b>13%</b>	*	14%	-	-	-	-	-	15%	*	13%	-	0%	10%	25%	-	-	-	-
	CWOD	61%	46%	<b>40%</b>	*	39%	58%	-	*	-	*	39%	48%	-	40%	9%	43%	37%	*	*	-	-
	EL	20%	8%	<b>8%</b>	-	8%	*	-	-	-	*	7%	*	0%	9%	8%	8%	8%	*	*	-	-
	Male	55%	44%	<b>38%</b>	*	37%	67%	-	*	-	*	36%	49%	10%	43%	8%	38%	-	*	*	-	-
	Female	59%	43%	<b>37%</b>	*	36%	50%	-	-	-	*	36%	39%	25%	37%	8%	-	37%	*	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
End of Course																						
English I	All	7%	4%	<b>2%</b>	*	2%	0%	-	*	-	*	1%	3%	0%	2%	0%	1%	2%	*	*	-	*
	Students																					
	CWD	3%	3%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	7%	4%	<b>2%</b>	*	2%	0%	-	*	-	*	2%	3%	-	2%	0%	1%	2%	*	*	-	*

						African		American		Pacific		Two or More		Non Econ				Foster					
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military	
English II	EL	0%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*	*	-	-	
	Male	5%	2%	1%	*	1%	*	-	-	-	*	1%	2%	0%	1%	0%	1%	-	*	*	-	-	
	Female	9%	5%	2%	*	2%	*	-	-	-	*	2%	5%	0%	2%	0%	-	2%	*	-	-	*	
	All Students	8%	3%	1%	*	1%	*	-	*	-	*	1%	5%	0%	2%	0%	1%	2%	*	*	-	*	
	CWD	4%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-	*
	CWOD	8%	3%	2%	*	2%	*	-	*	-	*	1%	5%	-	2%	0%	1%	2%	*	*	-	-	*
Algebra I	EL	0%	0%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%	0%	*	*	-	-	
	Male	5%	2%	1%	*	1%	*	-	*	-	-	1%	2%	0%	1%	0%	1%	-	*	*	-	*	
	Female	10%	4%	2%	*	2%	*	-	-	-	*	1%	9%	*	2%	0%	-	2%	*	*	-	*	
	All Students	31%	22%	13%	*	12%	22%	-	*	-	*	13%	14%	2%	15%	3%	9%	17%	*	*	-	*	
	CWD	7%	5%	2%	*	2%	*	-	-	-	-	2%	*	2%	-	0%	0%	*	-	-	-	-	*
	CWOD	34%	24%	15%	*	14%	25%	-	*	-	*	14%	16%	-	15%	3%	11%	18%	*	*	-	-	*
Biology	EL	12%	4%	3%	-	3%	-	-	-	-	-	3%	*	0%	3%	3%	2%	5%	*	*	-	-	
	Male	28%	19%	9%	*	9%	*	-	*	-	*	10%	8%	0%	11%	2%	9%	-	*	*	-	*	
	Female	34%	26%	17%	*	17%	20%	-	-	-	-	17%	22%	*	18%	5%	-	17%	*	*	-	*	
	All Students	23%	10%	5%	*	5%	8%	-	*	-	*	4%	14%	0%	6%	1%	6%	4%	*	*	-	*	
	CWD	5%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-	*
	CWOD	25%	11%	6%	*	6%	8%	-	*	-	*	4%	15%	-	6%	1%	7%	5%	*	*	-	-	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
All Grades																							
All Subjects	All Students	77%	71%	64%	87%	63%	76%	-	*	-	63%	63%	68%	31%	67%	32%	60%	68%	71%	35%	-	67%	
	CWD	45%	38%	31%	*	30%	*	-	-	-	33%	*	31%	-	28%	33%	28%	-	*	-	-	*	
	CWOD	80%	74%	67%	92%	67%	75%	-	*	-	63%	67%	72%	-	67%	33%	64%	72%	71%	32%	-	77%	
	EL	60%	49%	32%	-	32%	*	-	*	-	*	34%	15%	28%	33%	32%	28%	39%	*	*	-	-	
	Male	74%	69%	60%	100%	60%	80%	-	*	-	*	59%	69%	33%	64%	28%	60%	-	67%	29%	-	100%	
	Female	79%	74%	68%	78%	68%	72%	-	-	-	*	68%	68%	28%	72%	39%	-	68%	75%	*	-	*	
Reading	All Students	73%	67%	55%	78%	55%	59%	-	*	-	54%	60%	23%	58%	19%	52%	59%	55%	*	-	-	63%	
	CWD	39%	33%	23%	*	22%	*	-	-	-	24%	*	23%	-	17%	22%	24%	-	*	-	-	*	
	CWOD	77%	69%	58%	88%	58%	56%	-	*	-	*	63%	63%	-	58%	19%	55%	62%	55%	*	-	*	
	EL	52%	41%	19%	-	19%	*	-	*	-	*	20%	*	17%	19%	19%	15%	25%	*	*	-	-	
	Male	69%	63%	52%	*	51%	70%	-	*	-	*	50%	61%	22%	55%	15%	52%	-	*	*	-	-	
	Female	77%	71%	59%	*	60%	*	-	-	-	*	59%	58%	24%	62%	25%	-	59%	*	*	-	*	
Mathematics	All Students	80%	76%	76%	*	76%	100%	-	*	-	76%	77%	37%	82%	58%	71%	83%	*	*	-	-	*	
	CWD	52%	43%	37%	*	34%	*	-	-	-	41%	*	37%	-	38%	41%	*	-	-	-	-	*	
	CWOD	83%	79%	82%	*	82%	100%	-	*	-	*	81%	86%	-	82%	61%	77%	87%	*	*	-	*	
	EL	70%	61%	58%	-	58%	-	-	*	-	*	61%	*	38%	61%	58%	53%	64%	*	*	-	-	
	Male	78%	75%	71%	*	70%	*	-	*	-	*	74%	41%	77%	53%	71%	-	-	*	*	-	-	
	Female	82%	78%	83%	*	82%	100%	-	-	-	-	83%	81%	*	87%	64%	-	83%	*	*	-	-	
Science	All Students	79%	72%	76%	*	75%	83%	-	*	-	75%	81%	46%	79%	46%	74%	78%	*	*	-	-	*	
	CWD	48%	38%	46%	*	45%	-	-	-	-	47%	*	46%	-	39%	48%	42%	-	-	-	-	*	
	CWOD	82%	75%	79%	*	79%	83%	-	*	-	*	78%	84%	-	79%	47%	78%	80%	*	*	-	*	
	EL	58%	43%	46%	-	46%	*	-	-	-	*	48%	*	39%	47%	46%	42%	53%	*	*	-	-	
	Male	78%	71%	74%	*	73%	83%	-	*	-	*	73%	81%	48%	78%	42%	74%	-	*	*	-	-	
	Female	80%	73%	78%	*	77%	83%	-	-	-	*	77%	81%	42%	80%	53%	-	78%	*	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
All Grades																							
All Subjects	All Students	47%	37%	33%	40%	32%	50%	-	*	-	50%	32%	39%	13%	35%	6%	30%	36%	29%	8%	-	50%	
	CWD	23%	19%	13%	*	13%	*	-	-	-	14%	*	13%	-	5%	11%	17%	-	*	-	-	*	
	CWOD	50%	39%	35%	50%	34%	53%	-	*	-	50%	34%	42%	-	35%	6%	32%	38%	29%	4%	-	69%	
	EL	26%	16%	6%	-	6%	*	-	*	-	*	6%	4%	5%	6%	6%	5%	7%	*	*	-	-	
	Male	45%	36%	30%	33%	29%	55%	-	*	-	*	28%	39%	11%	32%	5%	30%	-	22%	5%	-	80%	
	Female	50%	38%	36%	44%	36%	44%	-	-	-	*	36%	39%	17%	38%	7%	-	36%	38%	*	-	*	
Reading	All Students	46%	35%	30%	22%	30%	35%	-	*	-	28%	37%	14%	31%	3%	26%	34%	27%	*	-	-	50%	
	CWD	22%	19%	14%	*	14%	*	-	-	-	15%	*	14%	-	7%	12%	17%	-	*	-	-	*	
	CWOD	48%	36%	31%	25%	31%	38%	-	*	-	*	30%	39%	-	31%	2%	28%	36%	27%	*	-	*	
	EL	21%	12%	3%	-	3%	*	-	*	-	*	3%	*	7%	2%	3%	2%	3%	*	*	-	-	
	Male	41%	32%	26%	*	26%	40%	-	*	-	*	24%	37%	12%	28%	2%	26%	-	*	*	-	-	
	Female	50%	38%	34%	*	35%	*	-	-	-	*	34%	38%	17%	36%	3%	-	34%	*	*	-	-	
Mathematics	All Students	48%	40%	36%	*	35%	67%	-	*	-	36%	35%	10%	40%	13%	31%	42%	*	*	-	-	*	
	CWD	26%	20%	10%	*	10%	*	-	-	-	11%	*	10%	-	8%	8%	*	-	-	-	-	*	
	CWOD	51%	42%	40%	*	38%	75%	-	*	-	*	39%	40%	-	40%	14%	35%	44%	*	*	-	*	
	EL	33%	24%	13%	-	13%	-	-	-	-	-	13%	*	8%	14%	13%	9%	19%	*	*	-	-	
	Male	47%	40%	31%	*	29%	*	-	*	-	*	31%	32%	8%	35%	9%	31%	-	*	*	-	-	
	Female	49%	40%	42%	*	41%	60%	-	-	-	-	42%	41%	*	44%	19%	-	42%	*	*	-	-	
Science	All Students	49%	38%	38%	*	37%	58%	-	*	-	36%	45%	13%	40%	8%	38%	37%	*	*	-	-	*	
	CWD	23%	17%	13%	*	14%	-	-	-	-	15%	*	13%	-	0%	10%	25%	-	-	-	-	*	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
CWOD	52%	40%	40%	*	39%	58%	-	*	-	*	39%	48%	-	40%	9%	43%	37%	*	*	-	*	
EL	21%	9%	8%	-	8%	*	-	*	-	*	7%	*	0%	9%	8%	8%	8%	*	*	-	*	
Male	50%	40%	38%	*	37%	67%	-	*	-	*	36%	49%	10%	43%	8%	38%	-	*	*	-	*	
Female	49%	37%	37%	*	36%	50%	-	-	-	*	36%	39%	25%	37%	8%	-	37%	*	*	-	*	
<b>STAAR Percent at Masters Grade Level</b>																						
All Grades																						
All Subjects	All	21%	13%	5%	7%	4%	8%	-	*	-	13%	4%	8%	0%	5%	1%	4%	6%	0%	0%	-	17%
	Students																					
	CWD	8%	4%	0%	*	0%	*	-	-	-	0%	*	0%	-	0%	0%	1%	-	*	-	*	
	CWOD	23%	14%	5%	8%	5%	8%	-	*	-	13%	4%	9%	-	5%	1%	4%	6%	0%	0%	-	23%
	EL	9%	4%	1%	-	1%	*	-	*	-	1%	0%	0%	1%	1%	0%	1%	*	*	-	-	
	Male	20%	12%	4%	0%	3%	10%	-	*	-	3%	7%	0%	4%	0%	4%	-	0%	0%	-	30%	
	Female	22%	13%	6%	11%	6%	6%	-	-	-	5%	10%	1%	6%	1%	-	6%	0%	*	*	-	
Reading	All	19%	11%	1%	0%	2%	0%	-	*	-	*	1%	4%	0%	2%	0%	1%	2%	0%	*	-	0%
	Students																					
	CWD	7%	4%	0%	*	0%	*	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	*	
	CWOD	20%	11%	2%	0%	2%	0%	-	*	-	1%	4%	-	2%	0%	1%	2%	0%	*	*	-	
	EL	7%	3%	0%	-	0%	*	-	-	-	0%	*	0%	0%	0%	0%	0%	*	*	-	-	
	Male	16%	9%	1%	*	1%	0%	-	*	-	1%	2%	0%	1%	0%	1%	-	*	*	-	*	
	Female	22%	12%	2%	*	2%	*	-	-	-	1%	6%	0%	2%	0%	-	2%	*	*	-	*	
Mathematics	All	23%	16%	13%	*	12%	22%	-	*	-	*	13%	14%	2%	15%	3%	9%	17%	*	*	-	
	Students																					
	CWD	10%	6%	2%	*	2%	*	-	-	-	2%	*	2%	-	0%	0%	*	-	*	-	*	
	CWOD	25%	17%	15%	*	14%	25%	-	*	-	14%	16%	-	15%	3%	11%	18%	*	*	-	*	
	EL	13%	7%	3%	-	3%	-	-	-	-	3%	0%	0%	3%	3%	2%	5%	*	*	-	-	
	Male	23%	16%	9%	*	9%	*	-	*	-	10%	8%	0%	11%	2%	9%	-	*	*	-	*	
	Female	24%	16%	17%	*	17%	20%	-	-	-	17%	22%	*	18%	5%	-	17%	*	*	-	*	
Science	All	22%	13%	5%	*	5%	8%	-	*	-	*	4%	14%	0%	6%	1%	6%	4%	*	*	-	
	Students																					
	CWD	7%	2%	0%	*	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	*	
	CWOD	24%	14%	6%	*	6%	8%	-	*	-	4%	15%	-	6%	1%	7%	5%	*	*	-	*	
	EL	5%	2%	1%	-	1%	*	-	-	-	1%	*	0%	1%	1%	0%	2%	*	*	-	-	
	Male	23%	13%	6%	*	5%	17%	-	*	-	4%	17%	0%	7%	0%	6%	-	*	*	-	*	
	Female	21%	12%	4%	*	4%	0%	-	-	-	3%	10%	0%	5%	2%	-	4%	*	*	-	*	

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	62	*	62	*	-	*	-	*	62	61	54
CWD	61	-	61	-	-	-	-	-	65	61	*
CWOD	62	*	63	*	-	*	-	*	61	-	53
EL	54	-	56	-	-	*	-	*	55	*	54
Male	58	*	58	-	-	*	-	*	58	50	51
Female	68	*	68	*	-	-	-	*	67	100	59
<b>Mathematics</b>											
All Students	64	*	64	92	-	*	-	*	64	26	46
CWD	26	-	26	-	-	-	-	-	27	26	*
CWOD	68	*	67	92	-	*	-	*	68	-	50
EL	46	-	46	-	-	-	-	-	47	*	46
Male	59	-	58	*	-	*	-	*	58	29	39
Female	70	*	69	*	-	-	-	-	71	*	57

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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	91.9%	*	92.3%	76.9%	*	-	-	-	91.4%	69.6%	79.2%	80.0%	-
CWD	69.6%	*	71.4%	*	-	-	-	-	68.4%	69.6%	*	-	-
CWOD	93.3%	*	93.6%	83.3%	*	-	-	-	93.0%	-	77.6%	80.0%	-
EL	79.2%	-	81.3%	60.0%	-	-	-	-	82.2%	*	79.2%	*	-
Male	88.2%	-	88.8%	75.0%	-	-	-	-	87.2%	68.8%	72.4%	*	-
Female	95.7%	*	96.1%	80.0%	*	-	-	-	95.9%	71.4%	87.5%	75.0%	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
**	Indicates results are masked due to small numbers to protect student confidentiality.												
-'	Indicates there are no students in the group.												

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
	240	19	8%
**	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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	34	*	33	*	-	*	-	*	33	*	*
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	40%	*	40%	*	*	-	-	-	39%	*	*
**	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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N	N	N	N	N	N	N	N
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	N	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	Y	N	N
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
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											N
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	Y	Y	Y	Y	Y	Y	Y	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	N	N	N	N	N	N
+'	STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.										

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		African 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
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	*	100%	*	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	-	*	-	100%	100%	99%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	100%	100%	100%	-	*	-	100%	100%	99%	100%	100%	100%	100%	100%	100%
	CWD	100%	*	100%	*	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	99%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	*	100%	100%	-	*	-	*	100%	99%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	99%	100%	100%	*
	CWD	100%	*	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	99%	100%	100%	*
	EL	99%	-	99%	*	-	-	-	*	99%	100%	100%	99%	99%	99%	100%	*
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	99%	100%	100%	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	100%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	*	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	-	*	-	0%	0%	1%	0%	0%	0%	0%	0%	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	0%	0%	0%	-	*	-	0%	0%	1%	0%	0%	0%	0%	0%	0%
	CWD	0%	*	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	1%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	*	0%	0%	-	*	-	*	0%	1%	0%	0%	0%	0%	0%	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
Science	All Students	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	1%	0%	0%	*
	CWD	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	0%	-	*	-	*	0%	0%	-	0%	1%	0%	0%	*
	EL	1%	-	1%	*	-	-	-	*	1%	0%	0%	1%	1%	1%	0%	*
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	1%	0%	0%	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	0%
** Indicates results are masked due to small numbers to protect student confidentiality. * Indicates zero observations reported for this group.																	

Part (viii): Civil Rights Data

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

											Students with Disabilities (Section 504)
		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Students Without Disabilities</b>											
<b>In-School Suspensions</b>											
	Male	130	*	125	5	*	*	*	*	23	
	Female	66	*	62	*	*	*	*	*	8	
	Total	196	*	187	7	*	*	*	*	31	

		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)
Out-of-School Suspensions												
	Male	18	*	16	*	*	*	*	*	5		
	Female	13	*	11	*	*	*	*	*	*		
	Total	31	*	27	*	*	*	*	*	7		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	11	*	11	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	13	*	13	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	11	*	11	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	13	*	13	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	19	*	17	*	*	*	*	*	*		*
	Female	5	*	5	*	*	*	*	*	*		*
	Total	24	*	22	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	8	*	8	*	*	*	*	*	*		*
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	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism												
	Male	223	*	221	*	*	*	*	*	23	32	11
	Female	185	*	176	5	*	*	*	*	23	11	8
	Total	408	*	397	7	*	*	*	*	46	43	19

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

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

Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses											
	Male	57	*	53	*	*	*	*	*	*	*
	Female	96	*	89	5	*	*	*	*	5	*
	Total	153	*	142	7	*	*	*	*	7	*
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 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	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	16.0	16.4%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.0	1.1%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	13.1	14.0%

.- 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.

	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Grade 3						
Reading	6,019	1%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4						
Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5						
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	5,087	1%	5	1%	-	-
End of Course English I	4,868	1%	13	1%	6	1%
English II	4,556	1%	*	*	*	*
Algebra I	4,884	1%	13	1%	6	1%
Biology	4,861	1%	13	1%	6	1%
All Grades All Subjects	99,020	1%	156	1%	22	1%
Reading	43,730	1%	67	1%	10	1%
Mathematics	39,178	1%	63	1%	6	1%
Science	16,112	1%	26	1%	6	1%

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

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

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

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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
	English Language Learners	63	68	25	23	11	8	1	1	
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
Students with Disabilities		43	51	38	32	16	14	2	3	
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
	English Language Learners	62	68	33	27	5	5	n/a	n/a	
	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	
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	Subject	Student Group	%
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
<small>**</small> Indicates reporting standards not met. <small>'n/a'</small> Indicates data reporting is not applicable for this group.			

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**  
**Campus Name:** CLINT ISD EARLY COLLEGE ACADEMY  
**Campus ID:** 071901009  
**District Name:** CLINT ISD

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
<b>EL Progress</b>	Baseline 2016-17 Rates												41%	
	2017-18 through 2021-22													42%
	2022-23 through 2026-27													44%
	2027-28 through 2031-32													46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>	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%	
	2032-33		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%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%
	Academic Achievement	50%

(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 (90-100), 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.

					African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Economically Disadvantaged		Non-Economically Disadvantaged		EL		Male		Female		Migrant		Homeless		Foster Care		Military			
State	District	Campus																																				
<b>STAAR Percent at Approaches Grade Level or Above</b>																																						
End of Course																																						
English I	All	64%	58%	<b>94%</b>	*	95%	*	*	*	*	-	-	-	-	-	-	-	92%	100%	*	94%	*	100%	90%	*	-	-	-	-	-	-	-	-	-	*			
	Students																																					
	CWD	25%	29%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-	-	
	CWOD	68%	61%	<b>94%</b>	*	95%	*	*	*	*	-	-	-	-	-	-	-	-	92%	100%	-	94%	*	100%	90%	*	-	-	-	-	-	-	-	-	-	-	*	
	EL	30%	25%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-	-	
	Male	57%	52%	<b>100%</b>	*	100%	*	*	*	*	-	-	-	-	-	-	-	-	100%	100%	*	100%	*	100%	-	*	-	-	-	-	-	-	-	-	-	-	-	
	Female	71%	67%	<b>90%</b>	*	91%	*	*	*	*	-	-	-	-	-	-	-	-	89%	100%	-	90%	*	-	90%	-	*	-	-	-	-	-	-	-	-	-	*	
English II	All	66%	60%	<b>98%</b>	-	98%	*	-	-	-	-	-	-	-	-	-	-	97%	100%	-	98%	*	100%	96%	*	*	-	-	-	-	-	-	-	-	-	*		
	Students																																					
	CWD	25%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	71%	64%	<b>98%</b>	*	98%	*	-	-	-	-	-	-	-	-	-	-	-	97%	100%	-	98%	*	100%	96%	*	*	-	-	-	-	-	-	-	-	-	-	*
	EL	27%	18%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-	-	
	Male	61%	56%	<b>100%</b>	*	100%	*	-	-	-	-	-	-	-	-	-	-	-	100%	100%	-	100%	-	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	*
	Female	72%	65%	<b>96%</b>	-	96%	*	-	-	-	-	-	-	-	-	-	-	-	96%	100%	-	96%	*	-	96%	*	*	-	-	-	-	-	-	-	-	-	-	*
Algebra I	All	82%	80%	<b>100%</b>	-	100%	-	*	-	-	-	-	-	-	-	-	-	100%	100%	*	100%	*	100%	100%	*	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																																					
	CWD	47%	39%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-	-	
	CWOD	86%	85%	<b>100%</b>	*	100%	-	*	-	-	-	-	-	-	-	-	-	-	100%	100%	-	100%	*	100%	100%	*	-	-	-	-	-	-	-	-	-	-	-	-
	EL	67%	60%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-	-	
	Male	78%	76%	<b>100%</b>	-	100%	-	-	-	-	-	-	-	-	-	-	-	-	100%	100%	*	100%	-	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	87%	86%	<b>100%</b>	-	100%	-	*	-	-	-	-	-	-	-	-	-	-	100%	*	-	100%	*	-	100%	-	-	-	-	-	-	-	-	-	-	-	-	-
Biology	All	86%	80%	<b>99%</b>	*	100%	*	*	-	-	-	-	-	-	-	-	-	98%	100%	*	99%	*	100%	98%	*	-	-	-	-	-	-	-	-	-	-	*		
	Students																																					
	CWD	56%	52%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-	-	
	CWOD	89%	83%	<b>99%</b>	*	100%	*	*	-	-	-	-	-	-	-	-	-	-	98%	100%	-	99%	*	100%	98%	*	-	-	-	-	-	-	-	-	-	-	-	-
	EL	64%	49%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-	-	
	Male	83%	76%	<b>100%</b>	-	100%	-	-	-	-	-	-	-	-	-	-	-	-	100%	100%	*	100%	-	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	88%	83%	<b>98%</b>	*	100%	*	*	-	-	-	-	-	-	-	-	-	-	98%	100%	-	98%	*	-	98%	*	-	-	-	-	-	-	-	-	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																																						
End of Course																																						
English I	All	43%	34%	<b>80%</b>	*	81%	*	*	*	-	-	-	-	-	-	-	-	76%	100%	*	80%	*	81%	80%	*	-	-	-	-	-	-	-	-	-	-	*		
	Students																																					
	CWD	14%	16%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-	-	
	CWOD	47%	35%	<b>80%</b>	*	80%	*	*	*	-	-	-	-	-	-	-	-	-	75%	100%	-	80%	*	79%	80%	*	-	-	-	-	-	-	-	-	-	-	-	*
	EL	10%	4%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-	-	
	Male	37%	28%	<b>81%</b>	-	80%	-	-	*	-	-	-	-	-	-	-	-	-	73%	100%	*	79%	*	81%	-	*	-	-	-	-	-	-	-	-	-	-	-	-
	Female	51%	41%	<b>80%</b>	*	81%	*	*	-	-	-	-	-	-	-	-	-	-	77%	100%	-	80%	*	-	80%	-	-	-	-	-	-	-	-	-	-	-	-	-
English II	All	47%	38%	<b>86%</b>	-	85%	*	-	-	-	-	-	-	-	-	-	-	84%	93%	-	86%	*	83%	87%	*	*	-	-	-	-	-	-	-	-	-	-	*	
	Students																																					
	CWD	14%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	51%	40%	<b>86%</b>	*	85%	*	-	-	-	-	-	-	-	-	-	-	-	84%	93%	-	86%	*	83%	87%	*	*	-	-	-	-	-	-	-	-	-	-	*
	EL	9%	3%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-	-	
	Male	41%	33%	<b>83%</b>	-	82%	*	-	-	-	-	-	-	-	-	-	-	-	82%	86%	-	83%	-	83%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	54%	43%	<b>87%</b>	-	87%	*	-	-	-	-	-	-	-	-	-	-	-	85%	100%	-	87%	*	-	87%	*	*	-	-	-	-	-	-	-	-	-	-	-
Algebra I	All	53%	46%	<b>69%</b>	-	70%	-	*	-	-	-	-	-	-	-	-	-	69%	67%	*	71%	*	79%	63%	*	-	-	-	-	-	-	-	-	-	-	-		
	Students																																					
	CWD	19%	14%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-	-	
	CWOD	58%	50%	<b>71%</b>	-	73%	-	*	-	-	-	-	-	-	-	-	-	-	71%	75%	-	71%	*	88%	63%	*	-	-	-	-	-	-	-	-	-	-	-	-
	EL	29%	13%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-	-	
	Male	49%	41%	<b>79%</b>	-	79%	-	-	-	-	-	-	-	-	-	-	-	-	83%	71%	*	88%	-	79%	-	-</												



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Female		49%	37%	74%	*	75%	*	*	-	-	-	71%	100%	-	74%	*	-	74%	*	-	*	
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All	21%	13%	23%	*	22%	60%	*	*	-	-	21%	30%	17%	23%	7%	29%	20%	0%	*	57%	
	Students																					
	CWD	8%	4%	17%	-	17%	-	-	-	-	-	*	*	17%	-	-	17%	-	-	-	-	
	CWOD	23%	14%	23%	*	22%	60%	*	*	-	-	21%	32%	-	23%	7%	30%	20%	0%	*	57%	
	EL	9%	4%	7%	-	9%	-	*	*	-	-	7%	-	-	7%	7%	*	7%	-	-	-	
	Male	20%	12%	29%	-	29%	*	-	-	-	-	29%	28%	17%	30%	*	29%	-	*	-	*	
	Female	22%	13%	20%	*	18%	*	*	-	-	-	18%	33%	-	20%	7%	-	20%	*	*	67%	
	Reading	All	19%	11%	17%	*	16%	*	*	*	-	-	16%	21%	*	17%	*	18%	16%	*	*	40%
	Students																					
	CWD	7%	4%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
CWOD	20%	11%	17%	*	15%	*	*	*	*	-	16%	21%	-	17%	*	17%	16%	*	*	-	40%	
EL	7%	3%	*	-	*	-	*	*	*	-	*	-	-	*	*	*	*	-	-	-	-	
Male	16%	9%	18%	-	17%	*	-	*	*	-	20%	13%	*	17%	*	18%	-	*	-	-	*	
Female	22%	12%	16%	*	15%	*	*	-	-	-	14%	31%	-	16%	*	-	16%	*	*	-	*	
Mathematics	All	23%	16%	25%	-	26%	-	*	-	-	-	26%	22%	*	27%	*	32%	22%	*	-	-	
Students																						
CWD	10%	6%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	
CWOD	25%	17%	27%	-	27%	-	*	*	*	-	27%	25%	-	27%	*	35%	22%	*	*	-	-	
EL	13%	7%	*	-	*	-	*	*	*	-	*	*	*	*	*	*	*	-	-	-	-	
Male	23%	16%	32%	-	32%	-	-	-	-	-	33%	29%	*	35%	-	32%	-	*	-	-	-	
Female	24%	16%	22%	-	23%	-	*	-	-	-	23%	*	-	22%	*	-	22%	-	-	-	-	
Science	All	22%	13%	35%	*	33%	*	*	-	-	-	30%	53%	*	36%	*	50%	26%	*	-	*	
Students																						
CWD	7%	2%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	
CWOD	24%	14%	36%	*	34%	*	*	-	-	-	31%	57%	-	36%	*	54%	26%	*	-	-	*	
EL	5%	2%	*	-	*	-	*	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
Male	23%	13%	50%	-	50%	-	-	-	-	-	47%	56%	*	54%	-	50%	-	*	-	-	-	
Female	21%	12%	26%	*	23%	*	*	-	-	-	22%	50%	-	26%	*	-	26%	*	-	-	*	

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	73	-	73	*	-	-	-	-	73	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	73	-	73	*	-	-	-	-	73	-	*
EL	*	-	*	*	-	-	-	-	*	-	*
Male	74	-	73	*	-	-	-	-	75	-	-
Female	73	-	73	*	-	-	-	-	73	-	*
<b>Mathematics</b>											
All Students	67	-	67	-	*	-	-	-	68	*	*
CWD	*	-	*	-	-	-	-	-	*	*	*
CWOD	68	-	67	-	*	-	-	-	68	-	*
EL	*	-	*	-	*	-	-	-	*	-	*
Male	75	-	75	-	-	-	-	-	79	*	-
Female	63	-	62	-	*	-	-	-	64	-	*

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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	67	*	67	*	*	*	-	-	65	*	*
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	100%	-	100%	*	-	-	-	-	100%	*	-
** 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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
+* STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.											

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		African		American		Pacific		Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant
		Campus	American	Hispanic	White	Indian	Asian	Islander	More	Econ	Disadv	Disadv	EL	Male	Female	Migrant
<b>Participation Rate</b>																
All Subjects	All Students	100%	*	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	-	-	-	-	-	*	*	100%	-	100%	-	-
	CWOD	100%	*	100%	100%	*	*	-	-	100%	100%	-	100%	100%	100%	100%
	EL	100%	-	100%	-	*	*	-	-	100%	-	-	100%	100%	*	100%
	Male	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	*	100%	-
	Female	100%	*	100%	*	*	-	-	-	100%	100%	-	100%	100%	-	100%
Reading	All Students	100%	*	100%	*	*	*	-	-	100%	100%	*	100%	100%	100%	*
	CWD	*	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	100%	*	100%	*	*	*	-	-	100%	100%	-	100%	100%	100%	100%
	EL	100%	-	100%	-	*	*	-	-	100%	-	-	100%	100%	*	100%
	Male	100%	-	100%	*	-	*	-	-	100%	100%	*	100%	*	100%	-
	Female	100%	*	100%	*	*	-	-	-	100%	100%	-	100%	100%	-	100%
Mathematics	All Students	100%	-	100%	-	*	-	-	-	100%	100%	*	100%	*	100%	100%
	CWD	*	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	100%	-	100%	-	*	-	-	-	100%	100%	-	100%	*	100%	100%
	EL	*	-	*	-	*	-	-	-	*	*	-	*	*	-	-
	Male	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	-	100%	-
	Female	100%	-	100%	-	*	-	-	-	100%	*	-	100%	*	-	100%
Science	All Students	100%	*	100%	*	*	-	-	-	100%	100%	*	100%	*	100%	100%
	CWD	*	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	100%	*	100%	*	*	-	-	-	100%	100%	-	100%	*	100%	100%
	EL	*	-	*	-	*	-	-	-	*	*	-	*	*	-	-
	Male	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	-	100%	-
	Female	100%	*	100%	*	*	-	-	-	100%	100%	-	100%	*	-	100%
<b>Non-Participation Rate</b>																
All Subjects	All Students	0%	*	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	*	*	0%	-	0%	-	-
	CWOD	0%	*	0%	0%	*	*	-	-	0%	0%	-	0%	0%	0%	0%
	EL	0%	-	0%	-	*	*	-	-	0%	-	-	0%	*	0%	-
	Male	0%	-	0%	*	-	*	-	-	0%	0%	0%	*	0%	-	*
	Female	0%	*	0%	*	*	-	-	-	0%	0%	-	0%	0%	-	0%
Reading	All Students	0%	*	0%	*	*	*	-	-	0%	0%	*	0%	0%	0%	*
	CWD	*	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	0%	*	0%	*	*	*	-	-	0%	0%	-	0%	0%	0%	*
	EL	0%	-	0%	-	*	*	-	-	0%	-	-	0%	*	0%	-
	Male	0%	-	0%	*	-	*	-	-	0%	0%	*	0%	*	0%	-
	Female	0%	*	0%	*	*	-	-	-	0%	0%	-	0%	0%	-	0%
Mathematics	All Students	0%	-	0%	-	*	-	-	-	0%	0%	*	0%	*	0%	0%
	CWD	*	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	0%	-	0%	-	*	-	-	-	0%	0%	-	0%	*	0%	0%
	EL	*	-	*	-	*	-	-	-	*	-	-	*	*	-	-
	Male	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	-	0%	-
	Female	0%	-	0%	-	*	-	-	-	0%	*	-	0%	*	-	0%
Science	All Students	0%	*	0%	*	*	-	-	-	0%	0%	*	0%	*	0%	0%
	CWD	*	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	0%	*	0%	*	*	-	-	-	0%	0%	-	0%	*	0%	0%
	EL	*	-	*	-	*	-	-	-	*	-	-	*	*	-	-
	Male	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	-	0%	-
	Female	0%	*	0%	*	*	-	-	-	0%	0%	-	0%	*	-	0%

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

Part (viii): Civil Rights Data

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

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students	Students
		students	American			Alaska		Islander	More		with	with	with
						Native			Races		Disabilities	Disabilities	Disabilities
													(Section
													504)
<b>Students Without Disabilities</b>													
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	*	*	*	*	*	*	*	*	*	*	*	*

		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)
Referrals to Law Enforcement	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
In-School Suspensions	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Expulsions	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
With Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Without Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
<b>All Students</b>	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
Chronic Absenteeism	Female	41	*	41	*	*	*	*	*	*	*	*
	Total	58	*	58	*	*	*	*	*	*	*	*
	Male	17	*	17	*	*	*	*	*	*	*	*

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework	Male	38	*	38	*	*	*	*	*	*	*
	Female	53	*	53	*	*	*	*	*	*	*
	Total	91	*	91	*	*	*	*	*	*	*
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 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	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	2.0	11.2%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	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.

	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%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4						
Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5						
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-
All Grades						
All Subjects	99,020	1%	156	1%	-	-
Reading	43,730	1%	67	1%	-	-
Mathematics	39,178	1%	63	1%	-	-
Science	16,112	1%	26	1%	-	-

State	State	District	Campus	Campus	
Number of ALT2	Rate of ALT2	Number of ALT2	District Rate of ALT2	Number of ALT2	Rate of ALT2
** Indicates results are masked due to small numbers to protect student confidentiality.					
* Indicates zero observations reported for this group.					

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

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

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

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

\*\* 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**  
**2017-18 Federal Report Card for Texas Public Schools**  
**Campus Name: CLINT J H SCHOOL**  
**Campus ID: 071901041**  
**District Name: CLINT ISD**

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>	Baseline 2016-17 Rates												41%
	2017-18 through 2021-22												42%
	2022-23 through 2026-27												44%
	2027-28 through 2031-32												46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>	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%
	2032-33		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
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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);





		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
Grade 8	Male	17%	11%	13%	-	13%	*	-	-	-	*	8%	33%	*	12%	3%	13%	-	*	*	-	-		
	Female	18%	12%	21%	-	21%	*	-	-	-	*	18%	32%	*	22%	4%	-	21%	*	*	-	-		
Reading	All Students	26%	18%	22%	-	22%	*	-	-	-	-	19%	37%	10%	23%	3%	17%	27%	*	*	-	*		
	CWD	8%	9%	10%	-	10%	-	-	-	-	-	11%	*	10%	-	*	*	*	*	*	*	-	-	
	CWOD	28%	18%	23%	-	23%	*	-	-	-	-	20%	38%	-	23%	3%	17%	28%	*	*	-	*		
	EL	4%	1%	3%	-	3%	-	-	-	-	-	3%	*	*	3%	3%	0%	4%	*	*	-	-	-	
	Male	22%	15%	17%	-	16%	*	-	-	-	-	12%	43%	*	17%	0%	17%	-	-	*	*	-	*	
	Female	30%	20%	27%	-	26%	*	-	-	-	-	25%	33%	*	28%	4%	-	27%	*	*	-	-	*	
Mathematics	All Students	15%	5%	6%	-	6%	*	-	-	-	-	5%	11%	0%	6%	0%	3%	8%	*	*	-	*		
	CWD	9%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	*	*	*	-	-	
	CWOD	16%	5%	6%	-	7%	*	-	-	-	-	5%	11%	-	6%	0%	3%	9%	*	*	-	-	*	
	EL	6%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	*	-	-	-	
	Male	14%	4%	3%	-	3%	*	-	-	-	-	2%	10%	0%	3%	0%	3%	-	-	*	*	-	-	*
	Female	16%	5%	8%	-	9%	*	-	-	-	-	8%	11%	*	9%	0%	-	8%	*	*	-	-	-	*
Science	All Students	27%	20%	23%	-	23%	*	-	-	-	-	24%	19%	6%	24%	0%	23%	23%	*	*	-	*		
	CWD	8%	2%	6%	-	6%	-	-	-	-	-	7%	*	6%	-	*	*	*	*	*	-	-	-	
	CWOD	29%	22%	24%	-	24%	*	-	-	-	-	26%	20%	-	24%	0%	24%	25%	*	*	-	-	*	
	EL	6%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	*	-	-	-	
	Male	29%	21%	23%	-	23%	*	-	-	-	-	22%	27%	*	24%	*	23%	-	-	*	*	-	-	*
	Female	25%	20%	23%	-	23%	*	-	-	-	-	26%	14%	*	25%	0%	-	23%	*	*	-	-	-	*
End of Course Algebra I	All Students	31%	22%	68%	-	69%	*	-	-	-	-	75%	43%	*	67%	-	71%	65%	-	-	-	-	-	
	CWD	7%	5%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-	-	
	CWOD	34%	24%	67%	-	68%	*	-	-	-	-	74%	43%	-	67%	-	69%	65%	-	-	-	-	-	
	EL	12%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	28%	19%	71%	-	77%	*	-	-	-	-	80%	*	*	69%	-	71%	-	-	-	-	-	-	-
	Female	34%	26%	65%	-	63%	*	-	-	-	-	71%	*	-	65%	-	65%	-	-	-	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																								
All Grades																								
All Subjects	All Students	77%	71%	78%	-	78%	88%	-	-	-	*	76%	88%	35%	81%	42%	73%	82%	77%	46%	-	100%		
	CWD	45%	38%	35%	-	35%	-	-	-	-	-	35%	*	35%	-	19%	38%	29%	*	*	-	-		
	CWOD	80%	74%	81%	-	81%	88%	-	-	-	-	79%	89%	-	81%	47%	77%	85%	100%	43%	-	100%		
	EL	60%	49%	42%	-	42%	-	-	-	-	-	41%	57%	19%	47%	42%	34%	49%	*	*	-	-		
	Male	74%	69%	73%	-	73%	90%	-	-	-	-	72%	82%	38%	77%	34%	73%	-	*	*	-	-		
	Female	79%	74%	82%	-	82%	86%	-	-	-	-	80%	93%	29%	85%	49%	-	82%	73%	62%	-	100%		
Reading	All Students	73%	67%	76%	-	76%	90%	-	-	-	*	75%	84%	28%	79%	41%	71%	81%	*	43%	-	*		
	CWD	39%	33%	28%	-	28%	-	-	-	-	-	26%	*	28%	-	*	31%	*	*	*	-	-		
	CWOD	77%	69%	79%	-	79%	90%	-	-	-	-	78%	84%	-	79%	45%	74%	83%	*	42%	-	*		
	EL	52%	41%	41%	-	42%	-	-	-	-	-	42%	*	*	45%	41%	35%	47%	*	*	-	-		
	Male	69%	63%	71%	-	71%	*	-	-	-	-	70%	76%	31%	74%	35%	71%	-	*	*	-	-		
	Female	77%	71%	81%	-	82%	83%	-	-	-	-	79%	90%	*	83%	47%	-	81%	*	56%	-	*		
Mathematics	All Students	80%	76%	80%	-	79%	90%	-	-	-	*	77%	91%	40%	83%	47%	75%	84%	*	53%	-	*		
	CWD	52%	43%	40%	-	40%	-	-	-	-	-	40%	*	40%	-	25%	44%	35%	*	*	-	-		
	CWOD	83%	79%	83%	-	83%	90%	-	-	-	-	81%	92%	-	83%	53%	78%	87%	*	46%	-	*		
	EL	70%	61%	47%	-	47%	-	-	-	-	-	46%	70%	25%	53%	47%	39%	56%	*	*	-	-		
	Male	78%	75%	75%	-	75%	*	-	-	-	-	73%	88%	44%	78%	39%	75%	-	*	*	-	-		
	Female	82%	78%	84%	-	84%	100%	-	-	-	-	82%	94%	35%	87%	56%	-	84%	*	78%	-	*		
Science	All Students	79%	72%	77%	-	77%	*	-	-	-	-	74%	92%	31%	81%	28%	74%	79%	*	*	-	*		
	CWD	48%	38%	31%	-	31%	-	-	-	-	-	33%	*	31%	-	*	*	*	*	*	-	-		
	CWOD	82%	75%	81%	-	81%	*	-	-	-	-	78%	94%	-	81%	33%	79%	82%	*	*	-	*		
	EL	58%	43%	28%	-	28%	-	-	-	-	-	24%	*	*	33%	28%	*	38%	*	*	-	-		
	Male	78%	71%	74%	-	74%	*	-	-	-	-	73%	80%	*	79%	*	74%	-	*	*	-	-		
	Female	80%	73%	79%	-	80%	*	-	-	-	-	74%	100%	*	82%	38%	-	79%	*	*	-	-		
<b>STAAR Percent at Meets Grade Level or Above</b>																								
All Grades																								
All Subjects	All Students	47%	37%	42%	-	42%	50%	-	-	-	*	39%	56%	12%	44%	11%	38%	46%	23%	20%	-	73%		
	CWD	23%	19%	12%	-	12%	-	-	-	-	-	12%	*	12%	-	4%	17%	3%	*	*	-	-		
	CWOD	50%	39%	44%	-	44%	50%	-	-	-	-	41%	57%	-	44%	12%	40%	48%	30%	25%	-	73%		
	EL	26%	16%	11%	-	11%	-	-	-	-	-	11%	4%	4%	12%	11%	7%	14%	*	*	-	-		
	Male	45%	36%	38%	-	38%	50%	-	-	-	-	35%	52%	17%	40%	7%	38%	-	*	*	-	-		
	Female	50%	38%	46%	-	46%	50%	-	-	-	-	43%	60%	3%	48%	14%	-	46%	18%	24%	-	63%		
Reading	All Students	46%	35%	40%	-	39%	50%	-	-	-	*	36%	56%	12%	41%	9%	35%	44%	*	21%	-	*		
	CWD	22%	19%	12%	-	12%	-	-	-	-	-	9%	*	12%	-	*	19%	*	*	*	-	-		
	CWOD	48%	36%	41%	-	41%	50%	-	-	-	-	38%	56%	-	41%	10%	36%	45%	*	25%	-	*		
	EL	21%	12%	9%	-	9%	-	-	-	-	-	9%	*	*	10%	9%	9%	9%	*	*	-	-		
	Male	41%	32%	35%	-	35%	*	-	-	-	-	33%	46%	19%	36%	9%	35%	-	*	*	-	-		
	Female	50%	38%	44%	-	44%	50%	-	-	-	-	39%	64%	*	45%	9%	-	44%	*	22%	-	*		
Mathematics	All Students	48%	40%	43%	-	43%	50%	-	-	-	*	40%	56%	10%	46%	15%	37%	49%	*	24%	-	*		
	CWD	26%	20%	10%	-	10%	-	-	-	-	-	10%	*	10%	-	4%	12%	6%	*	*	-	-		

		State	District	Campus	Demographics										Academic				Foster								
					African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	WOD	EL	Male	Female	Migrant	Homeless	Care	Military					
Science	CWOD	51%	42%	46%	-	45%	50%	-	-	-	-	-	-	-	43%	57%	-	46%	18%	39%	52%	*	31%	-	*		
	EL	33%	24%	15%	-	15%	-	-	-	-	-	-	-	-	16%	0%	4%	18%	15%	8%	24%	*	*	-	-		
	Male	47%	40%	37%	-	36%	*	-	-	-	-	-	-	-	33%	53%	12%	39%	8%	37%	-	*	*	-	*		
	Female	49%	40%	49%	-	49%	50%	-	-	-	-	-	-	-	47%	58%	6%	52%	24%	-	49%	*	*	33%	-	*	
	All Students	49%	38%	46%	-	46%	*	-	-	-	-	-	-	-	43%	58%	19%	48%	2%	48%	44%	*	*	-	-	*	
	CWD	23%	17%	19%	-	19%	-	-	-	-	-	-	-	-	20%	*	19%	-	*	*	*	*	*	*	-	-	
	CWOD	52%	40%	48%	-	48%	*	-	-	-	-	-	-	-	46%	60%	-	48%	2%	51%	46%	*	*	-	-	*	
	EL	21%	9%	2%	-	2%	-	-	-	-	-	-	-	-	2%	*	*	2%	2%	*	3%	*	*	-	-	*	
Male	50%	40%	48%	-	48%	*	-	-	-	-	-	-	-	46%	60%	*	51%	*	48%	-	*	*	-	-	*		
Female	49%	37%	44%	-	44%	*	-	-	-	-	-	-	-	41%	57%	*	46%	3%	-	44%	*	*	*	-	-	*	
<b>STAAR Percent at Masters Grade Level</b>																											
All Grades																											
All Subjects	All Students	21%	13%	18%	-	18%	21%	-	-	-	-	-	-	-	17%	25%	6%	19%	2%	15%	22%	0%	6%	-	-	18%	
	CWOD	8%	4%	6%	-	6%	-	-	-	-	-	-	-	-	6%	*	6%	-	4%	10%	0%	*	*	-	-	-	
	CWOD	23%	14%	19%	-	19%	21%	-	-	-	-	-	-	-	18%	26%	-	19%	2%	15%	23%	0%	7%	-	-	18%	
	EL	9%	4%	2%	-	2%	-	-	-	-	-	-	-	-	2%	0%	4%	2%	2%	1%	2%	*	*	-	-	-	
	Male	20%	12%	15%	-	15%	10%	-	-	-	-	-	-	-	13%	26%	10%	15%	1%	15%	-	*	*	-	-	*	
	Female	22%	13%	22%	-	22%	29%	-	-	-	-	-	-	-	21%	25%	0%	23%	2%	-	22%	0%	10%	-	-	13%	
Reading	All Students	19%	11%	20%	-	20%	30%	-	-	-	-	-	-	-	17%	33%	8%	21%	2%	15%	25%	*	7%	-	-	*	
	CWOD	7%	4%	8%	-	8%	-	-	-	-	-	-	-	-	9%	*	8%	-	*	13%	*	*	-	-	-	-	
	CWOD	20%	11%	21%	-	20%	30%	-	-	-	-	-	-	-	18%	34%	-	21%	2%	15%	26%	*	8%	-	-	*	
	EL	7%	3%	2%	-	3%	-	-	-	-	-	-	-	-	3%	*	*	2%	2%	2%	3%	*	*	-	-	*	
	Male	16%	9%	15%	-	14%	*	-	-	-	-	-	-	-	12%	32%	13%	15%	2%	15%	-	*	*	-	-	*	
	Female	22%	12%	25%	-	25%	33%	-	-	-	-	-	-	-	23%	34%	*	26%	3%	-	25%	*	11%	-	-	*	
Mathematics	All Students	23%	16%	15%	-	15%	10%	-	-	-	-	-	-	-	14%	20%	5%	16%	2%	12%	18%	*	6%	-	-	*	
	CWOD	10%	6%	5%	-	5%	-	-	-	-	-	-	-	-	5%	*	5%	-	4%	8%	0%	*	*	-	-	-	
	CWOD	25%	17%	16%	-	16%	10%	-	-	-	-	-	-	-	15%	21%	-	16%	2%	12%	19%	*	8%	-	-	*	
	EL	13%	7%	2%	-	2%	-	-	-	-	-	-	-	-	2%	0%	4%	2%	2%	1%	3%	*	*	-	-	*	
	Male	23%	16%	12%	-	12%	*	-	-	-	-	-	-	-	10%	21%	8%	12%	1%	12%	-	*	*	-	-	*	
	Female	24%	16%	18%	-	18%	17%	-	-	-	-	-	-	-	18%	20%	0%	19%	3%	-	18%	*	11%	-	-	*	
Science	All Students	22%	13%	23%	-	23%	*	-	-	-	-	-	-	-	24%	19%	6%	24%	0%	23%	23%	*	*	-	-	*	
	CWOD	7%	2%	6%	-	6%	-	-	-	-	-	-	-	-	7%	*	6%	-	*	*	*	*	*	-	-	*	
	CWOD	24%	14%	24%	-	24%	*	-	-	-	-	-	-	-	26%	20%	-	24%	0%	24%	25%	*	*	-	-	*	
	EL	5%	2%	0%	-	0%	-	-	-	-	-	-	-	-	0%	*	*	0%	0%	*	0%	*	*	-	-	*	
	Male	23%	13%	23%	-	23%	*	-	-	-	-	-	-	-	22%	27%	*	24%	*	23%	-	-	-	-	-	*	
	Female	21%	12%	23%	-	23%	*	-	-	-	-	-	-	-	26%	14%	*	25%	0%	-	23%	*	*	-	-	*	

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	72	-	72	63	-	-	-	*	71	54	65
CWOD	54	-	54	-	-	-	-	-	55	54	50
CWOD	73	-	73	63	-	-	-	*	72	-	67
EL	65	-	65	-	-	-	-	-	66	50	65
Male	67	-	67	*	-	-	-	*	68	50	52
Female	76	-	76	*	-	-	-	-	75	63	76
<b>Mathematics</b>											
All Students	70	-	70	*	-	-	-	*	68	66	60
CWOD	66	-	66	-	-	-	-	-	64	66	59
CWOD	70	-	71	*	-	-	-	*	69	-	61
EL	60	-	60	-	-	-	-	-	58	59	60
Male	66	-	67	*	-	-	-	*	64	64	53
Female	74	-	74	*	-	-	-	-	73	69	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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-

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

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

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
160	28	18%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	46	-	46	53	-	-	-	*	44	18	18
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
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	N	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y	Y	Y	Y	Y	Y	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
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											N
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	EL +
+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).																
Blank cells above represent student group indicators that do not meet the minimum size criteria.																

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
All Subjects	All Students	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	-	100%	100%	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	100%
Reading	All Students	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	-	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	-	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	-	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	-	0%	0%	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	-	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	0%
Reading	All Students	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*

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

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	46	*	44	*	*	*	*	*	17		
	Female	41	*	41	*	*	*	*	*	14		
	Total	87	*	85	*	*	*	*	*	31		
<b>Out-of-School Suspensions</b>												
	Male	10	*	10	*	*	*	*	*	*		
	Female	7	*	7	*	*	*	*	*	*		

		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)
Total		17	*	17	*	*	*	*	*	8		
Expulsions	Total											
	With Educational Services											
	Female	*	*	*	*	*	*	*	*	*		
Without Educational Services	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Total	20	*	20	*	*	*	*	*	11		5
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Total	22	*	22	*	*	*	*	*	13		5
	Male	7	*	7	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Expulsions	Total	11	*	11	*	*	*	*	*	8		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Total	71	*	67	*	*	*	*	*	16	5	10
	Male	28	*	26	*	*	*	*	*	5	5	*
	Female	43	*	41	*	*	*	*	*	11	5	*

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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 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	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	2.0	7.0%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	3.0	11.3%

\* Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,019	1%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4						
Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5						
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	*	*
Mathematics	5,294	1%	14	2%	*	*
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-

	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-
All Grades						
All Subjects	99,020	1%	156	1%	*	*
Reading	43,730	1%	67	1%	*	*
Mathematics	39,178	1%	63	1%	*	*
Science	16,112	1%	26	1%	-	-

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

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

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

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

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

Grade	Subject	Student Group	%
*1	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**  
**2017-18 Federal Report Card for Texas Public Schools**  
**Campus Name:** EAST MONTANA MIDDLE  
**Campus ID:** 071901042  
**District Name:** CLINT ISD

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
<b>EL Progress</b>	Baseline 2016-17 Rates												41%	
	2017-18 through 2021-22													42%
	2022-23 through 2026-27													44%
	2027-28 through 2031-32													46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>	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%	
	2032-33		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%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%
	Academic Achievement	50%

(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 (90-100), 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.

				African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant/Homeless		Foster Care		Military		
State	District	Campus																																
<b>STAAR Percent at Approaches Grade Level or Above</b>																																		
<b>Grade 6</b>																																		
Reading	All	68%	62%	<b>52%</b>	-	53%	*	-	-	-	*	50%	65%	38%	53%	22%	43%	60%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	Students																																	
	CWD	35%	27%	<b>38%</b>	-	38%	-	-	-	-	-	*	*	38%	-	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	71%	65%	<b>53%</b>	-	54%	*	-	-	-	-	*	52%	65%	-	53%	21%	43%	63%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	42%	28%	<b>22%</b>	-	22%	*	-	-	-	-	-	23%	*	*	21%	22%	*	33%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	63%	55%	<b>43%</b>	-	45%	*	-	-	-	-	*	39%	64%	*	43%	*	43%	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	72%	69%	<b>60%</b>	-	60%	-	-	-	-	-	-	60%	67%	*	63%	33%	-	60%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	
	Mathematics	All	76%	70%	<b>53%</b>	-	53%	*	-	-	-	*	53%	58%	28%	56%	33%	52%	55%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	
Students																																		
CWD	50%	31%	<b>28%</b>	-	28%	-	-	-	-	-	-	23%	*	28%	-	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	79%	74%	<b>56%</b>	-	57%	*	-	-	-	-	*	56%	57%	-	56%	36%	54%	58%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
EL	61%	47%	<b>33%</b>	-	34%	*	-	-	-	-	-	35%	*	*	36%	33%	39%	25%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male	76%	68%	<b>52%</b>	-	52%	*	-	-	-	-	*	50%	63%	*	54%	39%	52%	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	77%	72%	<b>55%</b>	-	55%	-	-	-	-	-	-	55%	50%	*	58%	25%	-	55%	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Grade 7</b>																																		
Reading	All	73%	71%	<b>63%</b>	*	63%	*	-	-	-	*	63%	63%	*	66%	27%	58%	70%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																																	
	CWD	37%	36%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	73%	<b>66%</b>	*	67%	*	-	-	-	-	*	66%	66%	-	66%	30%	61%	72%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	44%	34%	<b>27%</b>	-	27%	-	-	-	-	-	-	29%	*	*	30%	27%	18%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	69%	66%	<b>58%</b>	*	57%	*	-	-	-	-	*	56%	65%	*	61%	18%	58%	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	79%	76%	<b>70%</b>	-	70%	-	-	-	-	-	-	71%	60%	*	72%	38%	-	70%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-
	Mathematics	All	71%	70%	<b>61%</b>	*	61%	*	-	-	-	*	61%	58%	*	64%	33%	61%	60%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-
Students																																		
CWD	42%	38%	*	-	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	75%	73%	<b>64%</b>	*	64%	*	-	-	-	-	*	65%	57%	-	64%	33%	66%	61%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
EL	52%	43%	<b>33%</b>	-	33%	-	-	-	-	-	-	32%	*	*	33%	33%	33%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male	69%	69%	<b>61%</b>	*	62%	*	-	-	-	-	*	63%	52%	*	66%	33%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	73%	72%	<b>60%</b>	-	60%	-	-	-	-	-	-	59%	70%	*	61%	32%	-	60%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Grade 8</b>																																		
Reading	All	85%	86%	<b>85%</b>	-	84%	100%	-	-	-	-	83%	94%	56%	86%	49%	86%	83%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																																	
	CWD	49%	55%	<b>56%</b>	-	56%	-	-	-	-	-	56%	-	56%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	88%	<b>86%</b>	-	86%	100%	-	-	-	-	85%	94%	-	86%	45%	90%	83%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	58%	53%	<b>49%</b>	-	49%	-	-	-	-	-	50%	*	*	45%	49%	60%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	82%	85%	<b>86%</b>	-	86%	100%	-	-	-	-	85%	94%	*	90%	60%	86%	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	88%	88%	<b>83%</b>	-	83%	-	-	-	-	-	81%	94%	*	83%	40%	-	83%	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-
	Mathematics	All	85%	88%	<b>86%</b>	-	86%	*	-	-	-	-	87%	83%	*	89%	73%	88%	84%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-
Students																																		
CWD	53%	53%	*	-	*	-	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	89%	90%	<b>89%</b>	-	88%	*	-	-	-	-	-	89%	86%	-	89%	71%	91%	86%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
EL	73%	73%	<b>73%</b>	-	73%	-	-	-	-	-	-	74%	*	*	71%	73%	87%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male	82%	85%	<b>88%</b>	-	88%	*	-	-	-	-	-	87%	93%	*	91%	87%	88%	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	87%	90%	<b>84%</b>	-	84%	-	-	-	-	-	-	87%	71%	*	86%	60%	-	84%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Science</b>																																		
Reading	All	75%	70%	<b>71%</b>	-	70%	100%	-	-	-	-	70%	76%	*	73%	34%	73%	68%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																																	
	CWD	39%	27%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	74%	<b>73%</b>	-	73%	100%	-	-	-	-	72%	78%	-	73%	33%	76%	71%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	46%	31%	<b>34%</b>	-	34%	-	-	-	-	-	34%	*	*	33%	34%	44%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	71%	<b>73%</b>	-	72%	100%	-	-	-	-	73%	72%	*	76%	44%	73%	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	76%	70%	<b>68%</b>	-	68%	-	-	-	-	-	66%	79%	*	71%	24%	-	68%	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>End of Course Algebra I</b>																																	
Reading	All	82%	80%	<b>100%</b>	-	100%	*	-	-	-	-	100%	100%	-	100%	-	100%	100%	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																																	
	CWD	47%	39%	-	-	-	-																											



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Grade 8 Reading	Male	17%	11%	6%	-	7%	-	-	-	-	-	6%	5%	7%	0%	6%	-	-	-	-	-	-	
	Female	18%	12%	9%	-	9%	-	-	-	-	-	7%	20%	9%	0%	-	9%	-	-	-	-	-	
	All Students	26%	18%	16%	-	16%	20%	-	-	-	-	13%	29%	0%	16%	0%	12%	19%	*	*	-	-	
	CWD	8%	9%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	-
	CWOD	28%	18%	16%	-	16%	20%	-	-	-	-	14%	29%	-	16%	0%	13%	20%	*	*	-	-	-
	EL	4%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	-
	Male	22%	15%	12%	-	11%	20%	-	-	-	-	12%	13%	*	13%	0%	12%	-	*	-	-	-	-
	Female	30%	20%	19%	-	19%	-	-	-	-	-	14%	44%	*	20%	0%	-	19%	-	*	-	-	-
	Mathematics	All Students	15%	5%	2%	-	2%	*	-	-	-	2%	0%	*	1%	3%	1%	2%	*	-	-	-	-
	CWD	9%	3%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-
CWOD	16%	5%	1%	-	1%	*	-	-	-	-	2%	0%	-	1%	0%	1%	1%	*	-	-	-	-	
EL	6%	1%	3%	-	3%	-	-	-	-	-	4%	*	*	0%	3%	0%	7%	-	-	-	-	-	
Male	14%	4%	1%	-	1%	*	-	-	-	-	1%	0%	*	1%	0%	1%	-	*	-	-	-	-	
Female	16%	5%	2%	-	2%	-	-	-	-	-	3%	0%	*	1%	7%	-	2%	-	-	-	-	-	
Science	All Students	27%	20%	17%	-	16%	40%	-	-	-	15%	24%	*	18%	2%	19%	15%	*	*	-	-	-	
CWD	8%	2%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
CWOD	29%	22%	18%	-	17%	40%	-	-	-	-	16%	25%	-	18%	2%	20%	16%	*	*	-	-	-	
EL	6%	1%	2%	-	2%	*	-	-	-	-	2%	*	*	2%	2%	4%	0%	-	-	-	-	-	
Male	29%	21%	19%	-	18%	40%	-	-	-	-	19%	17%	*	20%	4%	19%	-	*	-	-	-	-	
Female	25%	20%	15%	-	15%	-	-	-	-	-	12%	32%	*	16%	0%	-	15%	-	*	-	-	-	
End of Course Algebra I	All Students	31%	22%	73%	-	75%	*	-	-	-	78%	63%	-	73%	-	75%	72%	-	*	-	-	-	
CWD	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	34%	24%	73%	-	75%	*	-	-	-	-	78%	63%	-	73%	-	75%	72%	-	*	-	-	-	
EL	12%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male	28%	19%	75%	-	83%	*	-	-	-	-	100%	*	-	75%	-	75%	-	-	-	-	-	-	
Female	34%	26%	72%	-	72%	-	-	-	-	-	69%	80%	-	72%	-	72%	-	-	*	-	-	-	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
All Grades																							
All Subjects	All Students	77%	71%	67%	*	67%	73%	-	-	-	*	66%	73%	29%	70%	36%	66%	69%	75%	*	-	-	
	CWD	45%	38%	29%	-	29%	*	-	-	-	-	26%	50%	29%	-	33%	26%	33%	*	*	-	-	
	CWOD	80%	74%	70%	*	70%	76%	-	-	-	*	69%	74%	-	70%	36%	69%	71%	86%	*	-	-	
	EL	60%	49%	36%	-	36%	*	-	-	-	-	37%	26%	33%	36%	36%	38%	34%	*	*	-	-	
	Male	74%	69%	66%	*	66%	73%	-	-	-	*	65%	72%	26%	69%	38%	66%	-	*	*	-	-	
	Female	79%	74%	69%	-	69%	-	-	-	-	-	68%	75%	33%	71%	34%	-	69%	*	*	-	-	
	Reading	All Students	73%	67%	67%	*	67%	67%	-	-	-	*	66%	76%	32%	69%	32%	63%	72%	*	*	-	-
	CWD	39%	33%	32%	-	32%	-	-	-	-	-	30%	*	32%	-	31%	25%	40%	-	*	-	-	
	CWOD	77%	69%	69%	*	70%	67%	-	-	-	-	68%	77%	-	69%	32%	66%	73%	*	*	-	-	
	EL	52%	41%	32%	-	32%	*	-	-	-	-	34%	*	31%	32%	32%	27%	37%	*	*	-	-	
Male	69%	63%	63%	*	63%	67%	-	-	-	-	61%	74%	25%	66%	27%	63%	-	*	*	-	-		
Female	77%	71%	72%	-	72%	-	-	-	-	-	71%	78%	40%	73%	37%	-	72%	*	*	-	-		
Mathematics	All Students	80%	76%	66%	*	66%	69%	-	-	-	*	66%	69%	27%	69%	40%	66%	66%	*	*	-	-	
CWD	52%	43%	27%	-	28%	*	-	-	-	-	24%	*	27%	-	30%	27%	29%	*	*	-	-		
CWOD	83%	79%	69%	*	69%	75%	-	-	-	-	69%	70%	-	69%	41%	70%	69%	*	*	-	-		
EL	70%	61%	40%	-	40%	*	-	-	-	-	40%	38%	30%	41%	40%	44%	35%	*	*	-	-		
Male	78%	75%	66%	*	66%	69%	-	-	-	-	65%	69%	27%	70%	44%	66%	-	*	*	-	-		
Female	82%	78%	66%	-	66%	-	-	-	-	-	66%	69%	29%	69%	35%	-	66%	*	*	-	-		
Science	All Students	79%	72%	71%	-	70%	100%	-	-	-	70%	76%	*	73%	34%	73%	68%	*	*	-	-		
CWD	48%	38%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-		
CWOD	82%	75%	73%	-	73%	100%	-	-	-	-	72%	78%	-	73%	33%	76%	71%	*	*	-	-		
EL	58%	43%	34%	-	34%	-	-	-	-	-	34%	*	*	33%	34%	44%	24%	-	-	-	-		
Male	78%	71%	73%	-	72%	100%	-	-	-	-	73%	72%	*	76%	44%	73%	-	*	*	-	-		
Female	80%	73%	68%	-	68%	-	-	-	-	-	66%	79%	*	71%	24%	-	68%	-	*	-	-		
<b>STAAR Percent at Meets Grade Level or Above</b>																							
All Grades																							
All Subjects	All Students	47%	37%	30%	*	30%	33%	-	-	-	*	29%	39%	16%	31%	7%	29%	31%	25%	*	-	-	
	CWD	23%	19%	16%	-	17%	*	-	-	-	-	14%	40%	16%	-	23%	18%	15%	*	*	-	-	
	CWOD	50%	39%	31%	*	31%	34%	-	-	-	*	30%	39%	-	31%	5%	30%	32%	29%	*	-	-	
	EL	26%	16%	7%	-	7%	*	-	-	-	-	7%	4%	23%	5%	7%	6%	-	*	*	-	-	
	Male	45%	36%	29%	*	29%	33%	-	-	-	*	29%	33%	18%	30%	7%	29%	-	*	*	-	-	
	Female	50%	38%	31%	-	31%	-	-	-	-	-	29%	47%	15%	32%	6%	-	31%	*	*	-	-	
	Reading	All Students	46%	35%	29%	*	29%	33%	-	-	-	*	27%	44%	18%	30%	5%	25%	33%	*	*	-	-
	CWD	22%	19%	18%	-	18%	-	-	-	-	-	13%	*	18%	-	19%	20%	13%	-	*	-	-	
	CWOD	48%	36%	30%	*	29%	33%	-	-	-	-	27%	43%	-	30%	3%	26%	34%	*	*	-	-	
	EL	21%	12%	5%	-	5%	*	-	-	-	-	5%	*	19%	3%	5%	3%	7%	*	*	-	-	
Male	41%	32%	25%	*	24%	33%	-	-	-	-	23%	36%	20%	26%	3%	25%	-	*	*	-	-		
Female	50%	38%	33%	-	33%	-	-	-	-	-	30%	54%	13%	34%	7%	-	33%	*	*	-	-		
Mathematics	All Students	48%	40%	29%	*	29%	31%	-	-	-	*	28%	33%	16%	30%	8%	30%	27%	*	*	-	-	
CWD	26%	20%	16%	-	16%	*	-	-	-	-	13%	*	16%	-	20%	17%	14%	*	*	-	-		

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	51%	42%	30%	*	30%	33%	-	-	-	*	29%	33%	-	30%	6%	31%	28%	*	*	-
	EL	33%	24%	8%	-	8%	*	-	-	-	-	8%	8%	20%	6%	8%	9%	6%	*	*	-
	Male	47%	40%	30%	*	30%	31%	-	-	-	*	30%	29%	17%	31%	9%	30%	-	*	*	-
	Female	49%	40%	27%	-	27%	-	-	-	-	-	26%	38%	14%	28%	6%	-	27%	*	*	-
Science	All	49%	38%	40%	-	40%	40%	-	-	-	-	39%	46%	*	41%	10%	41%	39%	*	*	-
	Students																				
	CWOD	23%	17%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	52%	40%	41%	-	41%	40%	-	-	-	-	47%	-	41%	7%	43%	40%	*	*	*	-
	EL	21%	9%	10%	-	10%	-	-	-	-	11%	*	*	7%	10%	16%	4%	-	*	*	-
	Male	50%	40%	41%	-	41%	40%	-	-	-	42%	39%	*	43%	16%	41%	-	-	*	*	-
	Female	49%	37%	39%	-	39%	-	-	-	-	36%	53%	*	40%	4%	-	39%	-	*	*	-
<b>STAAR Percent at Masters Grade Level</b>																					
All Grades																					
All Subjects	All	21%	13%	11%	*	11%	13%	-	-	-	*	10%	18%	4%	12%	1%	10%	13%	13%	*	-
	Students																				
	CWOD	8%	4%	4%	-	4%	*	-	-	-	-	2%	20%	4%	-	3%	5%	3%	*	*	-
	CWOD	23%	14%	12%	*	12%	14%	-	-	-	*	11%	18%	-	12%	1%	10%	13%	14%	*	-
	EL	9%	4%	1%	-	1%	*	-	-	-	-	1%	0%	3%	1%	1%	1%	1%	*	*	-
	Male	20%	12%	10%	*	10%	13%	-	-	-	*	9%	12%	5%	10%	1%	10%	-	*	*	-
	Female	22%	13%	13%	-	13%	-	-	-	-	-	11%	25%	3%	13%	1%	-	13%	*	*	-
Reading	All	19%	11%	13%	*	13%	8%	-	-	-	*	11%	22%	6%	13%	1%	11%	15%	*	*	-
	Students																				
	CWOD	7%	4%	6%	-	6%	-	-	-	-	-	3%	*	6%	-	0%	10%	0%	-	*	-
	CWOD	20%	11%	13%	*	13%	8%	-	-	-	*	12%	22%	-	13%	1%	11%	16%	*	*	-
	EL	7%	3%	1%	-	1%	*	-	-	-	-	1%	*	0%	1%	1%	0%	1%	*	*	-
	Male	16%	9%	11%	*	11%	8%	-	-	-	*	10%	16%	10%	11%	0%	11%	-	*	*	-
	Female	22%	12%	15%	-	15%	-	-	-	-	-	13%	30%	0%	16%	1%	-	15%	*	*	-
Mathematics	All	23%	16%	8%	*	8%	8%	-	-	-	*	7%	12%	4%	8%	1%	6%	9%	*	*	-
	Students																				
	CWOD	10%	6%	4%	-	4%	*	-	-	-	-	2%	*	4%	-	5%	3%	5%	*	*	-
	CWOD	25%	17%	8%	*	8%	8%	-	-	-	*	7%	11%	-	8%	1%	6%	10%	*	*	-
	EL	13%	7%	1%	-	1%	*	-	-	-	-	1%	0%	5%	1%	1%	1%	1%	*	*	-
	Male	23%	16%	6%	*	6%	8%	-	-	-	*	6%	7%	3%	6%	1%	6%	-	*	*	-
	Female	24%	16%	9%	-	9%	-	-	-	-	-	8%	18%	5%	10%	1%	-	9%	*	*	-
Science	All	22%	13%	17%	-	16%	40%	-	-	-	-	15%	24%	*	18%	2%	19%	15%	*	*	-
	Students																				
	CWOD	7%	2%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	24%	14%	18%	-	17%	40%	-	-	-	-	16%	25%	-	18%	2%	20%	16%	*	*	-
	EL	5%	2%	2%	-	2%	-	-	-	-	-	2%	*	*	2%	2%	4%	0%	-	*	-
	Male	23%	13%	19%	-	18%	40%	-	-	-	-	19%	17%	*	20%	4%	19%	-	*	*	-
	Female	21%	12%	15%	-	15%	-	-	-	-	-	12%	32%	*	16%	0%	-	15%	-	*	-
*** Indicates results are masked due to small numbers to protect student confidentiality.																					
* 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	CWOD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	64	*	64	59	-	-	-	*	62	58	63
CWOD	58	-	58	-	-	-	-	-	54	58	43
CWOD	64	*	64	59	-	-	-	*	62	-	66
EL	63	-	63	-	-	-	-	-	61	43	63
Male	59	*	60	59	-	-	-	*	56	56	53
Female	68	-	68	-	-	-	-	-	67	62	75
<b>Mathematics</b>											
All Students	57	*	57	42	-	-	-	*	57	36	55
CWOD	36	-	37	*	-	-	-	-	37	36	55
CWOD	59	*	59	46	-	-	-	*	59	-	55
EL	55	-	55	*	-	-	-	-	55	55	55
Male	56	*	57	42	-	-	-	*	56	33	55
Female	58	-	58	-	-	-	-	-	59	40	55

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	CWOD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-

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

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

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
201	35	17%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	36	*	36	*	-	-	-	*	35	*	*
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N	N	N	N	N	N	N	N
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	N	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	N	N
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
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	EL +
+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).																
Blank cells above represent student group indicators that do not meet the minimum size criteria.																

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	99%	100%	100%	100%	100%	100%
	CWD	99%	-	99%	*	-	-	-	-	99%	100%	99%	-	100%	100%	98%	*
	CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	-	100%	-	-	-	-	-	100%	100%	98%	100%	100%	-	100%	*
Reading	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	97%	100%	100%	100%	100%	*
	CWD	97%	-	97%	-	-	-	-	-	97%	*	97%	-	100%	100%	93%	-
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	-	-	-	-	-	100%	100%	93%	100%	100%	-	100%	*
Mathematics	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	*	0%	0%	-	-	-	*	0%	0%	1%	0%	0%	0%	0%	0%
	CWD	1%	-	1%	*	-	-	-	-	1%	0%	1%	-	0%	0%	2%	*
	CWOD	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	-	0%	-	-	-	-	-	0%	0%	2%	0%	0%	-	0%	*
Reading	All Students	0%	*	0%	0%	-	-	-	*	0%	0%	3%	0%	0%	0%	0%	*
	CWD	3%	-	3%	-	-	-	-	-	3%	*	3%	-	0%	0%	7%	-
	CWOD	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	-	-	-	-	-	0%	0%	7%	0%	0%	-	0%	*
Mathematics	All Students	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-

\*\* 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.

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	40	*	38	*	*	*	*	*	14		
	Female	25	*	23	*	*	*	*	*	5		
	Total	65	*	61	*	*	*	*	*	19		
<b>Out-of-School Suspensions</b>												
	Male	15	*	13	*	*	*	*	*	7		
	Female	10	*	10	*	*	*	*	*	7		

		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)
Total		25	*	23	*	*	*	*	*	11		
Expulsions												
	With Educational Services	Male	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Without Educational Services	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Total	*	*	*	*	*	*	*	*	*		
	Male	5	*	5	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Total	7	*	7	*	*	*	*	*	*		
	Male	5	*	5	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Total	7	*	7	*	*	*	*	*	*		
	Male	5	*	5	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions	Total	15	*	13	*	*	*	*	*	7		7
	Male	5	*	5	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Expulsions	Total	5	*	5	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Total	*	*	*	*	*	*	*	*	*		*
	Male	58	*	56	*	*	*	*	*	20	11	8
	Female	64	*	62	*	*	*	*	*	14	5	*
				118	*	*	*	*	*	34	16	10

		Total
<b>Incidents of Violence</b>		
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		*
<b>Allegations of Harassment or bullying</b>		
On the basis of sex		*
On the basis of race		*
On the basis of disability		*

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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 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 School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	5.5	12.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.0	2.5%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	3.2	8.0%

-' 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.

	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Grade 3						
Reading	6,019	1%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4						
Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5						
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	*	*
Mathematics	5,677	1%	9	1%	*	*
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	*	*
Mathematics	5,087	2%	5	1%	*	*
Science	5,087	1%	5	1%	*	*
End of Course						
English I	4,868	1%	13	1%	-	-

	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-
All Grades All Subjects	99,020	1%	156	1%	12	1%
Reading	43,730	1%	67	1%	5	1%
Mathematics	39,178	1%	63	1%	5	1%
Science	16,112	1%	26	1%	*	*

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

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

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

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

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

Grade	Subject	Student Group	%
** Indicates reporting standards not met. 'n/a' Indicates data reporting is not applicable for this group.			

Source: TEA Division of Student Assessment

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

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

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**  
**Campus Name:** HORIZON MIDDLE  
**Campus ID:** 071901044  
**District Name:** CLINT ISD

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>	Baseline 2016-17 Rates												41%
	2017-18 through 2021-22												42%
	2022-23 through 2026-27												44%
	2027-28 through 2031-32												46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>	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%
	2032-33		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%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%
	Academic Achievement	50%

(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 (90-100), 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);



				African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military		
State	District	Campus																																		
	Female	42%	35%	42%	*	42%	*	-	-	-	-	-	-	*	37%	57%	*	42%	30%	-	42%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Mathematics	All	43%	37%	37%	*	36%	57%	-	-	-	-	-	*	33%	53%	15%	38%	18%	32%	42%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	44%	
	Students																																			
	CWD	23%	13%	15%	-	15%	-	-	-	-	-	-	-	*	18%	*	15%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	46%	39%	38%	*	37%	57%	-	-	-	-	-	-	*	34%	55%	*	38%	18%	34%	42%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	44%
	EL	24%	16%	18%	-	18%	-	-	-	-	-	-	-	-	15%	*	*	18%	18%	12%	25%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Male	44%	36%	32%	*	32%	*	-	-	-	-	-	-	*	29%	45%	*	34%	12%	32%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Female	42%	37%	42%	*	40%	*	-	-	-	-	-	-	*	36%	59%	*	42%	25%	-	42%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Grade 7 Reading	All	47%	35%	41%	*	40%	*	-	*	-	-	-	*	36%	58%	67%	40%	9%	40%	42%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Students																																			
	CWD	23%	33%	67%	-	75%	*	-	-	-	-	-	-	63%	*	67%	-	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	*
	CWOD	50%	35%	40%	*	38%	*	-	*	-	-	-	-	*	34%	57%	-	40%	9%	39%	41%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	EL	16%	7%	9%	-	9%	-	-	-	-	-	-	-	-	10%	*	*	9%	9%	6%	*	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Male	42%	34%	40%	*	38%	*	-	-	-	-	-	-	*	38%	48%	*	39%	6%	40%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Female	53%	37%	42%	*	41%	*	-	*	-	-	-	-	*	32%	68%	*	41%	*	-	42%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Mathematics	All	39%	32%	37%	*	37%	*	-	*	-	-	-	*	34%	48%	41%	37%	11%	41%	33%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Students																																			
	CWD	20%	25%	41%	-	47%	*	-	-	-	-	-	-	40%	*	41%	-	*	36%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	CWOD	41%	33%	37%	*	36%	*	*	*	-	-	-	-	*	34%	48%	-	37%	12%	41%	32%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	EL	17%	10%	11%	-	12%	-	*	-	-	-	-	-	-	13%	*	*	12%	11%	11%	12%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Male	38%	33%	41%	-	40%	*	-	-	-	-	-	-	*	37%	58%	36%	41%	11%	41%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Female	40%	32%	33%	*	33%	*	-	*	-	-	-	-	*	31%	38%	*	32%	12%	-	33%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Grade 8 Reading	All	48%	40%	37%	*	37%	33%	*	-	-	-	-	-	34%	51%	*	36%	11%	34%	39%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Students																																			
	CWD	23%	21%	*	-	*	-	-	-	-	-	-	-	*	-	*	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	CWOD	51%	41%	36%	*	36%	33%	*	-	-	-	-	-	33%	51%	-	36%	12%	33%	38%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	EL	13%	6%	11%	-	11%	-	-	-	-	-	-	-	-	12%	*	*	12%	11%	13%	9%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Male	44%	37%	34%	*	33%	*	-	-	-	-	-	-	33%	40%	*	33%	13%	34%	-	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Female	53%	43%	39%	*	41%	20%	*	-	-	-	-	-	35%	60%	*	38%	9%	-	39%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Mathematics	All	50%	35%	34%	*	35%	33%	*	-	-	-	-	-	33%	41%	33%	34%	21%	34%	34%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	40%
	Students																																			
	CWD	25%	20%	33%	-	38%	*	-	-	-	-	-	-	*	*	33%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	CWOD	53%	36%	34%	*	35%	40%	*	-	-	-	-	-	32%	45%	-	34%	22%	35%	33%	-	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	40%
	EL	30%	19%	21%	-	21%	-	-	-	-	-	-	-	21%	*	*	22%	21%	22%	18%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Male	48%	32%	34%	*	34%	*	-	-	-	-	-	-	32%	44%	*	35%	22%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	53%	38%	34%	-	35%	*	*	-	-	-	-	-	34%	38%	*	33%	18%	-	34%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Science	All	50%	42%	31%	*	30%	57%	*	-	-	-	-	-	29%	40%	17%	32%	8%	30%	32%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Students																																			
	CWD	23%	15%	17%	-	18%	*	-	-	-	-	-	-	*	*	17%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	CWOD	53%	44%	32%	*	31%	67%	*	-	-	-	-	-	29%	44%	-	32%	9%	32%	32%	*	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	*
	EL	19%	7%	8%	-	8%	-	-	-	-	-	-	-	9%	*	*	9%	8%	7%	10%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Male	51%	44%	30%	*	30%	*	-	-	-	-	-	-	28%	36%	*	32%	7%	30%	-	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Female	50%	40%	32%	-	31%	*	*	-	-	-	-	-	29%	43%	*	32%	10%	-	32%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
End of Course Algebra I	All	53%	46%	100%	-	100%	-	-	-	-	-	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																																			
	CWD	19%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	58%	50%	100%	-	100%	-	-	-	-	-	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	29%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	49%	41%	100%	-	100%	-	-	-	-	-	-	-	100%	*	-	100%	-	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	58%	52%	100%	-	100%	-	-	-	-	-	-	-	100%	*	-	100%	-	100%	-	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>STAAR Percent at Masters Grade Level</b>																																				
Grade 6 Reading	All	18%	11%	9%	*	10%	0%	-	-	-	-	-	*	9%	9%	*	9%	5%	7%	11%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	29%	
	Students																																			
	CWD	8%	7%	*	-	*	-	-	-	-	-	-	-	*	*	-	*	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	CWOD	20%	11%	9%	*	9%	0%	-	-	-	-																									

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 8	Male	17%	11%	18%	*	18%	*	*	*	*	*	14%	35%	18%	18%	4%	18%	-	*	*	*	*
	Female	18%	12%	12%	*	12%	*	*	*	*	*	9%	19%	*	12%	0%	-	12%	-	*	*	*
Reading	All Students	26%	18%	16%	*	15%	33%	*	-	-	-	14%	23%	*	15%	4%	15%	16%	*	14%	-	17%
	CWD	8%	9%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	*	-	-	-
	CWOD	28%	18%	15%	*	14%	33%	*	-	-	-	13%	23%	*	15%	4%	14%	16%	-	14%	*	17%
	EL	4%	1%	4%	-	4%	-	-	-	-	-	4%	*	*	4%	4%	0%	9%	-	*	-	-
	Male	22%	15%	15%	*	14%	*	-	-	-	-	13%	27%	*	14%	0%	15%	-	-	*	-	*
	Female	30%	20%	16%	-	16%	20%	*	-	-	-	15%	20%	*	16%	9%	-	16%	*	*	-	*
Mathematics	All Students	15%	5%	6%	*	5%	17%	*	-	-	-	5%	9%	0%	6%	0%	4%	7%	*	0%	-	0%
	CWD	9%	3%	0%	-	0%	*	-	-	-	*	10%	0%	-	*	*	*	*	*	-	-	-
	CWOD	16%	5%	6%	*	5%	20%	*	-	-	-	5%	10%	-	6%	0%	5%	7%	-	0%	-	0%
	EL	6%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	14%	4%	4%	*	5%	*	-	-	-	-	3%	13%	*	5%	0%	4%	-	-	*	-	-
	Female	16%	5%	7%	-	6%	*	*	-	-	-	7%	6%	*	7%	0%	-	7%	*	*	-	*
Science	All Students	27%	20%	15%	*	15%	29%	*	-	-	-	14%	23%	0%	17%	2%	14%	17%	*	0%	-	*
	CWD	8%	2%	0%	-	0%	*	-	-	-	*	*	0%	-	*	*	*	*	*	*	-	-
	CWOD	29%	22%	17%	*	16%	33%	*	-	-	-	15%	26%	-	17%	2%	15%	18%	*	0%	-	*
	EL	6%	1%	2%	-	2%	-	-	-	-	-	2%	*	*	2%	2%	0%	5%	*	*	-	-
	Male	29%	21%	14%	*	14%	*	-	-	-	-	13%	18%	*	15%	0%	14%	-	-	*	-	-
	Female	25%	20%	17%	-	16%	*	*	-	-	-	15%	29%	*	18%	5%	-	17%	*	*	-	*
End of Course Algebra I	All Students	31%	22%	71%	-	71%	-	-	-	-	-	63%	100%	-	71%	-	55%	85%	-	-	-	-
	CWD	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	34%	24%	71%	-	71%	-	-	-	-	-	63%	100%	-	71%	-	55%	85%	-	-	-	-
	EL	12%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	28%	19%	55%	-	55%	-	-	-	-	-	50%	*	-	55%	-	55%	-	-	-	-	-
	Female	34%	26%	85%	-	85%	-	-	-	-	-	78%	*	-	85%	-	85%	-	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
All Grades																						
All Subjects	All Students	77%	71%	75%	67%	75%	80%	*	*	-	83%	74%	81%	51%	76%	45%	71%	79%	90%	56%	-	75%
	CWD	45%	38%	51%	-	53%	*	-	-	-	-	48%	67%	51%	-	*	45%	62%	*	*	-	*
	CWOD	80%	74%	76%	67%	76%	88%	*	*	-	83%	75%	81%	-	76%	47%	73%	80%	86%	59%	-	81%
	EL	60%	49%	45%	-	45%	-	-	-	-	-	46%	30%	*	47%	45%	41%	51%	*	37%	-	*
	Male	74%	69%	71%	*	71%	76%	*	-	-	*	71%	74%	45%	73%	41%	71%	-	*	55%	-	60%
	Female	79%	74%	79%	*	79%	82%	*	*	-	*	77%	86%	62%	80%	51%	-	79%	100%	57%	-	90%
Reading	All Students	73%	67%	78%	*	78%	89%	*	*	-	*	77%	82%	69%	78%	46%	72%	84%	*	57%	-	81%
	CWD	39%	33%	69%	-	73%	*	-	-	-	-	67%	*	69%	-	*	71%	67%	*	-	-	*
	CWOD	77%	69%	78%	*	78%	94%	*	*	-	*	77%	82%	-	78%	47%	72%	84%	*	57%	-	87%
	EL	52%	41%	46%	-	46%	-	-	-	-	-	46%	*	*	47%	46%	38%	62%	-	*	-	-
	Male	69%	63%	72%	*	71%	100%	-	-	-	*	71%	75%	71%	72%	38%	72%	-	*	55%	-	71%
	Female	77%	71%	84%	*	84%	83%	*	*	-	*	83%	88%	67%	84%	62%	-	84%	*	63%	-	89%
Mathematics	All Students	80%	76%	78%	*	79%	75%	*	*	-	*	78%	81%	54%	80%	53%	75%	82%	*	55%	-	72%
	CWD	52%	43%	54%	-	56%	*	-	-	-	-	50%	71%	54%	-	*	52%	58%	*	*	-	*
	CWOD	83%	79%	80%	*	80%	82%	*	-	-	*	79%	82%	-	80%	55%	77%	83%	*	59%	-	81%
	EL	70%	61%	53%	-	53%	-	-	-	-	-	55%	*	*	55%	53%	53%	54%	*	*	-	*
	Male	78%	75%	75%	*	75%	67%	*	-	-	*	75%	77%	52%	77%	53%	75%	-	*	60%	-	60%
	Female	82%	78%	82%	*	82%	82%	*	*	-	*	81%	85%	58%	83%	54%	-	82%	*	50%	-	88%
Science	All Students	79%	72%	59%	*	59%	71%	*	-	-	-	57%	72%	28%	62%	22%	59%	59%	*	56%	-	*
	CWD	48%	38%	28%	-	29%	*	-	-	-	*	28%	-	28%	-	*	*	*	*	*	-	-
	CWOD	82%	75%	62%	*	62%	83%	*	-	-	-	59%	74%	-	62%	26%	65%	59%	*	63%	-	*
	EL	58%	43%	22%	-	22%	-	-	-	-	-	24%	*	*	26%	22%	17%	30%	*	*	-	*
	Male	78%	71%	59%	*	60%	*	-	-	-	-	58%	64%	*	65%	17%	59%	-	*	*	-	*
	Female	80%	73%	59%	-	58%	*	*	-	-	-	55%	81%	*	59%	30%	-	59%	*	*	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
All Grades																						
All Subjects	All Students	47%	37%	37%	22%	36%	51%	*	*	-	67%	34%	49%	36%	37%	14%	35%	39%	60%	14%	-	40%
	CWD	23%	19%	36%	-	38%	*	-	-	-	-	39%	17%	36%	-	*	26%	54%	*	*	-	*
	CWOD	50%	39%	37%	22%	36%	58%	*	-	-	67%	33%	50%	-	37%	14%	35%	38%	43%	15%	-	43%
	EL	26%	16%	14%	-	14%	-	-	-	-	-	10%	*	*	14%	14%	17%	17%	*	16%	-	*
	Male	45%	36%	35%	*	34%	53%	*	-	-	*	33%	43%	26%	35%	11%	35%	-	*	0%	-	25%
	Female	50%	38%	39%	*	39%	50%	*	*	-	*	34%	54%	54%	38%	17%	-	39%	67%	26%	-	55%
Reading	All Students	46%	35%	37%	*	37%	50%	*	*	-	*	33%	51%	69%	36%	13%	33%	41%	*	7%	-	38%
	CWD	22%	19%	69%	-	73%	*	-	-	-	-	67%	*	69%	-	*	71%	67%	*	-	-	*
	CWOD	48%	36%	36%	*	36%	53%	*	*	-	*	32%	50%	-	36%	12%	32%	40%	*	7%	-	40%
	EL	21%	12%	13%	-	13%	-	-	-	-	-	14%	*	*	12%	13%	9%	19%	-	*	-	-
	Male	41%	32%	33%	*	32%	67%	*	-	-	*	32%	37%	71%	32%	9%	33%	-	*	*	-	14%
	Female	50%	38%	41%	*	41%	42%	*	*	-	*	34%	62%	67%	40%	19%	-	41%	*	13%	-	56%
Mathematics	All Students	48%	40%	39%	*	38%	50%	*	*	-	*	36%	50%	31%	39%	16%	38%	39%	*	15%	-	33%
	CWD	26%	20%	31%	-	33%	*	-	-	-	-	34%	14%	31%	-	*	22%	50%	*	*	-	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	51%	42%	39%	*	39%	59%	*	-	-	36%	52%	-	39%	17%	39%	39%	*	18%	-	38%	
	EL	33%	24%	16%	-	16%	-	*	-	-	16%	*	*	17%	16%	14%	19%	-	*	-	*	
	Male	47%	40%	38%	*	38%	44%	*	-	*	35%	51%	22%	39%	14%	38%	-	*	0%	-	30%	
	Female	49%	40%	39%	*	39%	55%	*	*	*	36%	49%	50%	39%	19%	-	39%	*	30%	-	38%	
Science	All Students	49%	38%	31%	*	30%	57%	*	-	-	29%	40%	17%	32%	8%	30%	32%	*	22%	-	*	
	CWD	23%	17%	17%	-	18%	*	-	-	*	*	17%	-	*	*	*	*	*	*	-	-	
	CWOD	52%	40%	32%	*	31%	67%	*	-	-	29%	44%	-	32%	9%	32%	32%	*	25%	-	*	
	EL	21%	9%	8%	-	8%	-	-	-	9%	*	*	9%	8%	7%	10%	*	*	*	-	-	
	Male	50%	40%	30%	*	30%	*	-	-	28%	36%	*	32%	7%	30%	-	-	-	*	-	*	
	Female	49%	37%	32%	-	31%	*	*	-	29%	43%	*	32%	10%	-	32%	*	*	*	-	*	
<b>STAAR Percent at Masters Grade Level</b>																						
All Grades																						
All Subjects	All Students	21%	13%	14%	0%	13%	16%	*	*	-	50%	11%	21%	14%	13%	2%	13%	14%	20%	2%	-	10%
	CWD	8%	4%	14%	-	15%	*	-	-	-	13%	17%	14%	-	*	11%	19%	*	*	-	*	
	CWOD	23%	14%	13%	0%	13%	18%	*	*	-	50%	11%	22%	-	13%	2%	13%	14%	14%	3%	-	11%
	EL	9%	4%	2%	-	2%	-	*	-	-	3%	0%	*	2%	2%	1%	5%	*	5%	-	*	
	Male	20%	12%	13%	*	13%	12%	*	-	*	11%	22%	11%	13%	1%	13%	-	*	0%	-	5%	
	Female	22%	13%	14%	*	14%	18%	*	*	*	12%	21%	19%	14%	5%	-	14%	17%	4%	-	15%	
Reading	All Students	19%	11%	14%	*	14%	22%	*	*	-	12%	21%	31%	13%	4%	13%	15%	*	7%	-	19%	
	CWD	7%	4%	31%	-	33%	*	-	-	-	27%	*	31%	-	*	29%	33%	*	-	-	*	
	CWOD	20%	11%	13%	*	13%	24%	*	*	-	11%	20%	-	13%	3%	13%	14%	*	7%	-	20%	
	EL	7%	3%	4%	-	4%	-	-	-	5%	*	*	3%	4%	0%	12%	-	*	*	-	-	
	Male	16%	9%	13%	*	13%	33%	-	-	*	11%	21%	29%	13%	0%	13%	-	*	*	-	14%	
	Female	22%	12%	15%	*	15%	17%	*	*	*	13%	21%	33%	14%	12%	-	15%	*	13%	-	22%	
Mathematics	All Students	23%	16%	13%	*	13%	5%	*	*	-	10%	21%	13%	12%	2%	12%	13%	*	0%	-	0%	
	CWD	10%	6%	13%	-	14%	*	-	-	-	13%	14%	13%	-	*	11%	17%	*	*	-	*	
	CWOD	25%	17%	12%	*	13%	6%	*	*	-	10%	22%	-	12%	1%	12%	13%	*	0%	-	0%	
	EL	13%	7%	2%	-	2%	-	*	-	-	2%	*	*	1%	2%	1%	2%	-	*	-	*	
	Male	23%	16%	12%	*	12%	0%	*	-	*	10%	23%	11%	12%	1%	12%	-	*	0%	-	0%	
	Female	24%	16%	13%	*	13%	9%	*	*	*	11%	20%	17%	13%	2%	-	13%	*	0%	-	0%	
Science	All Students	22%	13%	15%	*	15%	29%	*	-	-	14%	23%	0%	17%	2%	14%	17%	*	0%	-	*	
	CWD	7%	2%	0%	-	0%	*	-	-	-	*	*	0%	-	*	*	*	*	*	-	-	
	CWOD	24%	14%	17%	*	16%	33%	*	-	-	15%	26%	-	17%	2%	15%	18%	*	0%	-	*	
	EL	5%	2%	2%	-	2%	-	-	-	-	2%	*	*	2%	2%	0%	5%	*	*	-	-	
	Male	23%	13%	14%	*	14%	*	-	-	-	13%	18%	*	15%	0%	14%	-	-	*	-	-	
	Female	21%	12%	17%	-	16%	*	*	-	-	15%	29%	*	18%	5%	-	17%	*	*	-	*	
*** Indicates results are masked due to small numbers to protect student confidentiality.																						
* 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	64	*	64	78	*	*	-	*	64	75	66
CWD	75	-	80	*	-	-	-	-	73	75	*
CWOD	64	*	64	82	*	*	-	*	64	-	66
EL	66	-	66	-	-	-	-	-	67	*	66
Male	62	-	62	*	-	-	-	*	62	86	63
Female	67	*	66	83	*	*	-	*	66	67	70
<b>Mathematics</b>											
All Students	62	*	62	63	*	*	-	*	62	67	58
CWD	67	-	68	*	-	-	-	-	63	67	50
CWOD	62	*	62	65	*	*	-	*	62	-	59
EL	58	-	58	-	*	-	-	-	59	50	58
Male	61	-	60	63	*	-	-	*	60	63	54
Female	64	*	65	64	*	*	-	*	64	75	63

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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-

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

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

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
147	26	18%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	42	*	41	49	*	*	-	*	40	34	20
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	EL +
+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.																

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	100%
Reading	All Students	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
Mathematics	All Students	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
Science	All Students	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
Reading	All Students	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
Mathematics	All Students	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
Science	All Students	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*

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

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	68	*	68	*	*	*	*	*	26		
	Female	63	*	59	*	*	*	*	*	20		
	Total	131	*	127	*	*	*	*	*	46		
Out-of-School Suspensions												
	Male	5	*	5	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		

		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)
Total		7	*	7	*	*	*	*	*	*		
Expulsions	Total	*	*	*	*	*	*	*	*	*		
	With Educational Services											
	Female	*	*	*	*	*	*	*	*	*		
Without Educational Services	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Total	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Total	10	*	8	*	*	*	*	*	5		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Total	12	*	10	*	*	*	*	*	7		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Expulsions	Total	*	*	*	*	*	*	*	*	*		*
	With Educational Services											
	Female	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Total	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Total	64	*	59	5	*	*	*	*	17	8	5
	Male	59	*	53	*	*	*	*	*	20	11	*
	Female	123	*	112	7	*	*	*	*	37	19	5

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Total	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework	Total	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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 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	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	9.0	20.2%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	3.0	7.2%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	5.7	13.7%

-' Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,019	1%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4						
Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5						
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	*	*
Mathematics	5,677	1%	9	1%	*	*
Grade 7						
Reading	5,298	1%	14	2%	6	3%
Mathematics	5,294	1%	14	2%	6	3%
Grade 8						
Reading	5,088	1%	5	1%	*	*
Mathematics	5,087	2%	5	1%	*	*
Science	5,087	1%	5	1%	*	*
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-
All Grades All Subjects	99,020	1%	156	1%	25	2%
Reading	43,730	1%	67	1%	11	2%
Mathematics	39,178	1%	63	1%	11	2%
Science	16,112	1%	26	1%	*	*

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

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

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

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

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

Grade	Subject	Student Group	%
*1	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**  
**2017-18 Federal Report Card for Texas Public Schools**  
**Campus Name: RICARDO ESTRADA MIDDLE**  
**Campus ID: 071901045**  
**District Name: CLINT ISD**

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
<b>EL Progress</b>	Baseline 2016-17 Rates												41%	
	2017-18 through 2021-22													42%
	2022-23 through 2026-27													44%
	2027-28 through 2031-32													46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>	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%	90%
	2022-23 through 2026-27		92%	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%	94%
	2032-33													

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%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%
	Academic Achievement	50%

(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 (90-100), 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.

				African	American	Two	Non					Foster												
				State	District	or	Econ					Care												
				Campus	Hispanic	Pacific	Disadv	Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Military								
				American	White	Islander	Races	Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Military								
<b>STAAR Percent at Approaches Grade Level or Above</b>																								
Grade 6																								
Reading	All	68%	62%	<b>64%</b>	-	63%	*	-	-	-	60%	84%	*	67%	31%	62%	65%	*	*	-	*			
	Students																							
	CWD	35%	27%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	
	CWOD	71%	65%	<b>67%</b>	-	67%	*	-	-	-	64%	84%	*	67%	33%	64%	70%	*	*	-	-	-	-	
	EL	42%	28%	<b>31%</b>	-	31%	-	-	-	-	27%	*	*	33%	31%	33%	28%	*	*	-	-	-	-	-
	Male	63%	55%	<b>62%</b>	-	62%	-	-	-	-	60%	73%	*	64%	33%	62%	-	*	*	-	-	-	-	-
	Female	72%	69%	<b>65%</b>	-	64%	*	-	-	-	60%	94%	*	70%	28%	-	65%	-	*	*	-	-	-	-
Mathematics	All	76%	70%	<b>82%</b>	-	82%	*	-	-	-	80%	94%	29%	87%	66%	85%	78%	*	*	-	-	-	-	
	Students																							
	CWD	50%	31%	<b>29%</b>	-	29%	-	-	-	-	29%	-	29%	-	28%	43%	*	-	-	-	-	-	-	-
	CWOD	79%	74%	<b>87%</b>	-	87%	*	-	-	-	86%	94%	-	87%	77%	89%	85%	*	*	-	-	-	-	-
	EL	61%	47%	<b>66%</b>	-	66%	-	-	-	-	65%	*	28%	77%	66%	76%	55%	*	*	-	-	-	-	-
	Male	76%	68%	<b>85%</b>	-	85%	-	-	-	-	84%	93%	43%	89%	76%	85%	-	*	*	-	-	-	-	-
	Female	77%	72%	<b>78%</b>	-	78%	*	-	-	-	76%	94%	*	85%	55%	-	78%	*	*	-	-	-	-	-
Grade 7																								
Reading	All	73%	71%	<b>70%</b>	-	70%	*	-	-	-	68%	82%	50%	72%	29%	63%	77%	-	*	-	-	-	-	
	Students																							
	CWD	37%	36%	<b>50%</b>	-	47%	*	-	-	-	46%	*	50%	-	42%	*	-	-	-	-	-	-	-	-
	CWOD	77%	73%	<b>72%</b>	-	72%	*	-	-	-	70%	84%	-	72%	31%	65%	77%	-	*	*	-	-	-	-
	EL	44%	34%	<b>29%</b>	-	29%	-	-	-	-	26%	*	*	31%	29%	30%	26%	-	*	*	-	-	-	-
	Male	69%	66%	<b>63%</b>	-	63%	*	-	-	-	59%	84%	42%	65%	30%	63%	-	-	*	*	-	-	-	-
	Female	79%	76%	<b>77%</b>	-	77%	*	-	-	-	76%	80%	*	77%	26%	-	77%	-	*	*	-	-	-	-
Mathematics	All	71%	70%	<b>70%</b>	-	70%	*	-	-	-	69%	76%	41%	73%	45%	66%	75%	-	*	-	-	-	-	
	Students																							
	CWD	42%	38%	<b>41%</b>	-	40%	*	-	-	-	39%	*	41%	-	38%	*	-	-	-	-	-	-	-	-
	CWOD	75%	73%	<b>73%</b>	-	73%	*	-	-	-	72%	79%	-	73%	52%	70%	76%	-	*	*	-	-	-	-
	EL	52%	43%	<b>45%</b>	-	45%	-	-	-	-	45%	*	*	52%	45%	39%	54%	-	*	*	-	-	-	-
	Male	69%	69%	<b>66%</b>	-	65%	*	-	-	-	64%	75%	38%	70%	39%	66%	-	-	*	*	-	-	-	-
	Female	73%	72%	<b>75%</b>	-	75%	*	-	-	-	75%	76%	*	76%	54%	-	75%	-	*	*	-	-	-	-
Grade 8																								
Reading	All	85%	86%	<b>86%</b>	-	86%	*	-	-	-	86%	85%	*	88%	56%	85%	88%	*	*	-	-	-	-	
	Students																							
	CWD	49%	55%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-
	CWOD	88%	88%	<b>88%</b>	-	88%	*	-	-	-	88%	91%	-	88%	54%	87%	90%	-	*	*	-	-	-	-
	EL	58%	53%	<b>56%</b>	-	56%	-	-	-	-	56%	*	*	54%	56%	57%	55%	-	*	*	-	-	-	-
	Male	82%	85%	<b>85%</b>	-	85%	-	-	-	-	84%	86%	*	87%	57%	85%	-	-	*	*	-	-	-	-
	Female	88%	88%	<b>88%</b>	-	87%	*	-	-	-	88%	85%	*	90%	55%	-	88%	*	*	-	-	-	-	-
Mathematics	All	85%	88%	<b>89%</b>	-	89%	*	-	-	-	91%	82%	*	93%	83%	87%	93%	*	*	-	-	-	-	
	Students																							
	CWD	53%	53%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-
	CWOD	89%	90%	<b>93%</b>	-	92%	*	-	-	-	94%	86%	-	93%	88%	89%	97%	-	*	*	-	-	-	-
	EL	73%	73%	<b>83%</b>	-	83%	-	-	-	-	86%	*	*	88%	83%	87%	76%	-	*	*	-	-	-	-
	Male	82%	85%	<b>87%</b>	-	87%	-	-	-	-	85%	92%	*	89%	87%	87%	-	-	*	*	-	-	-	-
	Female	87%	90%	<b>93%</b>	-	92%	*	-	-	-	97%	67%	*	97%	76%	-	93%	*	*	-	-	-	-	-
Grade 9																								
Science	All	75%	70%	<b>76%</b>	-	75%	*	-	-	-	75%	82%	*	79%	40%	77%	74%	*	*	-	-	-	-	
	Students																							
	CWD	39%	27%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-
	CWOD	78%	74%	<b>79%</b>	-	79%	*	-	-	-	78%	87%	-	79%	43%	80%	78%	-	*	*	-	-	-	-
	EL	46%	31%	<b>40%</b>	-	40%	-	-	-	-	43%	*	*	43%	40%	43%	35%	-	*	*	-	-	-	-
	Male	74%	71%	<b>77%</b>	-	77%	-	-	-	-	75%	86%	*	80%	43%	77%	-	-	*	*	-	-	-	-
	Female	76%	70%	<b>74%</b>	-	73%	*	-	-	-	74%	77%	*	78%	35%	-	74%	*	*	-	-	-	-	-
End of Course																								
Algebra I	All	82%	80%	<b>100%</b>	-	100%	*	-	-	-	100%	100%	-	100%	*	100%	100%	-	*	-	-	-	-	
	Students																							
	CWD	47%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	85%	<b>100%</b>	-	100%	*	-	-	-	100%	100%	-	100%	*	100%	100%	-	*	*	-	-	-	-
	EL	67%	60%	*	-	*	-	-	-	-	*	*	*	*	*	*	*	-	*	*	-	-	-	-
	Male	78%	76%	<b>100%</b>	-	100%	-	-	-	-	100%	100%	-	100%	*	100%	-	-	-	-	-	-	-	-
Female	87%	86%	<b>100%</b>	-	100%	*	-	-	-	100%	*	-	100%	-	100%	-	-	-	-	-	-	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																								
Grade 6																								
Reading	All	38%	30%	<b>31%</b>	-	31%	*	-	-	-	29%	45%	*	32%	8%	34%	28%	*	*	-	-	-	-	
	Students																							
	CWD	22%	23%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-
	CWOD	40%	31%	<b>32%</b>	-	32%	*	-	-	-	30%	45%	-	32%	4%	33%	31%	*	*	-	-	-	-	-
	EL	14%	10%	<b>8%</b>	-	8%	-	-	-	-	8%	*	*	4%	8%	17%	0%	*	*	-	-	-	-	-
Male	34%	26%	<b>34%</b>	-	34%	-	-	-	-	31%	53%	*	33%	17%	34%	-	*	*	-	-	-	-	-	

		State			African	American	Pacific	Two or	Non	Non			Foster							
		District	Campus	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military
	Female	42%	35%	28%	-	28%	*	-	-	27%	38%	*	31%	0%	-	28%	-	*	-	*
Mathematics	All	43%	37%	50%	-	50%	*	-	-	47%	68%	17%	53%	25%	52%	47%	*	*	-	*
	Students																			
	CWD	23%	13%	17%	-	17%	-	-	-	17%	-	17%	-	17%	29%	*	-	-	-	-
	CWOD	46%	39%	53%	-	53%	*	-	-	51%	68%	*	53%	28%	55%	51%	*	*	-	-
	EL	24%	16%	25%	-	25%	-	-	-	24%	*	17%	28%	25%	29%	21%	*	-	-	-
	Male	44%	36%	52%	-	52%	-	-	-	51%	60%	29%	55%	29%	52%	-	*	*	-	-
Female	42%	37%	47%	-	47%	*	-	-	42%	75%	*	51%	21%	-	47%	*	*	-	-	
Grade 7 Reading	All	47%	35%	36%	-	36%	*	-	-	33%	56%	44%	36%	7%	34%	39%	-	*	-	-
	Students																			
	CWD	23%	33%	44%	-	47%	*	-	-	38%	*	44%	-	*	33%	*	-	-	-	-
	CWOD	50%	35%	36%	-	36%	*	-	-	33%	55%	*	36%	8%	34%	38%	-	*	-	-
	EL	16%	7%	7%	-	7%	-	-	-	6%	*	8%	7%	6%	9%	-	*	-	-	-
	Male	42%	34%	34%	-	34%	*	-	-	28%	63%	33%	34%	6%	34%	-	-	*	-	-
Female	53%	37%	39%	-	38%	*	-	-	38%	47%	*	38%	9%	-	39%	-	*	-	-	
Mathematics	All	39%	32%	28%	-	28%	*	-	*	25%	43%	32%	27%	9%	26%	29%	-	*	-	-
	Students																			
	CWD	20%	25%	32%	-	35%	*	-	*	28%	*	32%	-	*	25%	*	-	-	-	-
	CWOD	41%	33%	27%	-	27%	*	-	-	25%	42%	-	27%	10%	26%	28%	-	*	-	-
	EL	17%	10%	9%	-	9%	-	-	-	8%	*	*	10%	9%	10%	7%	-	*	-	-
	Male	38%	33%	26%	-	27%	*	-	-	22%	50%	25%	26%	10%	26%	-	-	*	-	-
Female	40%	32%	29%	-	29%	*	-	-	28%	35%	*	28%	7%	-	29%	-	*	-	-	
Grade 8 Reading	All	48%	40%	42%	-	41%	*	-	-	41%	47%	*	44%	2%	41%	43%	*	*	-	-
	Students																			
	CWD	23%	21%	*	-	*	-	-	-	*	*	*	-	*	*	*	*	*	-	-
	CWOD	51%	41%	44%	-	43%	*	-	-	43%	50%	-	44%	3%	42%	45%	-	*	-	-
	EL	13%	6%	2%	-	2%	-	-	-	3%	*	*	3%	2%	4%	0%	*	-	-	-
	Male	44%	37%	41%	-	41%	*	-	-	39%	48%	*	42%	4%	41%	-	-	*	-	-
Female	53%	43%	43%	-	41%	*	-	-	42%	46%	*	45%	0%	-	43%	*	*	-	-	
Mathematics	All	50%	35%	33%	-	32%	*	-	-	33%	32%	*	34%	23%	29%	37%	*	-	-	
	Students																			
	CWD	25%	20%	*	-	*	-	-	-	*	*	*	-	*	*	*	*	*	-	-
	CWOD	53%	36%	34%	-	34%	*	-	-	35%	33%	-	34%	24%	30%	40%	-	-	-	-
	EL	30%	19%	23%	-	23%	-	-	-	25%	*	*	24%	23%	26%	18%	*	-	-	-
	Male	48%	32%	29%	-	29%	*	-	-	29%	31%	*	30%	26%	29%	-	-	-	-	-
Female	53%	38%	37%	-	36%	*	-	-	38%	33%	*	40%	18%	-	37%	*	-	-	-	
Science	All	50%	42%	52%	-	52%	*	-	-	49%	68%	*	55%	8%	57%	47%	*	*	-	-
	Students																			
	CWD	23%	15%	*	-	*	-	-	-	*	*	*	-	*	*	*	*	*	-	-
	CWOD	53%	44%	55%	-	55%	*	-	-	52%	74%	-	55%	8%	60%	49%	-	*	-	-
	EL	19%	7%	8%	-	8%	-	-	-	9%	*	*	8%	8%	14%	0%	*	-	-	-
	Male	51%	44%	57%	-	57%	-	-	-	53%	76%	*	60%	14%	57%	-	-	-	-	-
Female	50%	40%	47%	-	47%	*	-	-	46%	54%	*	49%	0%	-	47%	*	*	-	-	
End of Course Algebra I	All	53%	46%	94%	-	95%	*	-	-	92%	100%	-	94%	*	91%	96%	-	*	-	
	Students																			
	CWD	19%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	58%	50%	94%	-	95%	*	-	-	92%	100%	-	94%	*	91%	96%	-	*	-	-
	EL	29%	13%	*	-	-	-	-	-	*	*	*	*	*	*	*	*	*	-	-
	Male	49%	41%	91%	-	91%	-	-	-	89%	100%	-	91%	*	91%	-	-	-	-	-
Female	58%	52%	96%	-	100%	*	-	-	96%	*	-	96%	-	-	96%	-	*	-	-	
<b>STAAR Percent at Masters Grade Level</b>																				
Grade 6 Reading	All	18%	11%	10%	-	10%	*	-	-	9%	19%	*	11%	0%	13%	7%	*	*	-	*
	Students																			
	CWD	8%	7%	*	-	*	-	-	-	*	-	*	-	*	*	*	*	*	-	-
	CWOD	20%	11%	11%	-	11%	*	-	-	10%	19%	-	11%	0%	14%	8%	*	*	-	*
	EL	4%	2%	0%	-	0%	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-
	Male	15%	9%	13%	-	13%	-	-	-	11%	27%	*	14%	0%	13%	-	-	-	-	-
Female	22%	13%	7%	-	7%	*	-	-	6%	13%	*	8%	0%	-	7%	-	*	-	*	
Mathematics	All	18%	11%	17%	-	16%	*	-	-	16%	19%	8%	17%	5%	18%	15%	*	*	-	*
	Students																			
	CWD	9%	7%	8%	-	8%	-	-	-	8%	-	8%	-	11%	14%	*	-	-	-	-
	CWOD	19%	11%	17%	-	17%	*	-	-	17%	19%	-	17%	3%	18%	16%	*	*	-	*
	EL	6%	3%	5%	-	5%	-	-	-	5%	*	11%	3%	5%	9%	0%	*	-	-	-
	Male	18%	10%	18%	-	18%	-	-	-	18%	20%	14%	18%	9%	18%	-	-	*	-	-
Female	17%	11%	15%	-	14%	*	-	-	14%	19%	*	16%	0%	-	15%	*	*	-	*	
Grade 7 Reading	All	28%	17%	18%	-	17%	*	-	-	15%	32%	19%	17%	0%	18%	17%	-	*	-	
	Students																			
	CWD	10%	14%	19%	-	20%	*	-	-	23%	*	19%	-	*	8%	*	-	-	-	-
	CWOD	30%	17%	17%	-	17%	*	-	-	14%	35%	-	17%	0%	19%	16%	-	*	-	-
	EL	6%	1%	0%	-	0%	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	24%	16%	18%	-	18%	*	-	-	13%	42%	8%	19%	0%	18%	-	-	*	-	-
Female	33%	18%	17%	-	17%	*	-	-	17%	20%	*	16%	0%	-	17%	-	*	-	-	
Mathematics	All	18%	11%	8%	-	8%	*	-	-	7%	11%	18%	7%	1%	6%	9%	-	*	-	
	Students																			
	CWD	7%	12%	18%	-	20%	*	-	-	17%	*	18%	-	*	13%	*	-	-	-	
	CWOD	19%	11%	7%	-	7%	*	-	-	6%	9%	-	7%	2%	5%	8%	-	*	-	
EL	5%	2%	1%	-	1%	-	-	-	2%	*	*	2%	1%	2%	0%	-	*	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Grade 8 Reading	Male	17%	11%	6%	-	6%	*	-	-	-	-	4%	15%	13%	5%	2%	6%	-	-	*	-	-	
	Female	18%	12%	9%	-	10%	*	-	-	-	*	10%	6%	*	8%	0%	-	9%	-	*	-	-	
	All Students	26%	18%	17%	-	17%	*	-	-	-	-	14%	35%	*	18%	0%	18%	16%	*	*	-	-	
	CWD	8%	9%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	*	-	-	-
	CWOD	28%	18%	18%	-	17%	*	-	-	-	-	14%	38%	-	18%	0%	19%	17%	-	*	-	-	
	EL	4%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-	-
	Male	22%	15%	18%	-	18%	-	-	-	-	-	13%	38%	*	19%	0%	18%	-	-	*	-	-	-
	Female	30%	20%	16%	-	15%	*	-	-	-	-	14%	31%	*	17%	0%	-	16%	*	*	-	-	-
	Mathematics	All Students	15%	5%	5%	-	5%	*	-	-	-	5%	5%	*	5%	0%	8%	1%	*	-	-	-	-
	CWD	9%	3%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	*	-	-	-
CWOD	16%	5%	5%	-	5%	*	-	-	-	-	5%	5%	-	5%	0%	8%	2%	-	-	-	-	-	
EL	6%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-	-	
Male	14%	4%	8%	-	8%	-	-	-	-	-	8%	8%	*	8%	0%	8%	-	-	-	-	-	-	
Female	16%	5%	1%	-	2%	*	-	-	-	-	2%	0%	*	2%	0%	-	1%	*	-	-	-	-	
Science	All Students	27%	20%	26%	-	26%	*	-	-	-	24%	38%	*	28%	0%	29%	23%	*	*	-	-	-	
CWD	8%	2%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	*	-	-	-	
CWOD	29%	22%	28%	-	28%	*	-	-	-	-	26%	42%	-	28%	0%	31%	25%	-	*	-	-	-	
EL	6%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-	-	
Male	29%	21%	29%	-	29%	-	-	-	-	-	25%	48%	*	31%	0%	29%	-	-	-	-	-	-	
Female	25%	20%	23%	-	23%	*	-	-	-	-	24%	23%	*	25%	0%	-	23%	*	*	-	-	-	
End of Course Algebra I	All Students	31%	22%	75%	-	76%	*	-	-	-	73%	82%	-	75%	*	74%	75%	-	*	-	-	-	
CWD	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	34%	24%	75%	-	76%	*	-	-	-	-	73%	82%	-	75%	*	74%	75%	-	*	-	-	-	
EL	12%	4%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-	
Male	28%	19%	74%	-	74%	-	-	-	-	-	71%	86%	-	74%	*	74%	-	-	-	-	-	-	
Female	34%	26%	75%	-	78%	*	-	-	-	-	75%	*	-	75%	-	-	75%	-	*	-	-	-	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
All Grades																							
All Subjects	All Students	77%	71%	77%	-	77%	95%	-	-	-	*	76%	84%	35%	80%	49%	75%	78%	*	64%	-	*	
CWD	45%	38%	35%	-	34%	*	-	-	-	-	*	34%	38%	35%	-	26%	41%	24%	*	-	-	-	
CWOD	80%	74%	80%	-	80%	95%	-	-	-	-	-	79%	87%	-	80%	54%	79%	82%	*	64%	-	*	
EL	60%	49%	49%	-	49%	-	-	-	-	-	-	49%	54%	26%	54%	49%	52%	46%	*	*	-	-	
Male	74%	69%	75%	-	75%	*	-	-	-	-	-	74%	85%	41%	79%	52%	75%	-	*	*	-	-	
Female	79%	74%	78%	-	78%	100%	-	-	-	-	*	78%	83%	24%	82%	46%	-	78%	*	*	73%	-	*
Reading	All Students	73%	67%	73%	-	73%	89%	-	-	-	-	71%	84%	36%	75%	37%	70%	76%	*	*	-	*	
CWD	39%	33%	36%	-	35%	*	-	-	-	-	-	36%	*	36%	-	28%	41%	29%	*	-	-	-	
CWOD	77%	69%	75%	-	75%	88%	-	-	-	-	-	74%	86%	-	75%	38%	72%	79%	*	*	-	*	
EL	52%	41%	37%	-	37%	-	-	-	-	-	-	34%	70%	28%	38%	37%	38%	35%	*	*	-	-	
Male	69%	63%	70%	-	70%	*	-	-	-	-	-	67%	82%	41%	72%	38%	70%	-	*	*	-	-	
Female	77%	71%	76%	-	76%	100%	-	-	-	-	-	75%	86%	29%	79%	35%	-	76%	*	*	-	*	
Mathematics	All Students	80%	76%	81%	-	81%	100%	-	-	-	*	80%	85%	36%	85%	62%	80%	82%	*	*	-	*	
CWD	52%	43%	36%	-	35%	*	-	-	-	-	*	35%	*	36%	-	24%	42%	25%	*	-	-	-	
CWOD	83%	79%	85%	-	84%	100%	-	-	-	-	-	84%	88%	-	85%	70%	84%	85%	*	*	-	*	
EL	70%	61%	62%	-	62%	-	-	-	-	-	-	63%	58%	24%	70%	62%	65%	59%	*	*	-	-	
Male	78%	75%	80%	-	80%	*	-	-	-	-	-	79%	87%	42%	84%	65%	80%	-	*	*	-	-	
Female	82%	78%	82%	-	81%	100%	-	-	-	-	*	81%	83%	25%	85%	59%	-	82%	*	*	-	*	
Science	All Students	79%	72%	76%	-	75%	*	-	-	-	-	75%	82%	*	79%	40%	77%	74%	*	*	-	-	
CWD	48%	38%	*	-	*	-	-	-	-	-	-	*	*	*	-	*	*	*	*	-	-	-	
CWOD	82%	75%	79%	-	79%	*	-	-	-	-	-	78%	87%	-	79%	43%	80%	78%	-	*	-	-	
EL	58%	43%	40%	-	40%	-	-	-	-	-	-	43%	*	*	43%	40%	43%	35%	*	-	-	-	
Male	78%	71%	77%	-	77%	-	-	-	-	-	-	75%	86%	*	80%	43%	77%	-	*	-	-	-	
Female	80%	73%	74%	-	73%	*	-	-	-	-	-	74%	77%	*	78%	35%	-	74%	-	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
All Grades																							
All Subjects	All Students	47%	37%	41%	-	41%	50%	-	-	-	*	39%	54%	22%	43%	13%	42%	40%	*	29%	-	*	
CWD	23%	19%	22%	-	22%	*	-	-	-	-	*	21%	31%	22%	-	12%	26%	14%	*	-	-	-	
CWOD	50%	39%	43%	-	42%	55%	-	-	-	-	-	40%	56%	-	43%	13%	43%	42%	*	29%	-	*	
EL	26%	16%	13%	-	13%	-	-	-	-	-	-	13%	15%	12%	13%	16%	8%	*	*	-	-	-	
Male	45%	36%	42%	-	42%	*	-	-	-	-	-	39%	58%	26%	43%	16%	42%	-	*	*	-	-	
Female	50%	38%	40%	-	40%	61%	-	-	-	-	*	39%	50%	14%	42%	8%	-	40%	*	*	36%	-	*
Reading	All Students	46%	35%	36%	-	36%	56%	-	-	-	-	34%	49%	25%	37%	6%	36%	37%	*	*	-	*	
CWD	22%	19%	25%	-	26%	*	-	-	-	-	-	23%	*	25%	-	12%	30%	18%	*	-	-	-	
CWOD	48%	36%	37%	-	37%	63%	-	-	-	-	-	35%	50%	-	37%	5%	36%	38%	*	*	-	*	
EL	21%	12%	6%	-	6%	-	-	-	-	-	-	6%	10%	12%	5%	6%	9%	3%	*	*	-	-	
Male	41%	32%	36%	-	36%	*	-	-	-	-	-	32%	55%	30%	36%	9%	36%	-	*	*	-	-	
Female	50%	38%	37%	-	36%	71%	-	-	-	-	-	36%	43%	18%	38%	3%	-	37%	*	*	-	*	
Mathematics	All Students	48%	40%	43%	-	43%	44%	-	-	-	*	41%	54%	23%	44%	20%	43%	42%	*	*	-	*	
CWD	26%	20%	23%	-	24%	*	-	-	-	-	*	21%	*	23%	-	12%	27%	15%	*	-	-	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	CWOD	51%	42%	44%	-	44%	50%	-	-	-	42%	55%	-	44%	21%	44%	44%	*	*	-	*	
	EL	33%	24%	20%	-	20%	-	-	-	-	19%	25%	12%	21%	20%	23%	16%	*	*	-	-	
	Male	47%	40%	43%	-	43%	*	-	-	-	40%	55%	27%	44%	23%	43%	-	*	*	-	-	
	Female	49%	40%	42%	-	42%	57%	-	-	*	41%	54%	15%	44%	16%	-	42%	*	*	-	*	
Science	All	49%	38%	52%	-	52%	*	-	-	-	49%	68%	*	55%	8%	57%	47%	*	*	-	-	
	Students																					
	CWD	23%	17%	*	-	*	-	-	-	*	*	*	-	*	*	*	*	*	*	*	-	-
	CWOD	52%	40%	55%	-	55%	*	-	-	-	52%	74%	-	55%	8%	60%	49%	-	*	*	-	
	EL	21%	9%	8%	-	8%	-	-	-	-	9%	*	*	8%	8%	14%	0%	*	*	-	-	
	Male	50%	40%	57%	-	57%	-	-	-	-	53%	76%	*	60%	14%	57%	-	*	*	-	-	
	Female	49%	37%	47%	-	47%	*	-	-	-	46%	54%	*	49%	0%	-	47%	*	*	-	-	
<b>STAAR Percent at Masters Grade Level</b>																						
All Grades																						
All Subjects	All	21%	13%	17%	-	17%	27%	-	-	*	15%	26%	8%	18%	1%	18%	16%	*	7%	-	*	
	Students																					
	CWD	8%	4%	8%	-	8%	*	-	-	*	8%	8%	8%	-	3%	7%	10%	*	-	-	-	
	CWOD	23%	14%	18%	-	18%	30%	-	-	-	16%	28%	-	18%	1%	19%	16%	*	7%	-	*	
	EL	9%	4%	1%	-	1%	-	-	-	-	2%	0%	3%	1%	1%	3%	0%	*	*	-	-	
	Male	20%	12%	18%	-	19%	*	-	-	-	16%	33%	7%	19%	3%	18%	-	*	*	-	-	
	Female	22%	13%	16%	-	15%	33%	-	-	*	15%	18%	10%	16%	0%	-	16%	*	*	9%	-	
Reading	All	19%	11%	15%	-	15%	44%	-	-	-	12%	29%	7%	16%	0%	16%	14%	*	*	-	*	
	Students																					
	CWD	7%	4%	7%	-	7%	*	-	-	-	8%	*	7%	-	0%	4%	12%	*	-	-	-	
	CWOD	20%	11%	16%	-	15%	50%	-	-	-	13%	31%	-	16%	0%	17%	14%	*	*	-	*	
	EL	7%	3%	0%	-	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*	*	-	-	
	Male	16%	9%	16%	-	16%	*	-	-	-	12%	36%	4%	17%	0%	16%	-	*	*	-	-	
	Female	22%	12%	14%	-	13%	57%	-	-	-	13%	20%	12%	14%	0%	-	14%	*	*	-	*	
Mathematics	All	23%	16%	16%	-	16%	11%	-	-	*	16%	20%	11%	17%	3%	17%	15%	*	*	-	*	
	Students																					
	CWD	10%	6%	11%	-	12%	*	-	-	*	10%	*	11%	-	6%	12%	10%	*	-	-	-	
	CWOD	25%	17%	17%	-	17%	13%	-	-	-	16%	20%	-	17%	2%	18%	15%	*	*	-	*	
	EL	13%	7%	3%	-	3%	-	-	-	-	3%	0%	6%	2%	3%	5%	0%	*	*	-	-	
	Male	23%	16%	17%	-	17%	*	-	-	-	16%	24%	12%	18%	5%	17%	-	*	*	-	-	
	Female	24%	16%	15%	-	15%	14%	-	-	*	15%	15%	10%	15%	0%	-	15%	*	*	-	*	
Science	All	22%	13%	26%	-	26%	*	-	-	-	24%	38%	*	28%	0%	29%	23%	*	*	-	-	
	Students																					
	CWD	7%	2%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	*	*	*	-	-
	CWOD	24%	14%	28%	-	28%	*	-	-	-	26%	42%	-	28%	0%	31%	25%	-	*	*	-	
	EL	5%	2%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	*	-	-	
	Male	23%	13%	29%	-	29%	-	-	-	-	25%	48%	*	31%	0%	29%	-	-	-	-	-	
	Female	21%	12%	23%	-	23%	*	-	-	-	24%	23%	*	25%	0%	-	23%	*	*	-	-	
*** Indicates results are masked due to small numbers to protect student confidentiality.																						
* 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	68	-	68	*	-	-	-	-	67	55	62
CWD	55	-	56	*	-	-	-	-	57	55	54
CWOD	69	-	69	*	-	-	-	-	68	-	63
EL	62	-	62	-	-	-	-	-	60	54	62
Male	68	-	68	*	-	-	-	-	66	60	67
Female	69	-	68	*	-	-	-	-	68	47	55
<b>Mathematics</b>											
All Students	69	-	69	*	-	-	-	*	68	45	64
CWD	45	-	47	*	-	-	-	*	46	45	47
CWOD	71	-	71	*	-	-	-	-	70	-	68
EL	64	-	64	-	-	-	-	-	63	47	64
Male	68	-	68	*	-	-	-	-	67	44	64
Female	70	-	70	*	-	-	-	*	70	47	65

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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-

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

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

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
194	29	15%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	45	-	45	57	-	-	-	*	43	22	21
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
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	N	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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	Y	Y	Y	Y	Y	Y	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
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	EL +
+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).																
Blank cells above represent student group indicators that do not meet the minimum size criteria.																

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																
All Subjects	All Students	100%	-	100%	100%	-	-	-	*	100%	100%	97%	100%	100%	100%	100%
	CWD	97%	-	97%	*	-	-	-	*	97%	100%	97%	-	99%	97%	98%
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	100%	99%	100%	100%	100%	99%
	Male	100%	-	100%	*	-	-	-	-	100%	100%	97%	100%	100%	100%	-
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	98%	100%	99%	-	100%
Reading	All Students	100%	-	100%	100%	-	-	-	-	100%	100%	98%	100%	100%	100%	100%
	CWD	98%	-	98%	*	-	-	-	-	98%	100%	98%	-	100%	96%	100%
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	*	-	-	-	-	100%	100%	96%	100%	100%	100%	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	-	100%	100%	-	-	-	*	100%	100%	96%	100%	99%	100%	100%
	CWD	96%	-	96%	*	-	-	-	*	96%	100%	96%	-	97%	97%	95%
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%
	EL	99%	-	99%	-	-	-	-	-	99%	100%	97%	100%	99%	100%	99%
	Male	100%	-	100%	*	-	-	-	-	100%	100%	97%	100%	100%	100%	-
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	95%	100%	99%	-	100%
Science	All Students	100%	-	100%	*	-	-	-	-	99%	100%	100%	100%	100%	99%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%
	CWOD	100%	-	99%	*	-	-	-	-	99%	100%	-	100%	99%	100%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%
	Male	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	100%	99%	-
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%
<b>Non-Participation Rate</b>																
All Subjects	All Students	0%	-	0%	0%	-	-	-	*	0%	0%	3%	0%	0%	0%	0%
	CWD	3%	-	3%	*	-	-	-	*	3%	0%	3%	-	1%	3%	2%
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	0%	1%	0%	0%	0%	1%
	Male	0%	-	0%	*	-	-	-	-	0%	0%	3%	0%	0%	0%	-
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	2%	0%	1%	-	0%
Reading	All Students	0%	-	0%	0%	-	-	-	-	0%	0%	2%	0%	0%	0%	0%
	CWD	2%	-	2%	*	-	-	-	-	3%	0%	2%	-	0%	4%	0%
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	*	-	-	-	-	0%	0%	4%	0%	0%	0%	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	-	0%	0%	-	-	-	*	0%	0%	4%	0%	1%	0%	0%
	CWD	4%	-	4%	*	-	-	-	*	4%	0%	4%	-	3%	3%	5%
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%
	EL	1%	-	1%	-	-	-	-	-	1%	0%	3%	0%	1%	0%	1%
	Male	0%	-	0%	*	-	-	-	-	0%	0%	3%	0%	0%	0%	-
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	5%	0%	1%	-	0%
Science	All Students	0%	-	0%	*	-	-	-	-	1%	0%	0%	1%	0%	1%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%
	CWOD	1%	-	1%	*	-	-	-	-	1%	0%	-	1%	0%	1%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%
	Male	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	0%	1%	-
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%

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

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	152	5	143	*	*	*	*	*	41		
	Female	95	*	89	*	*	*	*	*	14		
	Total	247	7	232	*	*	*	*	*	55		
<b>Out-of-School Suspensions</b>												
	Male	18	*	16	*	*	*	*	*	7		
	Female	19	*	19	*	*	*	*	*	*		

		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)
Total		37	*	35	*	*	*	*	*	9		
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	5	*	5	*	*	*	*	*	*		
	Total	7	*	7	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	5	*	5	*	*	*	*	*	*		
	Total	7	*	7	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	17	*	17	*	*	*	*	*	5		5
	Female	7	*	5	*	*	*	*	*	*		*
	Total	24	*	22	*	*	*	*	*	7		5
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism												
	Male	139	*	131	*	*	*	*	*	41	23	5
	Female	138	*	134	*	*	*	*	*	23	8	*
	Total	277	*	265	*	*	*	*	*	64	31	7

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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 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 School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	7.0	16.1%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	4.8	11.9%

- 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.

	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Grade 3						
Reading	6,019	1%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4						
Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5						
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	*	*
Mathematics	5,677	1%	9	1%	*	*
Grade 7						
Reading	5,298	1%	14	2%	7	3%
Mathematics	5,294	1%	14	2%	7	3%
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	-	-

	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	District Rate of ALT2	Number of ALT2	Rate of ALT2
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-
All Grades All Subjects	99,020	1%	156	1%	22	1%
Reading	43,730	1%	67	1%	11	2%
Mathematics	39,178	1%	63	1%	11	2%
Science	16,112	1%	26	1%	-	-

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

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

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

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

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

Grade	Subject	Student Group	%
** Indicates reporting standards not met. 'n/a' Indicates data reporting is not applicable for this group.			

Source: TEA Division of Student Assessment

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

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

Data are not available.

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**  
**Campus Name:** WM DAVID SURRATT EL  
**Campus ID:** 071901101  
**District Name:** CLINT ISD

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

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;  
 a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)  
 b. Other Academic Indicator for Non-High Schools: STAAR Growth Status  
 c. Graduation Rate: Federal Graduation Status  
 d. ELP Indicator: English Learner Language Proficiency Status  
 e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

(bb) the methodology by which the State differentiates all such schools;  
 A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD EL	Male	Female	Migrant	Homeless	Foster Care	Military			
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
Grade 3																							
Reading	All	77%	69%	<b>76%</b>	-	75%	*	-	-	-	73%	94%	*	78%	65%	74%	77%	*	*	-	-		
	Students																						
	CWD	51%	29%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	*	-	-	
	CWOD	79%	72%	<b>78%</b>	-	78%	*	-	-	-	-	76%	94%	-	78%	68%	79%	78%	*	*	-	-	
	EL	70%	60%	<b>65%</b>	-	65%	-	-	-	-	-	63%	*	*	68%	65%	72%	58%	*	*	-	-	
	Male	74%	68%	<b>74%</b>	-	74%	*	-	-	-	-	73%	86%	*	79%	72%	74%	-	*	*	-	-	
	Female	79%	71%	<b>77%</b>	-	76%	*	-	-	-	-	74%	100%	*	78%	58%	-	77%	-	*	*	-	-
	Mathematics	All	77%	70%	<b>66%</b>	-	66%	*	-	-	-	65%	82%	*	69%	56%	70%	63%	*	*	-	-	
	Students																						
	CWD	52%	43%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	*	*	*	-	-
CWOD	80%	72%	<b>69%</b>	-	68%	*	-	-	-	-	67%	82%	-	69%	59%	74%	64%	*	*	-	-		
EL	74%	63%	<b>56%</b>	-	56%	-	-	-	-	-	56%	*	*	59%	56%	62%	50%	*	*	-	-		
Male	77%	71%	<b>70%</b>	-	71%	*	-	-	-	-	68%	88%	*	74%	62%	70%	-	*	*	-	-		
Female	78%	69%	<b>63%</b>	-	62%	*	-	-	-	-	62%	78%	*	64%	50%	-	63%	-	*	*	-	-	
Grade 4																							
Reading	All	72%	61%	<b>65%</b>	-	67%	*	-	-	-	65%	67%	38%	69%	57%	64%	66%	*	*	-	*		
	Students																						
	CWD	46%	39%	<b>38%</b>	-	40%	-	-	-	-	40%	*	38%	-	*	*	*	*	*	*	-	-	
	CWOD	75%	63%	<b>69%</b>	-	71%	*	-	-	-	69%	71%	-	69%	61%	68%	69%	69%	*	*	-	*	
	EL	60%	46%	<b>57%</b>	-	57%	*	-	-	-	56%	*	*	61%	57%	64%	52%	-	*	*	-	*	
	Male	70%	61%	<b>64%</b>	-	66%	-	-	-	-	61%	80%	*	68%	64%	64%	-	-	*	*	-	*	
	Female	75%	62%	<b>66%</b>	-	69%	*	-	-	-	68%	*	*	69%	52%	-	66%	-	*	*	-	*	
	Mathematics	All	77%	70%	<b>63%</b>	-	62%	*	-	-	-	61%	79%	39%	66%	57%	70%	56%	*	*	-	*	
	Students																						
	CWD	49%	43%	<b>39%</b>	-	41%	-	-	-	-	41%	*	39%	-	*	45%	*	*	*	*	-	-	
CWOD	81%	72%	<b>66%</b>	-	65%	*	-	-	-	64%	83%	-	66%	58%	73%	59%	59%	*	*	-	*		
EL	72%	60%	<b>57%</b>	-	55%	*	-	-	-	57%	*	*	58%	57%	67%	48%	48%	*	*	-	*		
Male	77%	68%	<b>70%</b>	-	70%	-	-	-	-	69%	73%	45%	73%	67%	70%	-	-	*	*	-	*		
Female	78%	71%	<b>56%</b>	-	54%	*	-	-	-	53%	88%	*	59%	48%	-	56%	56%	*	*	-	*		
Grade 5																							
Reading	All	83%	73%	<b>75%</b>	-	75%	*	-	-	-	72%	90%	*	77%	49%	71%	78%	*	*	-	*		
	Students																						
	CWD	54%	45%	*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	*	*	-	-	
	CWOD	87%	76%	<b>77%</b>	-	77%	*	-	-	-	75%	90%	-	77%	52%	74%	79%	79%	*	*	-	*	
	EL	73%	52%	<b>49%</b>	-	49%	-	-	-	-	48%	*	*	52%	49%	42%	55%	55%	*	*	-	*	
	Male	81%	71%	<b>71%</b>	-	71%	*	-	-	-	69%	88%	*	74%	42%	71%	-	-	*	*	-	*	
	Female	86%	76%	<b>78%</b>	-	78%	*	-	-	-	75%	92%	*	79%	55%	-	78%	78%	*	*	-	*	
	Mathematics	All	90%	87%	<b>88%</b>	-	89%	*	-	-	-	87%	95%	*	92%	81%	85%	91%	*	*	-	*	
	Students																						
	CWD	70%	62%	*	-	*	*	-	-	-	*	*	*	*	*	*	*	*	*	*	-	-	
CWOD	92%	89%	<b>92%</b>	-	92%	*	-	-	-	91%	95%	-	92%	86%	90%	93%	93%	*	*	-	*		
EL	86%	80%	<b>81%</b>	-	81%	-	-	-	-	79%	100%	*	86%	81%	72%	90%	90%	*	*	-	*		
Male	89%	87%	<b>85%</b>	-	85%	*	-	-	-	85%	88%	*	90%	72%	85%	-	-	*	*	-	*		
Female	91%	86%	<b>91%</b>	-	92%	*	-	-	-	89%	100%	*	93%	90%	-	91%	91%	*	*	-	*		
Science	All	75%	64%	<b>57%</b>	-	57%	*	-	-	-	56%	68%	*	61%	37%	55%	60%	*	*	-	*		
	Students																						
	CWD	48%	28%	*	-	*	*	-	-	-	*	*	*	*	*	*	*	*	*	*	-	-	
	CWOD	78%	68%	<b>61%</b>	-	60%	*	-	-	-	60%	68%	-	61%	38%	59%	63%	63%	*	*	-	*	
	EL	62%	44%	<b>37%</b>	-	37%	-	-	-	-	35%	*	*	38%	37%	33%	40%	40%	*	*	-	*	
	Male	76%	65%	<b>55%</b>	-	54%	*	-	-	-	55%	56%	*	59%	33%	55%	-	-	*	*	-	*	
	Female	75%	63%	<b>60%</b>	-	60%	*	-	-	-	57%	77%	*	63%	40%	-	60%	60%	*	*	-	*	
	<b>STAAR Percent at Meets Grade Level or Above</b>																						
	Grade 3																						
	Reading	All	43%	30%	<b>36%</b>	-	36%	*	-	-	-	32%	69%	*	39%	27%	39%	35%	*	*	-	-	
Students																							
CWD		28%	14%	*	-	*	-	-	-	-	*	*	*	*	*	*	*	*	*	*	-	-	
CWOD		44%	32%	<b>39%</b>	-	38%	*	-	-	-	34%	69%	-	39%	28%	43%	36%	36%	*	*	-	*	
EL		32%	19%	<b>27%</b>	-	27%	-	-	-	-	25%	*	*	28%	27%	34%	19%	19%	*	*	-	*	
Male		40%	32%	<b>39%</b>	-	38%	*	-	-	-	35%	71%	*	43%	34%	39%	-	-	*	*	-	*	
Female	45%	29%	<b>35%</b>	-	34%	*	-	-	-	30%	67%	*	36%	19%	-	35%	35%	*	*	-	*		
Mathematics	All	46%	40%	<b>37%</b>	-	37%	*	-	-	-	35%	53%	*	39%	28%	45%	31%	*	*	-	-		
	Students																						
	CWD	30%	18%	*	-	*	*	-	-	-	*	*	*	*	*	*	*	*	*	*	-	-	
	CWOD	48%	42%	<b>39%</b>	-	38%	*	-	-	-	37%	53%	-	39%	30%	47%	32%	32%	*	*	-	*	
	EL	39%	33%	<b>28%</b>	-	28%	-	-	-	-	28%	*	*	30%	28%	35%	21%	21%	*	*	-	*	

				African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		WDCWOD		EL Male		Female		Migrant		Homeless		Foster Care		Military	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	More	Econ	Disadv	Disadv	WDCWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military	Male	Female	Migrant	Homeless	Foster	Care	Military				
Grade 4 Reading	Male	47%	44%	45%	-	44%	*	-	-	-	-	42%	63%	*	47%	35%	45%	-	*	*	-	-	-	-	-	-	-	-	-	-			
	Female	45%	36%	31%	-	31%	*	-	-	-	-	29%	44%	*	32%	21%	-	31%	-	*	*	-	-	-	-	-	-	-	-	-			
	All	45%	33%	34%	-	35%	*	-	-	-	*	32%	50%	13%	37%	20%	39%	29%	*	*	-	-	-	-	-	-	-	-	-	-			
	Students																																
	CWD	28%	23%	13%	-	13%	-	-	-	-	*	13%	*	13%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-		
	CWOD	47%	34%	37%	-	38%	*	-	-	-	*	34%	53%	-	37%	24%	44%	31%	*	*	-	-	-	-	-	-	-	-	-	-	-		
	EL	29%	19%	20%	-	19%	*	-	-	-	*	18%	*	*	24%	20%	27%	15%	*	*	-	-	-	-	-	-	-	-	-	-	-		
	Male	43%	35%	39%	-	39%	-	-	-	-	*	37%	50%	*	44%	27%	39%	-	-	*	*	-	-	-	-	-	-	-	-	-	-		
	Female	47%	31%	29%	-	31%	*	-	-	-	*	26%	*	*	31%	15%	-	29%	*	*	-	-	-	-	-	-	-	-	-	-	-		
	Mathematics	All	48%	37%	30%	-	30%	*	-	-	*	29%	42%	22%	31%	26%	30%	30%	*	*	-	-	-	-	-	-	-	-	-	-	-		
Students																																	
CWD		29%	28%	22%	-	24%	-	-	-	*	24%	*	22%	-	18%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
CWOD		50%	37%	31%	-	30%	*	-	-	*	30%	44%	-	31%	25%	32%	31%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
EL		38%	26%	26%	-	24%	*	-	-	-	*	25%	*	*	25%	26%	28%	25%	*	*	-	-	-	-	-	-	-	-	-	-	-		
Male		48%	39%	30%	-	30%	-	-	-	-	*	29%	36%	18%	32%	28%	30%	-	-	*	*	-	-	-	-	-	-	-	-	-	-		
Female		47%	34%	30%	-	29%	*	-	-	-	*	28%	50%	*	31%	25%	-	30%	*	*	-	-	-	-	-	-	-	-	-	-	-		
Grade 5 Reading		All	53%	38%	42%	-	43%	*	-	-	-	42%	43%	*	44%	16%	46%	40%	*	*	-	-	-	-	-	-	-	-	-	-	-		
		Students																															
		CWD	30%	19%	*	-	*	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	56%	40%	44%	-	44%	*	-	-	-	45%	43%	-	44%	17%	48%	41%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	EL	35%	15%	16%	-	16%	-	-	-	-	15%	*	*	17%	16%	19%	13%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	Male	50%	38%	46%	-	46%	*	-	-	-	47%	38%	*	48%	19%	46%	-	-	*	*	-	-	-	-	-	-	-	-	-	-	-		
	Female	56%	39%	40%	-	39%	*	-	-	-	38%	46%	*	41%	13%	-	40%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	Mathematics	All	57%	50%	55%	-	55%	*	-	-	-	50%	81%	*	58%	32%	57%	52%	*	*	-	-	-	-	-	-	-	-	-	-	-		
		Students																															
		CWD	34%	25%	*	-	*	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD		60%	52%	58%	-	58%	*	-	-	-	54%	81%	-	58%	36%	62%	55%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
EL		46%	34%	32%	-	32%	-	-	-	-	28%	80%	*	36%	32%	28%	37%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
Male		57%	51%	57%	-	58%	*	-	-	-	54%	88%	*	62%	28%	57%	-	-	*	*	-	-	-	-	-	-	-	-	-	-	-		
Female		58%	49%	52%	-	52%	*	-	-	-	47%	77%	*	55%	37%	-	52%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
Science		All	40%	30%	24%	-	24%	*	-	-	-	24%	27%	*	26%	6%	23%	25%	*	*	-	-	-	-	-	-	-	-	-	-	-		
		Students																															
		CWD	25%	16%	*	-	*	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	42%	31%	26%	-	26%	*	-	-	-	26%	27%	-	26%	6%	25%	27%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	EL	24%	10%	6%	-	6%	-	-	-	-	5%	*	*	6%	6%	11%	0%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	Male	42%	32%	23%	-	23%	*	-	-	-	25%	11%	*	25%	11%	23%	-	-	*	*	-	-	-	-	-	-	-	-	-	-	-		
	Female	38%	27%	25%	-	25%	*	-	-	-	23%	38%	*	27%	0%	-	25%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	<b>STAAR Percent at Masters Grade Level</b>																																
	Grade 3 Reading	All	24%	13%	16%	-	15%	*	-	-	-	15%	19%	*	17%	12%	21%	12%	*	*	-	-	-	-	-	-	-	-	-	-	-		
		Students																															
CWD		9%	4%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
CWOD		26%	14%	17%	-	16%	*	-	-	-	16%	19%	-	17%	12%	23%	12%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
EL		15%	6%	12%	-	12%	-	-	-	-	12%	*	*	12%	12%	17%	6%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
Male		22%	13%	21%	-	20%	*	-	-	-	18%	43%	*	23%	17%	21%	-	-	*	*	-	-	-	-	-	-	-	-	-	-	-		
Female		26%	14%	12%	-	12%	*	-	-	-	13%	0%	*	12%	6%	-	12%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
Mathematics		All	22%	18%	17%	-	17%	*	-	-	-	16%	24%	*	17%	12%	23%	11%	*	*	-	-	-	-	-	-	-	-	-	-	-		
		Students																															
		CWD	12%	6%	*	-	*	*	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	24%	19%	17%	-	17%	*	-	-	-	17%	24%	-	17%	13%	24%	12%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	EL	17%	13%	12%	-	12%	-	-	-	-	13%	*	*	13%	12%	14%	11%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	Male	23%	20%	23%	-	24%	*	-	-	-	21%	38%	*	24%	14%	23%	-	-	*	*	-	-	-	-	-	-	-	-	-	-	-		
	Female	21%	16%	11%	-	11%	*	-	-	-	12%	11%	*	12%	11%	-	11%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	Grade 4 Reading	All	23%	13%	13%	-	13%	*	-	-	*	12%	17%	6%	14%	4%	10%	15%	*	*	-	-	-	-	-	-	-	-	-	-	-		
		Students																															
		CWD	9%	5%	6%	-	7%	-	-	-	-	7%	*	6%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-		
CWOD		25%	14%	14%	-	14%	*	-	-	*	13%	18%	-	14%	5%	12%	15%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
EL		12%	4%	4%	-	2%	*	-	-	-	4%	*	*	5%	4%	9%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Male		22%	15%	10%	-	9%	-	-	-	-	11%	10%	*	12%	9%	10%	-	-	*	*	-	-	-	-	-	-	-	-	-	-	-		
Female		25%	12%	15%	-	16%	*	-	-	-	14%	*	*	15%	0%	-	15%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
Mathematics		All	26%	17%	11%	-	10%	*	-	-	*	10%	16%	11%	11%	7%	12%	10%	*	*	-	-</											

		State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	WCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
Science	CWOD	31%	23%	<b>28%</b>	-	27%	*	-	-	-	26%	38%	-	28%	14%	28%	28%	*	*	-	*			
	EL	19%	10%	<b>13%</b>	-	13%	-	-	-	-	11%	40%	*	14%	13%	3%	23%	*	*	-	*			
	Male	29%	21%	<b>25%</b>	-	26%	*	-	-	-	25%	25%	*	28%	3%	25%	-	-	*	*	-	*		
	Female	30%	23%	<b>27%</b>	-	26%	*	-	-	-	23%	46%	*	28%	23%	-	27%	*	*	-	*	-	*	
	All	16%	9%	<b>9%</b>	-	9%	*	-	-	-	9%	9%	*	9%	1%	11%	7%	*	*	-	*	-	*	
	Students	CWD	9%	2%	*	-	*	*	-	-	-	-	*	-	*	*	*	-	-	*	*	-	-	-
	CWOD	17%	10%	<b>9%</b>	-	10%	*	-	-	-	10%	9%	-	9%	2%	12%	7%	*	*	-	*	-	-	
	EL	7%	2%	<b>1%</b>	-	1%	-	-	-	-	2%	*	*	2%	1%	3%	0%	*	*	-	*	-	-	
	Male	18%	11%	<b>11%</b>	-	11%	*	-	-	-	12%	0%	*	12%	3%	11%	-	-	*	*	-	*	-	-
	Female	15%	7%	<b>7%</b>	-	7%	*	-	-	-	5%	15%	*	7%	0%	-	7%	*	*	-	*	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																								
All Grades																								
All Subjects	All	77%	71%	<b>70%</b>	-	70%	70%	-	-	-	*	68%	82%	33%	73%	57%	70%	70%	82%	34%	-	*		
	Students	CWD	45%	38%	<b>33%</b>	-	36%	*	-	-	*	34%	*	33%	-	27%	35%	31%	-	*	-	-	-	
	CWOD	80%	74%	<b>73%</b>	-	73%	88%	-	-	-	*	71%	83%	-	73%	60%	74%	72%	82%	39%	-	*	-	
	EL	60%	49%	<b>57%</b>	-	57%	*	-	-	-	*	56%	72%	27%	60%	57%	59%	55%	*	*	-	*	-	
	Male	74%	69%	<b>70%</b>	-	70%	83%	-	-	-	*	69%	79%	35%	74%	59%	70%	-	*	*	-	*	-	
	Female	79%	74%	<b>70%</b>	-	70%	64%	-	-	-	*	68%	85%	31%	72%	55%	-	70%	78%	46%	-	*	-	
	Reading	All	73%	67%	<b>72%</b>	-	73%	63%	-	-	*	70%	84%	35%	75%	57%	70%	74%	*	*	-	*	-	
	Students	CWD	39%	33%	<b>35%</b>	-	38%	*	-	-	*	37%	*	35%	-	* 35%	*	-	*	*	-	-	-	
	CWOD	77%	69%	<b>75%</b>	-	75%	71%	-	-	-	*	73%	85%	-	75%	61%	74%	76%	*	*	-	*	-	
	EL	52%	41%	<b>57%</b>	-	57%	*	-	-	-	*	56%	75%	*	61%	57%	60%	55%	*	*	-	*	-	
Male	69%	63%	<b>70%</b>	-	70%	*	-	-	-	*	68%	84%	35%	74%	60%	70%	-	*	*	-	*	-		
Female	77%	71%	<b>74%</b>	-	75%	*	-	-	-	*	73%	83%	*	76%	55%	-	74%	*	*	-	*	-		
Mathematics	All	80%	76%	<b>72%</b>	-	72%	78%	-	-	*	70%	86%	38%	75%	63%	75%	70%	*	36%	-	*	-		
Students	CWD	52%	43%	<b>38%</b>	-	42%	*	-	-	*	39%	*	38%	-	32%	40%	36%	-	*	-	-	-		
CWOD	83%	79%	<b>75%</b>	-	75%	100%	-	-	-	*	73%	88%	-	75%	66%	79%	72%	*	*	-	*	-		
EL	70%	61%	<b>63%</b>	-	63%	*	-	-	-	*	63%	75%	32%	66%	63%	67%	60%	*	*	-	*	-		
Male	78%	75%	<b>75%</b>	-	75%	*	-	-	-	*	74%	40%	79%	67%	75%	-	-	*	*	-	*	-		
Female	82%	78%	<b>70%</b>	-	69%	83%	-	-	-	*	67%	90%	36%	72%	60%	-	70%	*	*	-	*	-		
Science	All	79%	72%	<b>57%</b>	-	57%	*	-	-	-	56%	68%	*	61%	37%	55%	60%	*	*	-	*	-		
Students	CWD	48%	38%	*	-	*	*	-	-	-	*	-	*	-	*	*	*	-	*	-	-	-		
CWOD	82%	75%	<b>61%</b>	-	60%	*	-	-	-	-	60%	68%	-	61%	38%	59%	63%	*	*	-	*	-		
EL	58%	43%	<b>37%</b>	-	37%	-	-	-	-	-	35%	*	*	38%	37%	33%	40%	*	*	-	*	-		
Male	78%	71%	<b>55%</b>	-	54%	*	-	-	-	-	55%	56%	*	59%	33%	55%	-	-	*	-	-	-		
Female	80%	73%	<b>60%</b>	-	60%	*	-	-	-	-	57%	77%	*	63%	40%	-	60%	*	*	-	-	-		
<b>STAAR Percent at Meets Grade Level or Above</b>																								
All Grades																								
All Subjects	All	47%	37%	<b>37%</b>	-	37%	40%	-	-	-	*	35%	51%	10%	39%	22%	39%	35%	27%	10%	-	*		
	Students	CWD	23%	19%	<b>10%</b>	-	11%	*	-	-	*	10%	*	10%	-	7%	10%	10%	-	*	-	-	-	
	CWOD	50%	39%	<b>39%</b>	-	39%	50%	-	-	-	*	37%	52%	-	39%	24%	43%	36%	27%	13%	-	*	-	
	EL	26%	16%	<b>22%</b>	-	22%	*	-	-	-	*	21%	45%	7%	24%	22%	26%	19%	*	*	-	*	-	
	Male	45%	36%	<b>39%</b>	-	39%	33%	-	-	-	*	38%	49%	10%	43%	26%	39%	-	*	*	-	*	-	
	Female	50%	38%	<b>35%</b>	-	34%	43%	-	-	-	*	32%	53%	10%	36%	19%	-	35%	33%	8%	-	*	-	
	Reading	All	46%	35%	<b>38%</b>	-	38%	38%	-	-	*	36%	53%	6%	40%	21%	41%	35%	*	*	-	*	-	
	Students	CWD	22%	19%	<b>6%</b>	-	7%	*	-	-	*	7%	*	6%	-	* 5%	*	-	*	*	-	-	-	
	CWOD	48%	36%	<b>40%</b>	-	40%	43%	-	-	-	*	38%	54%	-	40%	23%	45%	36%	*	*	-	*	-	
	EL	21%	12%	<b>21%</b>	-	21%	*	-	-	-	*	19%	42%	*	23%	21%	27%	16%	*	*	-	*	-	
Male	41%	32%	<b>41%</b>	-	41%	*	-	-	-	*	40%	52%	5%	45%	27%	41%	-	*	*	-	*	-		
Female	50%	38%	<b>35%</b>	-	35%	*	-	-	-	*	32%	53%	*	36%	16%	-	35%	*	*	-	*	-		
Mathematics	All	48%	40%	<b>40%</b>	-	40%	44%	-	-	*	38%	60%	15%	43%	29%	43%	38%	*	14%	-	*	-		
Students	CWD	26%	20%	<b>15%</b>	-	17%	*	-	-	*	16%	*	15%	-	16%	16%	14%	-	*	-	-	-		
CWOD	51%	42%	<b>43%</b>	-	42%	57%	-	-	-	*	40%	61%	-	43%	30%	47%	39%	*	*	-	*	-		
EL	33%	24%	<b>29%</b>	-	28%	*	-	-	-	*	27%	58%	16%	30%	29%	30%	27%	*	*	-	*	-		
Male	47%	40%	<b>43%</b>	-	44%	*	-	-	-	*	41%	59%	16%	47%	30%	43%	-	*	*	-	*	-		
Female	49%	40%	<b>38%</b>	-	37%	50%	-	-	-	*	34%	60%	14%	39%	27%	-	38%	*	*	-	*	-		
Science	All	49%	38%	<b>24%</b>	-	24%	*	-	-	-	24%	27%	*	26%	6%	23%	25%	*	*	-	*	-		
Students	CWD	23%	17%	*	-	*	*	-	-	-	*	-	*	-	*	*	*	-	*	-	-	-		
CWOD	52%	40%	<b>26%</b>	-	26%	*	-	-	-	-	26%	27%	-	26%	6%	25%	27%	*	*	-	*	-		
EL	21%	9%	<b>6%</b>	-	6%	-	-	-	-	-	5%	*	*	6%	6%	11%	0%	*	*	-	*	-		
Male	50%	40%	<b>23%</b>	-	23%	*	-	-	-	-	25%	11%	*	25%	11%	23%	-	-	*	-	-	-		
Female	49%	37%	<b>25%</b>	-	25%	*	-	-	-	-	23%	38%	*	27%	0%	-	25%	*	*	-	-	-		
<b>STAAR Percent at Masters Grade Level</b>																								
All Grades																								
All Subjects	All	21%	13%	<b>15%</b>	-	15%	15%	-	-	-	*	14%	22%	5%	16%	8%	17%	14%	0%	0%	-	*		
	Students	CWD	8%	4%	<b>5%</b>	-	5%	*	-	-	*	5%	*	5%	-	2%	4%	7%	-	*	-	-	-	
	CWOD	23%	14%	<b>16%</b>	-	16%	19%	-	-	-	*	15%	23%	-	16%	8%	18%	14%	0%	0%	-	*	-	
	EL	9%	4%	<b>8%</b>	-	7%	*	-	-	-	*	8%	10%	2%	8%	8%	8%	7%	-	*	-	*	-	
	Male	20%	12%	<b>17%</b>	-	17%	17%	-	-	-	*	16%	20%	4%	18%	8%	17%	-	*	*	-	*	-	
	Female	22%	13%	<b>14%</b>	-	14%	14%	-	-	-	*	12%	25%	7%	14%	7%	-	14%	0%	0%	-	-	-	



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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	41	-	41	*	-	-	-	*	39	*	29
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
** Indicates results are masked due to small numbers to protect student confidentiality.											
-' Indicates there are no students in the group.											
n/a' Indicates the student group is not applicable to this report.											

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Y						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		Y						Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	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
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.											

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

Participation Rate		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWD	CWOD	EL	Male	Female	Migrant
		Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students								
All Subjects	All	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	*	-	-	-	-	*	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	EL	100%	-	100%	*	-	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	*

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Reading	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	100%
	All Students	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	*	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	-	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	*	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	-	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
	Science	All Students	99%	-	99%	*	-	-	-	-	99%	100%	100%	99%	100%	99%	100%
CWD	100%	-	100%	*	-	-	-	-	100%	-	100%	-	100%	100%	*	-	
CWOD	99%	-	99%	*	-	-	-	-	99%	100%	-	99%	100%	99%	100%	*	
EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*	
Male	99%	-	99%	*	-	-	-	-	99%	100%	100%	99%	100%	99%	-	-	
Female	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	100%	-	100%	*	
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	-	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	0%	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	0%
	Reading	All Students	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%
CWD	0%	-	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	
CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*	
EL	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*	
Male	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	*	
Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	0%	
Mathematics	All Students	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	0%
	Science	All Students	1%	-	1%	*	-	-	-	1%	0%	0%	1%	0%	1%	0%	*
CWD	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	
CWOD	1%	-	1%	*	-	-	-	-	1%	0%	-	1%	0%	1%	0%	*	
EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*	
Male	1%	-	1%	*	-	-	-	-	1%	0%	0%	1%	0%	1%	-	-	
Female	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	*	

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

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	18	*	14	*	*	*	*	*	8		
	Female	*	*	*	*	*	*	*	*	*		
	Total	18	*	14	*	*	*	*	*	8		
<b>Out-of-School Suspensions</b>												
	Male	13	*	13	*	*	*	*	*	10		
	Female	*	*	*	*	*	*	*	*	*		
	Total	13	*	13	*	*	*	*	*	10		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Under Zero Tolerance Policies</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>School-Related Arrests</b>												

		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)
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
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	*	*	*	*	*	*	*	*	*		
<b>All Students</b> Chronic Absenteeism	Male	49	*	47	*	*	*	*	*	20	8	*
	Female	46	*	41	5	*	*	*	*	17	5	*
	Total	95	*	88	7	*	*	*	*	37	13	*

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	50	*	50	*	*	*	*	*	23	8
	Female	50	*	50	*	*	*	*	*	29	*
	Total	100	*	100	*	*	*	*	*	52	10
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).

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
* 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 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 School Number	All School Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	9.0	15.0%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.6	1.1%

\* Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,019	1%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4						
Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5						
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Grades						
All Subjects	99,020	1%	156	1%	-	-
Reading	43,730	1%	67	1%	-	-
Mathematics	39,178	1%	63	1%	-	-
Science	16,112	1%	26	1%	-	-

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

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

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

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

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

\*\* Indicates reporting standards not met.  
n/a Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**  
**Campus Name: RED SANDS EL**  
**Campus ID: 071901102**  
**District Name: CLINT ISD**

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
<b>EL Progress</b>	Baseline 2016-17 Rates												41%	
	2017-18 through 2021-22													42%
	2022-23 through 2026-27													44%
	2027-28 through 2031-32													46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>	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%	
	2032-33		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%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%
	Academic Achievement	50%

(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);



					African American		Hispanic		White		Two or More Races		Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military		
Grade	Subject	All	State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific Islander	Races	Disadv	Disadv	CWDCWOD	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	Migrant	Homeless	Foster Care	Military	Migrant	Homeless	Foster Care	Military		
Grade 4	Reading	All	45%	33%	42%	-	42%	*	-	-	-	-	40%	75%	*	44%	30%	40%	44%	-	*	-	*	-	*	-	*	-	*	-	*		
		Students																															
		CWD	28%	23%	*	-	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	47%	34%	44%	-	43%	*	-	-	-	-	-	42%	71%	*	44%	30%	43%	45%	-	*	-	*	-	*	-	*	-	*	-	*	
		EL	29%	19%	30%	-	29%	*	-	-	-	-	-	28%	*	*	30%	30%	35%	25%	-	*	-	*	-	*	-	*	-	*	-	*	
		Male	43%	35%	40%	-	40%	*	-	-	-	-	-	39%	*	*	43%	35%	40%	-	-	*	-	*	-	*	-	*	-	*	-	*	
		Female	47%	31%	44%	-	43%	*	-	-	-	-	-	40%	80%	*	45%	25%	-	44%	-	-	-	-	-	-	-	-	-	-	-	-	
		All	48%	37%	41%	-	41%	*	-	-	-	-	-	41%	50%	*	44%	31%	49%	34%	-	*	-	*	-	*	-	*	-	*	-	*	
		Students																															
		CWD	29%	28%	*	-	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	50%	37%	44%	-	43%	*	-	-	-	-	-	43%	57%	-	44%	31%	55%	35%	-	*	-	*	-	*	-	*	-	*	-	*			
EL	38%	26%	31%	-	30%	*	-	-	-	-	-	31%	*	*	31%	31%	45%	15%	-	*	-	*	-	*	-	*	-	*	-	*			
Male	48%	39%	49%	-	49%	*	-	-	-	-	-	50%	*	*	55%	45%	49%	-	-	*	-	*	-	*	-	*	-	*	-	*			
Female	47%	34%	34%	-	33%	*	-	-	-	-	-	31%	60%	*	35%	15%	-	34%	-	-	-	-	-	-	-	-	-	-	-	-			
Grade 5	Reading	All	53%	38%	45%	-	45%	*	-	-	-	-	41%	82%	21%	48%	15%	46%	44%	*	*	-	*	-	*	-	*	-	*	-	*		
		Students																															
		CWD	30%	19%	21%	-	21%	-	-	-	-	-	-	17%	*	21%	-	*	*	*	-	*	-	*	-	*	-	*	-	*	-	*	
		CWOD	56%	40%	48%	-	49%	*	-	-	-	-	-	44%	89%	-	48%	18%	49%	46%	-	*	-	*	-	*	-	*	-	*	-	*	
		EL	35%	15%	15%	-	15%	-	-	-	-	-	-	15%	-	*	18%	15%	14%	16%	-	*	-	*	-	*	-	*	-	*	-	*	
		Male	50%	38%	46%	-	46%	*	-	-	-	-	-	43%	71%	*	49%	14%	46%	-	-	*	-	*	-	*	-	*	-	*	-	*	
		Female	56%	39%	44%	-	44%	-	-	-	-	-	-	39%	*	*	46%	16%	-	44%	-	-	-	-	-	-	-	-	-	-	-	-	
		All	57%	50%	59%	-	59%	*	-	-	-	-	-	56%	91%	43%	62%	55%	56%	65%	*	*	-	*	-	*	-	*	-	*	-	*	
		Students																															
		CWD	34%	25%	43%	-	43%	-	-	-	-	-	-	42%	*	43%	-	43%	0%	86%	*	-	-	-	-	-	-	-	-	-	-	-	
CWOD	60%	52%	62%	-	61%	*	-	-	-	-	-	58%	100%	-	62%	58%	62%	61%	-	*	-	*	-	*	-	*	-	*	-	*			
EL	46%	34%	55%	-	55%	-	-	-	-	-	-	55%	-	43%	58%	55%	56%	56%	-	*	-	*	-	*	-	*	-	*	-	*			
Male	57%	51%	56%	-	55%	*	-	-	-	-	-	52%	86%	0%	62%	55%	56%	-	-	*	-	*	-	*	-	*	-	*	-	*			
Female	58%	49%	65%	-	65%	-	-	-	-	-	-	61%	*	86%	61%	56%	-	65%	*	-	-	-	-	-	-	-	-	-	-	-			
Grade 5	Science	All	40%	30%	42%	-	41%	*	-	-	-	-	38%	82%	*	46%	15%	46%	35%	*	*	-	*	-	*	-	*	-	*	-	*		
		Students																															
		CWD	25%	16%	*	-	*	-	-	-	-	-	-	*	*	*	-	*	*	*	*	*	-	*	-	*	-	*	-	*	-	*	
		CWOD	42%	31%	46%	-	45%	*	-	-	-	-	-	41%	89%	-	46%	18%	50%	39%	-	*	-	*	-	*	-	*	-	*	-	*	
		EL	24%	10%	15%	-	15%	-	-	-	-	-	-	15%	-	*	18%	15%	24%	8%	-	*	-	*	-	*	-	*	-	*	-	*	
		Male	42%	32%	46%	-	45%	*	-	-	-	-	-	43%	71%	*	50%	24%	46%	-	-	*	-	*	-	*	-	*	-	*	-	*	
		Female	38%	27%	35%	-	35%	-	-	-	-	-	-	30%	*	*	39%	8%	-	35%	*	-	-	-	-	-	-	-	-	-	-	-	
		<b>STAAR Percent at Masters Grade Level</b>																															
		Grade 3	Reading	All	24%	13%	21%	-	21%	*	-	-	-	-	21%	17%	*	22%	15%	13%	29%	*	*	-	*	-	*	-	*	-	*	-	*
				Students																													
CWD	9%			4%	*	-	*	-	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	26%			14%	22%	-	22%	*	-	-	-	-	-	22%	*	-	22%	16%	14%	30%	*	*	-	*	-	*	-	*	-	*	-	*	
EL	15%			6%	15%	-	15%	-	-	-	-	-	-	16%	*	*	16%	15%	12%	18%	-	*	-	*	-	*	-	*	-	*	-	*	
Male	22%			13%	13%	-	14%	*	-	-	-	-	-	15%	*	*	14%	12%	13%	-	-	*	-	*	-	*	-	*	-	*	-	*	
Female	26%			14%	29%	-	29%	-	-	-	-	-	-	27%	*	*	30%	18%	-	29%	*	*	-	*	-	*	-	*	-	*	-	*	
All	22%			18%	26%	-	25%	*	-	-	-	-	-	27%	17%	14%	27%	20%	26%	26%	*	*	-	*	-	*	-	*	-	*	-	*	
Students																																	
CWD	12%			6%	14%	-	14%	-	-	-	-	-	-	*	*	14%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	24%	19%	27%	-	26%	*	-	-	-	-	-	27%	*	-	27%	21%	26%	27%	-	*	-	*	-	*	-	*	-	*	-	*			
EL	17%	13%	20%	-	20%	-	-	-	-	-	-	19%	*	*	21%	20%	21%	18%	-	*	-	*	-	*	-	*	-	*	-	*			
Male	23%	20%	26%	-	25%	*	-	-	-	-	-	27%	20%	*	26%	21%	26%	-	-	*	-	*	-	*	-	*	-	*	-	*			
Female	21%	16%	26%	-	26%	-	-	-	-	-	-	26%	*	*	27%	18%	-	26%	*	*	-	*	-	*	-	*	-	*	-	*			
Grade 4	Reading	All	23%	13%	19%	-	20%	*	-	-	-	-	17%	50%	*	21%	8%	21%	18%	-	*	-	*	-	*	-	*	-	*	-	*		
		Students																															
		CWD	9%	5%	*	-	*	-	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	25%	14%	21%	-	22%	*	-	-	-	-	-	18%	57%	-	21%	9%	25%	18%	-	*	-	*	-	*	-	*	-	*	-	*	
		EL	12%	4%	8%	-	8%	-	-	-	-	-	-	4%	*	*	9%	8%	8%	8%	-	*	-	*	-	*	-	*	-	*	-	*	
		Male	22%	15%	21%	-	22%	*	-	-	-	-	-	20%	*	*	25%	8%	21%	-	-	*	-	*	-	*	-	*	-	*	-	*	
		Female	25%	12%	18%	-	18%	*	-	-	-	-	-	13%	60%	*	18%	8%	-	18%	-	-	-	-	-	-	-	-	-	-	-	-	
		All	26%	17%	21%	-	22%	*	-	-	-	-	-	21%	25%	*	23%	13%	25%	17%	-	*	-	*	-	*	-	*	-	*	-	*	
		Students																															
		CWD	11%	4%	*	-	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	28%	18%	23%	-	24%	*	-																										



	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	20%	11%	21%	-	21%	*	-	-	-	18%	60%	-	21%	10%	19%	23%	*	*	*
	EL	7%	3%	9%	-	10%	*	-	-	-	9%	33%	*	10%	9%	7%	12%	*	*	*
	Male	16%	9%	17%	-	17%	*	-	-	-	15%	40%	0%	19%	7%	17%	-	*	*	*
	Female	22%	12%	22%	-	22%	*	-	-	-	19%	60%	0%	23%	12%	-	22%	*	*	*
Mathematics	All	23%	16%	26%	-	25%	40%	-	-	-	25%	36%	6%	27%	16%	28%	23%	*	*	*
Students	CWOD	10%	6%	6%	-	7%	*	-	-	-	8%	*	6%	-	7%	5%	8%	*	-	*
	CWOD	25%	17%	27%	-	27%	*	-	-	-	26%	45%	-	27%	17%	30%	24%	*	*	*
	EL	13%	7%	16%	-	16%	*	-	-	-	15%	33%	7%	17%	16%	19%	13%	*	*	*
	Male	23%	16%	28%	-	27%	*	-	-	-	27%	40%	5%	30%	19%	28%	-	*	*	*
	Female	24%	16%	23%	-	23%	*	-	-	-	23%	30%	8%	24%	13%	-	23%	*	*	*
Science	All	22%	13%	14%	-	14%	*	-	-	-	12%	36%	*	16%	0%	16%	10%	*	*	*
Students	CWOD	7%	2%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	*	-	*
	CWOD	24%	14%	16%	-	16%	*	-	-	-	13%	44%	-	16%	0%	18%	12%	*	*	*
	EL	5%	2%	0%	-	0%	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	*	*
	Male	23%	13%	16%	-	17%	*	-	-	-	12%	57%	*	18%	0%	16%	-	*	*	*
	Female	21%	12%	10%	-	10%	-	-	-	-	11%	*	*	12%	0%	-	10%	*	-	*

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* 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	CWOD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	79	-	79	*	-	-	-	-	78	88	80
CWOD	88	-	87	*	-	-	-	-	85	88	86
CWOD	78	-	78	*	-	-	-	-	77	-	80
EL	80	-	80	*	-	-	-	-	80	86	80
Male	80	-	81	*	-	-	-	-	79	88	81
Female	78	-	77	*	-	-	-	-	77	88	79
<b>Mathematics</b>											
All Students	70	-	69	*	-	-	-	-	69	71	72
CWOD	71	-	72	*	-	-	-	-	71	71	91
CWOD	69	-	69	*	-	-	-	-	69	-	69
EL	72	-	72	*	-	-	-	-	72	91	72
Male	72	-	72	*	-	-	-	-	71	60	76
Female	67	-	67	*	-	-	-	-	67	89	67

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	CWOD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* Indicates there are no students in the group.

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
320	56	18%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	50	-	49	*	-	-	-	-	48	*	39
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
** Indicates results are masked due to small numbers to protect student confidentiality.											
* Indicates there are no students in the group.											
n/a Indicates the student group is not applicable to this report.											

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Y						Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		Y						Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
+ STAAR Performance and Graduation use EL (Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.											

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																
All Subjects	All Students	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	*
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	*
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	*
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	*
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	*

		African American				Hispanic		White	American Indian		Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	All Students	100%	-	100%	100%	-	-	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	*	-	-	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	*
	CWOD	100%	-	100%	*	-	-	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	*	-	-	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	*	-	-	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	100%	-	100%	*	-	-	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	-	-	-	100%	* 100%	-	100%	100%	100%	100%	100%	*
	CWOD	100%	-	100%	*	-	-	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	-	-	-	100%	-	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	*	-	-	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	-	-	-	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	100%	*
<b>Non-Participation Rate</b>																					
All Subjects	All Students	0%	-	0%	0%	-	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	*
	CWOD	0%	-	0%	0%	-	-	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	0%	-	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	0%
Reading	All Students	0%	-	0%	0%	-	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	-	0%	0%	-	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	-	-	-	0%	-	0%	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	*	-	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	-	-	-	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	0%	*

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

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions	Male	13	*	13	*	*	*	*	*	7		
	Female	*	*	*	*	*	*	*	*	*		
	Total	15	*	15	*	*	*	*	*	7		
Expulsions	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	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Expulsions</b>												
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>School-Related Arrests</b>												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>Referrals to Law Enforcement</b>												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	33	*	29	*	*	*	*	*	14	5	*
	Female	40	*	38	*	*	*	*	*	17	5	*
	Total	73	*	67	*	*	*	*	*	31	10	*

	Total
<b>Incidents of Violence</b>	
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	*
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	8
On the basis of race	*
On the basis of disability	*

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	Male	49	*	47	*	*	*	*	*	26	*
	Female	46	*	44	*	*	*	*	*	20	*
	Total	95	*	91	*	*	*	*	*	46	*
<b>Accelerated Coursework</b>											
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 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 School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.0	16.7%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-

	All School Number	Percent
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	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.

	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%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4						
Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5						
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-
All Grades						
All Subjects	99,020	1%	156	1%	-	-
Reading	43,730	1%	67	1%	-	-
Mathematics	39,178	1%	63	1%	-	-
Science	16,112	1%	26	1%	-	-
**	Indicates results are masked due to small numbers to protect student confidentiality.					
-'	Indicates zero observations reported for this group.					

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

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

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

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

\*\* 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  
2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** DESERT HILLS EL

**Campus ID:** 071901103

**District Name:** CLINT ISD

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);

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

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

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

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

(bb) the methodology by which the State differentiates all such schools;

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

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent 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	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD EL	Male	Female	Migrant	Homeless	Foster Care	Military			
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
Grade 3																							
Reading	All Students	77%	69%	<b>71%</b>	*	70%	86%	*	*	-	*	65%	88%	*	74%	58%	66%	78%	-	-	100%		
	CWD	51%	29%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-		
	CWOD	79%	72%	<b>74%</b>	*	73%	86%	*	*	-	*	69%	88%	-	74%	61%	70%	79%	-	-	100%		
	EL	70%	60%	<b>58%</b>	-	57%	-	*	-	-	-	56%	70%	*	61%	58%	55%	65%	-	-	-		
	Male	74%	68%	<b>66%</b>	-	64%	*	-	-	-	*	61%	83%	*	70%	55%	66%	-	-	-	-		
	Female	79%	71%	<b>78%</b>	*	78%	*	*	*	-	-	71%	95%	*	79%	65%	-	78%	-	-	-	*	
	Mathematics	All Students	77%	70%	<b>67%</b>	*	65%	86%	*	*	-	*	63%	79%	*	70%	58%	65%	70%	-	-	100%	
	CWD	52%	43%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
CWOD	80%	72%	<b>70%</b>	*	68%	86%	*	*	-	*	66%	79%	-	70%	61%	69%	70%	-	-	-	100%		
EL	74%	63%	<b>58%</b>	-	57%	-	*	-	-	-	54%	80%	*	61%	58%	52%	70%	-	-	-	-		
Male	77%	71%	<b>65%</b>	-	63%	*	-	-	-	*	62%	74%	*	69%	52%	65%	-	-	-	-	*		
Female	78%	69%	<b>70%</b>	*	69%	*	*	*	-	-	64%	84%	*	70%	70%	-	70%	-	-	-	*		
Grade 4																							
Reading	All Students	72%	61%	<b>66%</b>	-	66%	67%	-	*	-	-	64%	71%	*	69%	45%	64%	67%	-	*	-	73%	
	CWD	46%	39%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	*	-	-	
	CWOD	75%	63%	<b>69%</b>	-	68%	75%	-	*	-	-	66%	76%	-	69%	47%	69%	68%	-	*	-	80%	
	EL	60%	46%	<b>45%</b>	-	45%	-	-	-	-	-	47%	*	*	47%	45%	53%	38%	-	*	-	-	
	Male	70%	61%	<b>64%</b>	-	66%	*	-	*	-	-	64%	64%	*	69%	53%	64%	-	-	*	-	-	
	Female	75%	62%	<b>67%</b>	-	65%	100%	-	-	-	-	63%	78%	*	68%	38%	-	67%	-	*	-	83%	
	Mathematics	All Students	77%	70%	<b>77%</b>	-	77%	80%	-	*	-	-	77%	79%	*	80%	67%	74%	80%	-	*	-	82%
	CWD	49%	43%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	*
CWOD	81%	72%	<b>80%</b>	-	80%	89%	-	*	-	-	80%	81%	-	80%	70%	79%	81%	-	*	*	90%		
EL	72%	60%	<b>67%</b>	-	67%	*	-	-	-	-	71%	*	*	70%	67%	70%	65%	-	*	-	-		
Male	77%	68%	<b>74%</b>	-	75%	*	-	*	-	-	74%	74%	*	79%	70%	74%	-	-	*	-	-		
Female	78%	71%	<b>80%</b>	-	79%	100%	-	-	-	-	79%	83%	*	81%	65%	-	80%	-	*	*	83%		
Grade 5																							
Reading	All Students	83%	73%	<b>80%</b>	*	81%	69%	*	-	-	*	80%	82%	44%	84%	65%	78%	84%	-	*	-	75%	
	CWD	54%	45%	<b>44%</b>	-	50%	*	-	-	-	-	50%	*	44%	-	*	42%	*	-	-	-	-	
	CWOD	87%	76%	<b>84%</b>	*	84%	89%	*	-	-	*	83%	86%	-	84%	74%	83%	87%	-	*	-	75%	
	EL	73%	52%	<b>65%</b>	-	65%	-	-	-	-	-	66%	60%	*	74%	65%	67%	60%	-	*	-	-	
	Male	81%	71%	<b>78%</b>	-	80%	63%	*	-	-	*	77%	79%	42%	83%	67%	78%	-	-	*	-	-	
	Female	86%	76%	<b>84%</b>	*	84%	*	-	-	-	*	84%	84%	*	87%	60%	-	84%	-	-	-	-	
	Mathematics	All Students	90%	87%	<b>89%</b>	*	89%	91%	*	-	*	88%	90%	60%	93%	85%	88%	91%	-	-	-	88%	
	CWD	70%	62%	<b>60%</b>	-	56%	*	-	-	-	-	57%	*	60%	-	45%	57%	*	-	-	-	-	
CWOD	92%	89%	<b>93%</b>	*	93%	89%	*	-	-	*	93%	92%	-	93%	95%	92%	93%	-	-	-	88%		
EL	86%	80%	<b>85%</b>	-	85%	-	-	-	-	-	88%	73%	45%	95%	85%	84%	87%	-	-	-	-		
Male	89%	87%	<b>88%</b>	-	88%	83%	*	-	-	*	86%	91%	57%	92%	84%	88%	-	-	-	-	*		
Female	91%	86%	<b>91%</b>	*	90%	100%	-	-	-	*	92%	89%	*	93%	87%	-	91%	-	-	-	*		
Science	All Students	75%	64%	<b>73%</b>	*	73%	77%	*	-	-	*	68%	81%	32%	79%	53%	72%	74%	-	*	-	88%	
	CWD	48%	28%	<b>32%</b>	-	33%	*	-	-	-	-	33%	*	32%	-	*	35%	*	-	-	-	-	
	CWOD	78%	68%	<b>79%</b>	*	78%	100%	*	-	-	*	74%	87%	-	79%	61%	79%	80%	-	*	-	88%	
	EL	62%	44%	<b>53%</b>	-	53%	-	-	-	-	-	57%	38%	*	61%	53%	57%	41%	-	*	-	-	
	Male	76%	65%	<b>72%</b>	-	72%	75%	*	-	-	*	71%	75%	35%	79%	57%	72%	-	-	*	-	-	
	Female	75%	63%	<b>74%</b>	*	73%	*	-	-	-	*	63%	87%	*	80%	41%	-	74%	-	-	-	-	
	Mathematics	All Students	46%	40%	<b>34%</b>	*	33%	43%	*	*	-	*	29%	50%	*	35%	23%	34%	35%	-	-	-	60%
	CWD	30%	18%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
CWOD	48%	42%	<b>35%</b>	*	34%	43%	*	*	-	*	29%	50%	-	35%	23%	35%	34%	-	-	-	60%		
EL	39%	33%	<b>23%</b>	-	23%	-	-	-	-	-	19%	40%	*	23%	23%	21%	25%	-	-	-	-		
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 3																							
Reading	All Students	43%	30%	<b>35%</b>	*	33%	29%	*	*	-	*	29%	50%	*	35%	21%	34%	35%	-	-	-	60%	
	CWD	28%	14%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	44%	32%	<b>35%</b>	*	33%	29%	*	*	-	*	29%	50%	-	35%	21%	35%	35%	-	-	-	60%	
	EL	32%	19%	<b>21%</b>	-	20%	-	*	-	-	-	19%	30%	*	21%	21%	17%	30%	-	-	-	-	
	Male	40%	32%	<b>34%</b>	-	33%	*	-	-	-	*	26%	61%	*	35%	17%	34%	-	-	-	-	*	
	Female	45%	29%	<b>35%</b>	*	33%	*	*	*	-	-	35%	37%	*	35%	30%	-	35%	-	-	-	-	*
Mathematics	All Students	46%	40%	<b>34%</b>	*	33%	43%	*	*	-	*	29%	50%	*	35%	23%	34%	35%	-	-	-	60%	
	CWD	30%	18%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	48%	42%	<b>35%</b>	*	34%	43%	*	*	-	*	29%	50%	-	35%	23%	35%	34%	-	-	-	60%	
	EL	39%	33%	<b>23%</b>	-	23%	-	-	-	-	-	19%	40%	*	23%	23%	21%	25%	-	-	-	-	

		State District		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	WCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 4 Reading	Male	47%	44%	34%	-	33%	*	-	-	-	27%	57%	*	35%	21%	34%	-	-	-	-	*
	Female	45%	36%	35%	*	34%	*	*	-	-	32%	42%	*	34%	25%	-	35%	-	-	-	*
	All Students	45%	33%	39%	-	39%	33%	-	*	-	36%	44%	*	40%	13%	42%	36%	-	*	-	55%
	CWD	28%	23%	*	-	*	*	-	-	-	*	*	*	-	*	*	*	-	*	-	*
	CWOD	47%	34%	40%	-	40%	38%	-	*	-	37%	49%	-	40%	14%	46%	37%	-	*	-	60%
	EL	29%	19%	13%	-	13%	-	-	-	-	15%	*	*	14%	13%	18%	10%	-	*	-	-
	Male	43%	35%	42%	-	44%	*	-	*	-	38%	50%	*	46%	18%	42%	-	-	*	-	*
	Female	47%	31%	36%	-	35%	60%	-	-	-	35%	39%	*	37%	10%	-	36%	-	*	-	50%
	All Students	48%	37%	43%	-	43%	50%	-	*	-	45%	40%	*	45%	23%	47%	41%	-	*	*	73%
	CWD	29%	28%	*	-	*	*	-	-	-	*	*	*	-	*	*	*	-	*	-	*
CWOD	50%	37%	45%	-	43%	56%	-	*	-	46%	42%	-	45%	23%	49%	41%	-	*	*	80%	
EL	38%	26%	23%	-	21%	*	-	-	-	26%	*	*	23%	23%	35%	13%	-	*	-	-	
Male	48%	39%	47%	-	46%	*	-	*	-	46%	48%	*	49%	35%	47%	-	-	*	-	*	
Female	47%	34%	41%	-	40%	60%	-	-	-	44%	33%	*	41%	13%	-	41%	-	*	*	67%	
Grade 5 Reading	All Students	53%	38%	42%	*	44%	15%	*	-	*	38%	48%	28%	43%	24%	39%	45%	-	*	-	38%
	CWD	30%	19%	28%	-	29%	*	-	-	-	33%	*	28%	-	*	25%	*	-	-	-	-
	CWOD	56%	40%	43%	*	46%	11%	*	-	*	39%	51%	-	43%	26%	41%	46%	-	*	-	38%
	EL	35%	15%	24%	-	24%	-	-	-	-	22%	30%	*	26%	24%	25%	20%	-	*	-	-
	Male	50%	38%	39%	-	43%	0%	*	-	-	37%	44%	25%	41%	25%	39%	-	-	*	-	*
	Female	56%	39%	45%	*	47%	*	-	-	-	39%	51%	*	46%	20%	-	45%	-	-	-	*
	All Students	57%	50%	55%	*	57%	27%	*	-	*	52%	59%	25%	58%	50%	54%	56%	-	-	-	63%
	CWD	34%	25%	25%	-	22%	*	-	-	-	21%	*	25%	-	18%	29%	*	-	-	-	-
	CWOD	60%	52%	58%	*	61%	22%	*	-	*	56%	62%	-	58%	59%	58%	59%	-	-	-	63%
	EL	46%	34%	50%	-	50%	-	-	-	-	49%	55%	18%	59%	50%	54%	40%	-	-	-	-
Male	57%	51%	54%	*	57%	0%	*	-	-	50%	62%	29%	58%	54%	54%	-	-	-	-	*	
Female	58%	49%	56%	*	57%	60%	*	-	-	55%	57%	*	59%	40%	-	56%	-	-	-	*	
Science	All Students	40%	30%	35%	*	35%	38%	*	-	*	30%	43%	12%	39%	14%	40%	29%	-	*	-	25%
	CWD	25%	16%	12%	-	14%	*	-	-	17%	*	12%	-	*	18%	*	-	-	-	-	-
	CWOD	42%	31%	39%	*	38%	56%	*	-	*	33%	48%	-	39%	15%	44%	33%	-	*	-	25%
	EL	24%	10%	14%	-	14%	-	-	-	-	13%	15%	*	15%	14%	19%	0%	-	-	-	-
	Male	42%	32%	40%	-	40%	38%	*	-	*	33%	53%	18%	44%	19%	40%	-	-	*	-	*
	Female	38%	27%	29%	*	30%	*	-	-	-	25%	34%	*	33%	0%	-	29%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																					
Grade 3 Reading	All Students	24%	13%	10%	*	9%	0%	*	*	-	7%	19%	*	10%	3%	10%	10%	-	-	-	40%
	CWD	9%	4%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	26%	14%	10%	*	9%	0%	*	*	-	7%	19%	-	10%	4%	10%	11%	-	-	-	40%
	EL	15%	6%	3%	-	3%	-	*	-	-	2%	10%	*	4%	3%	2%	5%	-	-	-	-
	Male	22%	13%	10%	-	10%	*	*	-	*	7%	22%	*	10%	2%	10%	-	-	-	-	*
	Female	26%	14%	10%	*	8%	*	*	*	-	8%	16%	*	11%	5%	-	10%	-	-	-	*
	All Students	22%	18%	11%	*	10%	14%	*	*	-	8%	19%	*	11%	6%	11%	10%	-	-	-	40%
	CWD	12%	6%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	24%	19%	11%	*	11%	14%	*	*	-	8%	19%	-	11%	7%	11%	10%	-	-	-	40%
	EL	17%	13%	6%	-	7%	-	*	-	-	6%	10%	*	7%	6%	5%	10%	-	-	-	-
Male	23%	20%	11%	-	10%	*	*	-	*	8%	22%	*	11%	5%	11%	-	-	-	-	*	
Female	21%	16%	10%	*	11%	*	*	*	-	8%	16%	*	10%	10%	-	10%	-	-	-	*	
Grade 4 Reading	All Students	23%	13%	17%	-	16%	22%	-	*	-	12%	27%	*	17%	0%	19%	14%	-	*	-	36%
	CWD	9%	5%	*	-	*	*	-	-	-	*	*	*	-	*	*	*	-	*	-	*
	CWOD	25%	14%	17%	-	16%	25%	-	*	-	12%	29%	-	17%	0%	20%	15%	-	*	-	40%
	EL	12%	4%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	22%	15%	19%	-	19%	*	-	*	-	13%	32%	*	20%	0%	19%	-	-	-	-	*
	Female	25%	12%	14%	-	13%	40%	-	-	-	12%	22%	*	15%	0%	-	14%	-	*	-	33%
	All Students	26%	17%	21%	-	20%	20%	-	*	-	21%	21%	*	22%	7%	29%	14%	-	*	*	45%
	CWD	11%	4%	*	-	*	*	-	-	-	*	*	*	-	*	*	*	-	-	-	*
	CWOD	28%	18%	22%	-	22%	22%	-	*	-	22%	23%	-	22%	8%	33%	14%	-	*	*	50%
	EL	18%	9%	7%	-	5%	*	-	-	-	8%	*	*	8%	7%	15%	0%	-	-	-	-
Male	27%	21%	29%	-	28%	*	-	*	-	26%	35%	*	33%	15%	29%	-	-	-	-	*	
Female	25%	13%	14%	-	14%	20%	-	-	-	16%	8%	*	14%	0%	-	14%	-	*	*	33%	
Grade 5 Reading	All Students	26%	14%	16%	*	16%	8%	*	-	*	13%	20%	6%	17%	4%	13%	19%	-	*	-	25%
	CWD	9%	1%	6%	-	7%	*	-	-	-	8%	*	6%	-	*	8%	*	-	-	-	-
	CWOD	27%	15%	17%	*	17%	11%	*	-	-	14%	22%	-	17%	2%	14%	20%	-	*	-	25%
	EL	12%	3%	4%	-	4%	-	-	-	-	5%	0%	*	2%	4%	6%	0%	-	-	-	-
	Male	24%	12%	13%	-	14%	0%	*	-	*	11%	18%	8%	14%	6%	13%	-	-	-	-	*
	Female	28%	15%	19%	*	19%	*	-	-	-	16%	22%	*	20%	0%	-	19%	-	-	-	*
	All Students	30%	22%	20%	*	20%	18%	*	-	*	18%	23%	10%	21%	15%	16%	25%	-	-	-	38%
	CWD	13%	5%	10%	-	6%	*	-	-	-	7%	*	10%	-	9%	7%	*	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	WCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	CWOD	31%	23%	<b>21%</b>	*	22%	11%	*	-	*	20%	23%	-	21%	17%	17%	26%	-	-	-	38%	
	EL	19%	10%	<b>15%</b>	-	15%	-	-	-	-	20%	0%	9%	17%	15%	19%	7%	-	-	-	-	
	Male	29%	21%	<b>16%</b>	-	16%	0%	*	-	*	17%	15%	7%	17%	19%	16%	-	-	-	-	*	
	Female	30%	23%	<b>25%</b>	*	25%	40%	-	-	*	21%	30%	*	26%	7%	-	25%	-	-	-	*	
	All	16%	9%	<b>11%</b>	*	10%	15%	*	-	*	10%	12%	4%	12%	5%	14%	6%	-	*	-	13%	
	CWD	9%	2%	<b>4%</b>	-	5%	*	-	-	-	6%	*	4%	-	*	6%	*	-	-	-	-	-
	CWOD	17%	10%	<b>12%</b>	*	11%	22%	*	-	*	10%	13%	-	12%	4%	15%	7%	-	*	-	-	13%
	EL	7%	2%	<b>5%</b>	-	5%	-	-	-	-	7%	0%	*	4%	5%	7%	0%	-	*	-	-	-
	Male	18%	11%	<b>14%</b>	-	14%	0%	*	-	*	12%	17%	6%	15%	7%	14%	-	-	*	-	-	*
	Female	15%	7%	<b>6%</b>	*	4%	*	-	-	-	5%	8%	*	7%	0%	-	6%	-	-	-	-	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
All Grades																						
All Subjects	All	77%	71%	<b>75%</b>	71%	75%	79%	*	*	-	100%	72%	82%	38%	79%	62%	73%	78%	-	*	84%	
	CWOD	45%	38%	<b>38%</b>	-	39%	*	-	-	-	37%	41%	38%	-	27%	37%	42%	-	*	-	*	
	CWOD	80%	74%	<b>79%</b>	71%	78%	88%	*	*	-	100%	76%	85%	-	79%	67%	78%	80%	-	*	87%	
	EL	60%	49%	<b>62%</b>	-	61%	*	*	-	-	62%	59%	27%	67%	62%	62%	60%	-	*	-	-	
	Male	74%	69%	<b>73%</b>	-	73%	70%	*	*	-	100%	71%	78%	37%	78%	62%	73%	-	-	*	-	84%
	Female	79%	74%	<b>78%</b>	71%	77%	88%	*	*	-	*	73%	86%	42%	80%	60%	-	78%	-	*	-	84%
	All	73%	67%	<b>73%</b>	*	73%	72%	*	*	-	*	69%	80%	34%	76%	57%	70%	76%	-	*	-	79%
	CWOD	39%	33%	<b>34%</b>	-	36%	*	-	-	-	36%	*	34%	-	*	31%	*	-	*	-	-	*
	CWOD	77%	69%	<b>76%</b>	*	76%	83%	*	*	-	72%	84%	-	76%	61%	75%	77%	-	*	-	-	83%
	EL	52%	41%	<b>57%</b>	-	57%	-	*	-	-	57%	58%	*	61%	57%	59%	54%	-	*	-	-	-
Male	69%	63%	<b>70%</b>	-	71%	60%	*	*	-	68%	76%	31%	75%	59%	70%	-	-	*	-	-	73%	
Female	77%	71%	<b>76%</b>	*	75%	86%	*	*	-	71%	85%	*	77%	54%	-	76%	-	*	-	-	85%	
Mathematics	All	80%	76%	<b>78%</b>	*	77%	86%	*	*	-	75%	84%	45%	81%	69%	76%	80%	-	*	-	88%	
	CWOD	52%	43%	<b>45%</b>	-	44%	*	-	-	-	41%	60%	45%	-	37%	42%	56%	-	*	-	*	
	CWOD	83%	79%	<b>81%</b>	*	80%	88%	*	*	-	79%	85%	-	81%	74%	81%	81%	-	*	-	-	91%
	EL	70%	61%	<b>69%</b>	-	69%	*	*	-	-	69%	69%	37%	74%	69%	68%	72%	-	*	-	-	-
	Male	78%	75%	<b>76%</b>	-	75%	79%	*	*	-	74%	81%	42%	81%	68%	76%	-	-	*	-	-	91%
	Female	82%	78%	<b>80%</b>	*	80%	93%	*	*	-	77%	86%	56%	81%	72%	-	80%	-	*	-	-	85%
	All	79%	72%	<b>73%</b>	*	73%	77%	*	-	-	68%	81%	32%	79%	53%	72%	74%	-	*	-	-	88%
	CWOD	48%	38%	<b>32%</b>	-	33%	*	-	-	-	33%	*	32%	-	*	35%	*	-	-	-	-	-
	CWOD	82%	75%	<b>79%</b>	*	78%	100%	*	-	-	74%	87%	-	79%	61%	79%	80%	-	*	-	-	88%
	EL	58%	43%	<b>53%</b>	-	53%	-	-	-	-	57%	38%	*	61%	53%	57%	41%	-	*	-	-	-
Male	78%	71%	<b>72%</b>	-	72%	75%	*	-	-	71%	75%	35%	79%	57%	72%	-	-	*	-	-	*	
Female	80%	73%	<b>74%</b>	*	73%	*	-	-	-	63%	87%	*	80%	41%	-	74%	-	-	-	-	*	
<b>STAAR Percent at Meets Grade Level or Above</b>																						
All Grades																						
All Subjects	All	47%	37%	<b>41%</b>	14%	41%	33%	*	*	-	70%	37%	48%	22%	42%	24%	41%	40%	-	*	54%	
	CWOD	23%	19%	<b>22%</b>	-	23%	*	-	-	-	24%	15%	22%	-	15%	23%	19%	-	*	-	-	*
	CWOD	50%	39%	<b>42%</b>	14%	43%	36%	*	*	-	70%	38%	51%	-	42%	25%	44%	41%	-	*	-	56%
	EL	26%	16%	<b>24%</b>	-	24%	*	*	-	-	23%	29%	15%	25%	24%	27%	19%	-	*	-	-	-
	Male	45%	36%	<b>41%</b>	-	42%	19%	*	*	-	100%	38%	53%	23%	44%	27%	41%	-	-	*	-	64%
	Female	50%	38%	<b>40%</b>	14%	39%	48%	*	*	-	*	38%	43%	19%	41%	19%	-	40%	-	*	-	45%
	All	46%	35%	<b>38%</b>	*	39%	24%	*	*	-	34%	47%	24%	40%	20%	38%	39%	-	*	-	-	50%
	CWOD	22%	19%	<b>24%</b>	-	24%	*	-	-	-	29%	*	24%	-	*	21%	*	-	*	-	-	*
	CWOD	48%	36%	<b>40%</b>	*	40%	25%	*	*	-	35%	50%	-	40%	21%	40%	39%	-	*	-	-	52%
	EL	21%	12%	<b>20%</b>	-	19%	-	*	-	-	19%	25%	*	21%	20%	20%	20%	-	*	-	-	-
Male	41%	32%	<b>38%</b>	-	39%	7%	*	*	-	33%	51%	21%	40%	20%	38%	-	-	*	-	-	64%	
Female	50%	38%	<b>39%</b>	*	38%	43%	*	*	-	36%	44%	*	39%	20%	-	39%	-	*	-	-	38%	
Mathematics	All	48%	40%	<b>44%</b>	*	45%	39%	*	*	-	41%	51%	26%	46%	32%	45%	44%	-	*	-	67%	
	CWOD	26%	20%	<b>26%</b>	-	26%	*	-	-	-	25%	30%	26%	-	21%	27%	22%	-	*	-	*	
	CWOD	51%	42%	<b>46%</b>	*	46%	40%	*	*	-	43%	53%	-	46%	33%	47%	45%	-	*	-	-	70%
	EL	33%	24%	<b>32%</b>	-	32%	*	*	-	-	31%	38%	21%	33%	32%	36%	24%	-	*	-	-	-
	Male	47%	40%	<b>45%</b>	-	46%	21%	*	*	-	40%	56%	27%	47%	36%	45%	-	-	*	-	-	73%
	Female	49%	40%	<b>44%</b>	*	44%	57%	*	*	-	43%	46%	22%	45%	24%	-	44%	-	*	-	-	62%
	All	49%	38%	<b>35%</b>	*	35%	38%	*	-	-	30%	43%	12%	39%	14%	40%	29%	-	*	-	-	25%
	CWOD	23%	17%	<b>12%</b>	-	14%	*	-	-	-	17%	*	12%	-	*	18%	*	-	-	-	-	-
	CWOD	52%	40%	<b>39%</b>	*	38%	56%	*	-	-	33%	48%	-	39%	15%	44%	33%	-	*	-	-	25%
	EL	21%	9%	<b>14%</b>	-	14%	-	-	-	-	13%	15%	*	15%	14%	19%	0%	-	*	-	-	-
Male	50%	40%	<b>40%</b>	-	40%	38%	*	*	-	33%	53%	18%	44%	19%	40%	-	-	*	-	-	-	
Female	49%	37%	<b>29%</b>	*	30%	*	-	-	-	25%	34%	*	33%	0%	-	29%	-	-	-	-	*	
<b>STAAR Percent at Masters Grade Level</b>																						
All Grades																						
All Subjects	All	21%	13%	<b>15%</b>	14%	14%	14%	*	*	-	50%	13%	20%	7%	16%	6%	15%	14%	-	*	34%	
	CWOD	8%	4%	<b>7%</b>	-	6%	*	-	-	-	8%	4%	7%	-	6%	8%	4%	-	*	-	-	*
	CWOD	23%	14%	<b>16%</b>	14%	15%	16%	*	*	-	50%	13%	21%	-	16%	6%	16%	15%	-	*	-	35%
	EL	9%	4%	<b>6%</b>	-	6%	*	*	-	-	7%	3%	6%	6%	6%	8%	3%	-	*	-	-	-
	Male	20%	12%	<b>15%</b>	-	15%	5%	*	*	-	71%	13%	22%	8%	16%	8%	15%	-	-	*	-	44%
	Female	22%	13%	<b>14%</b>	14%	14%	24%	*	*	-	*	12%	18%	4%	15%	3%	-	14%	-	*	-	26%

		State	District	Campus	African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWD		WOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
					State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	More	Disadv	Disadv	CW	DC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military													
Reading	All Students	19%	11%	14%	*	14%	10%	*	*	-	*	11%	22%	8%	15%	3%	14%	15%	-	*	-	*	-	33%																
	CWD	7%	4%	8%	-	9%	*	-	-	-	-	11%	*	8%	-	*	10%	*	-	*	-	*	-	*																
	CWOD	20%	11%	15%	*	14%	13%	*	*	-	*	11%	23%	-	15%	2%	14%	15%	-	*	-	*	-	35%																
	EL	7%	3%	3%	-	3%	-	*	-	-	-	2%	4%	*	2%	3%	3%	2%	-	*	-	*	-	-																
	Male	16%	9%	14%	-	14%	0%	*	*	-	*	10%	23%	10%	14%	3%	14%	-	-	*	-	*	-	36%																
	Female	22%	12%	15%	*	14%	21%	*	*	-	*	12%	20%	*	15%	2%	-	15%	-	*	-	*	-	31%																
Mathematics	All Students	23%	16%	17%	*	17%	18%	*	*	-	*	15%	21%	7%	18%	10%	18%	17%	-	*	-	*	-	42%																
	CWD	10%	6%	7%	-	5%	*	-	-	-	-	6%	10%	7%	-	5%	6%	11%	-	*	-	*	-	*																
	CWOD	25%	17%	18%	*	18%	16%	*	*	-	*	16%	22%	-	18%	10%	19%	17%	-	*	-	*	-	43%																
	EL	13%	7%	10%	-	9%	*	-	-	-	-	11%	4%	5%	10%	10%	12%	5%	-	*	-	*	-	-																
	Male	23%	16%	18%	-	17%	14%	*	*	-	*	16%	23%	6%	19%	12%	18%	-	-	*	-	*	-	55%																
	Female	24%	16%	17%	*	17%	21%	*	*	-	*	15%	20%	11%	17%	5%	-	17%	-	*	-	*	-	31%																
Science	All Students	22%	13%	11%	*	10%	15%	*	-	-	*	10%	12%	4%	12%	5%	14%	6%	-	*	-	*	-	13%																
	CWD	7%	2%	4%	-	5%	*	-	-	-	-	6%	*	4%	-	*	6%	*	-	-	-	-	-	-																
	CWOD	24%	14%	12%	*	11%	22%	*	-	-	*	10%	13%	-	12%	4%	15%	7%	-	*	-	*	-	13%																
	EL	5%	2%	5%	-	5%	-	-	-	-	-	7%	0%	*	4%	5%	7%	0%	-	*	-	*	-	-																
	Male	23%	13%	14%	-	14%	0%	*	-	-	*	12%	17%	6%	15%	7%	14%	-	-	*	-	*	-	*																
	Female	21%	12%	6%	*	4%	*	-	-	-	*	5%	8%	*	7%	0%	-	6%	-	-	-	-	-	*																

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*.- 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	63	-	63	63	*	*	-	*	67	60	75
CWD	60	-	62	*	-	-	-	-	79	60	60
CWOD	63	-	63	66	*	*	-	*	66	-	77
EL	75	-	75	-	-	-	-	-	75	60	75
Male	69	-	69	61	*	*	-	*	72	71	81
Female	57	-	57	65	-	-	-	-	62	*	67
<b>Mathematics</b>											
All Students	71	-	70	74	*	*	-	*	72	76	79
CWD	76	-	74	*	-	-	-	-	81	76	83
CWOD	70	-	70	71	*	*	-	*	71	-	78
EL	79	-	78	*	-	-	-	-	78	83	79
Male	69	-	71	*	*	-	-	-	72	73	82
Female	72	-	70	100	-	-	-	*	71	86	74

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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*.- Indicates there are no students in the group.

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
330	54	16%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	44	*	43	42	*	*	-	73	41	22	31
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
** Indicates results are masked due to small numbers to protect student confidentiality.											
-' Indicates there are no students in the group.											
n/a' Indicates the student group is not applicable to this report.											

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Y	N					Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					N	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		Y	N					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
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.											

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

Participation Rate		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWD	CWOD	EL	Male	Female	Migrant
		Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students								
All Subjects	All	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	EL	100%	-	100%	*	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-

		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
Reading	Female	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-	100%	-
	All Students	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-	100%	-
	Science	All Students	99%	*	99%	100%	*	-	-	*	98%	100%	100%	99%	100%	98%	100%
CWD		100%	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
CWOD		99%	*	99%	100%	*	-	-	*	98%	100%	-	99%	100%	98%	100%	-
EL		100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
Male		98%	-	98%	100%	*	-	-	*	97%	100%	100%	98%	100%	98%	-	-
Female		100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	-	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-
	Reading	All Students	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%
CWD		0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
CWOD		0%	*	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
EL		0%	-	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
Male		0%	-	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
Female		0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics		All Students	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	-	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-
	Science	All Students	1%	*	1%	0%	*	-	-	*	2%	0%	0%	1%	0%	2%	0%
CWD		0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
CWOD		1%	*	1%	0%	*	-	-	*	2%	0%	-	1%	0%	2%	0%	-
EL		0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
Male		2%	-	2%	0%	*	-	-	*	3%	0%	0%	2%	0%	2%	-	-
Female		0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-

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

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	8	*	8	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	12	*	10	*	*	*	*	*	*		
<b>Out-of-School Suspensions</b>												
	Male	9	*	7	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	11	*	9	*	*	*	*	*	*		
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>Under Zero Tolerance Policies</b>												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>School-Related Arrests</b>												

		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)
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions	Male	6	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
Expulsions With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>All Students</b> Chronic Absenteeism	Male	54	*	50	*	*	*	*	*	14	14	*
	Female	52	*	50	*	*	*	*	*	17	8	*
	Total	106	*	100	*	*	*	*	*	31	22	*

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	60	*	56	*	*	*	*	*	17	*
	Female	58	*	53	5	*	*	*	*	26	*
	Total	118	*	109	7	*	*	*	*	43	*
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).

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
* 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 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 Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	11.0	17.9%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.6	1.0%

\* 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.

	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%	5	1%	*	*
Mathematics	6,020	1%	5	1%	*	*
Grade 4						
Reading	6,061	1%	9	1%	*	*
Mathematics	6,056	1%	9	1%	*	*
Grade 5						
Reading	6,162	2%	8	1%	*	*
Mathematics	6,160	1%	8	1%	*	*
Science	6,164	1%	8	1%	*	*
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-
All Grades						
All Subjects	99,020	1%	156	1%	15	1%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	43,730	1%	67	1%	6	1%
Mathematics	39,178	1%	63	1%	6	1%
Science	16,112	1%	26	1%	*	*

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

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

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

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

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

\*\*\* Indicates reporting standards not met.  
 'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**  
**Campus Name:** MONTANA VISTA EL  
**Campus ID:** 071901104  
**District Name:** CLINT ISD

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

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

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

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	WCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military				
Grade 4 Reading	Male	47%	44%	37%	-	35%	*	*	-	-	-	35%	*	*	43%	41%	37%	-	-	*	-	*				
	Female	45%	36%	21%	-	22%	*	*	-	-	-	21%	*	*	20%	24%	-	21%	-	-	-	-	*			
	All Students	45%	33%	43%	-	45%	*	-	-	-	*	40%	83%	42%	43%	27%	43%	43%	*	*	-	-	*			
	CWD	28%	23%	42%	-	45%	*	-	-	-	-	45%	*	42%	-	*	38%	*	-	-	-	-	-	-		
	CWOD	47%	34%	43%	-	45%	*	-	-	-	*	39%	100%	-	43%	24%	44%	43%	*	*	-	-	-	*		
	EL	29%	19%	27%	-	28%	*	-	-	-	-	27%	-	*	24%	27%	26%	29%	*	*	-	-	-	*		
	Male	43%	35%	43%	-	45%	*	-	-	-	*	42%	*	38%	44%	26%	43%	-	*	-	-	-	-	-		
	Female	47%	31%	43%	-	44%	*	-	-	-	-	38%	*	*	43%	29%	-	43%	-	*	-	-	-	-	*	
	All Students	48%	37%	56%	-	57%	*	-	-	-	*	54%	86%	57%	56%	35%	56%	55%	*	*	-	-	-	*		
	CWD	29%	28%	57%	-	54%	*	-	-	-	-	62%	*	57%	-	*	60%	*	-	-	-	-	-	-	*	
CWOD	50%	37%	56%	-	57%	*	-	-	-	*	52%	100%	-	56%	33%	56%	56%	*	*	-	-	-	-	*		
EL	38%	26%	35%	-	35%	*	-	-	-	-	35%	-	*	33%	35%	33%	36%	*	*	-	-	-	-	*		
Male	48%	39%	56%	-	58%	*	-	-	-	*	56%	*	60%	56%	33%	56%	-	*	-	-	-	-	-	*		
Female	47%	34%	55%	-	56%	*	-	-	-	-	51%	*	*	56%	36%	-	55%	-	*	-	-	-	-	*		
Grade 5 Reading	All Students	53%	38%	29%	-	29%	*	-	*	-	-	30%	*	18%	31%	17%	25%	33%	-	*	-	-	-	*		
	CWD	30%	19%	18%	-	19%	*	-	-	-	-	19%	*	18%	-	25%	17%	*	-	-	-	-	-	-	-	
	CWOD	56%	40%	31%	-	30%	*	-	-	*	-	32%	*	-	31%	14%	27%	35%	-	*	-	-	-	-	*	
	EL	35%	15%	17%	-	17%	-	-	-	-	-	17%	*	25%	14%	17%	15%	20%	-	*	-	-	-	-	-	*
	Male	50%	38%	25%	-	26%	*	-	*	-	-	25%	*	17%	27%	15%	25%	-	-	-	*	-	-	-	-	*
	Female	56%	39%	33%	-	32%	*	-	-	-	-	35%	*	*	35%	20%	-	33%	-	*	-	-	-	-	-	*
	All Students	57%	50%	44%	-	44%	*	-	*	-	-	45%	*	29%	47%	30%	42%	46%	-	*	-	-	-	-	-	*
	CWD	34%	25%	29%	-	25%	*	-	-	-	-	31%	*	29%	-	33%	33%	*	-	-	-	-	-	-	-	*
	CWOD	60%	52%	47%	-	47%	*	-	-	*	-	47%	*	-	47%	29%	44%	49%	-	*	-	-	-	-	-	*
	EL	46%	34%	30%	-	30%	-	-	-	-	-	31%	*	33%	29%	30%	35%	20%	-	*	-	-	-	-	-	*
Male	57%	51%	42%	-	42%	*	-	-	-	-	43%	*	33%	44%	35%	42%	-	-	-	*	-	-	-	-	*	
Female	58%	49%	46%	-	47%	*	-	-	-	-	47%	*	*	49%	20%	-	46%	-	*	-	-	-	-	-	*	
Science	All Students	40%	30%	25%	-	25%	*	-	*	-	-	25%	*	29%	24%	13%	23%	26%	-	*	-	-	-	-	*	
	CWD	25%	16%	29%	-	31%	*	-	-	-	-	31%	*	29%	-	*	33%	*	-	-	-	-	-	-	-	
	CWOD	42%	31%	24%	-	24%	*	-	*	-	-	23%	*	-	24%	7%	21%	27%	-	*	-	-	-	-	-	
	EL	24%	10%	13%	-	13%	-	-	-	-	-	13%	*	*	7%	13%	18%	5%	-	*	-	-	-	-	-	*
	Male	42%	32%	23%	-	24%	*	-	-	-	-	24%	*	33%	21%	18%	23%	-	-	-	*	-	-	-	-	*
	Female	38%	27%	26%	-	26%	*	-	-	-	-	25%	*	*	27%	5%	-	26%	-	*	-	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																										
Grade 3 Reading	All Students	24%	13%	7%	-	7%	*	*	-	-	-	6%	*	*	8%	3%	7%	7%	-	*	-	-	-	-	*	
	CWD	9%	4%	*	-	*	-	*	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-	-	-	-
	CWOD	26%	14%	8%	-	8%	*	*	-	-	-	7%	*	-	8%	4%	9%	8%	-	-	-	-	-	-	-	-
	EL	15%	6%	3%	-	4%	*	*	-	-	-	3%	*	*	4%	3%	3%	4%	-	-	-	-	-	-	-	-
	Male	22%	13%	7%	-	7%	*	*	-	-	-	6%	*	*	9%	3%	7%	-	-	-	-	-	-	-	-	-
	Female	26%	14%	7%	-	8%	*	*	-	-	-	7%	-	*	8%	4%	-	7%	-	-	-	-	-	-	-	-
	All Students	22%	18%	13%	-	13%	*	*	-	-	-	13%	*	7%	14%	14%	15%	10%	-	*	-	-	-	-	-	-
	CWD	12%	6%	7%	-	8%	-	*	-	-	-	*	*	7%	-	*	*	*	-	-	-	-	-	-	-	-
	CWOD	24%	19%	14%	-	13%	*	*	-	-	-	13%	*	-	14%	14%	18%	9%	-	-	-	-	-	-	-	-
	EL	17%	13%	14%	-	13%	*	*	-	-	-	15%	*	*	14%	14%	16%	10%	-	-	-	-	-	-	-	-
Male	23%	20%	15%	-	14%	*	*	-	-	-	15%	*	*	18%	16%	15%	-	-	-	-	-	-	-	-	-	
Female	21%	16%	10%	-	11%	*	*	-	-	-	11%	*	*	9%	10%	-	10%	-	-	-	-	-	-	-	-	
Grade 4 Reading	All Students	23%	13%	16%	-	17%	*	-	-	-	*	15%	33%	0%	19%	7%	23%	9%	*	*	-	-	-	-	*	
	CWD	9%	5%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	-	-	-	-
	CWOD	25%	14%	19%	-	20%	*	*	-	-	*	18%	40%	-	19%	8%	28%	10%	*	*	-	-	-	-	-	-
	EL	12%	4%	7%	-	7%	*	-	-	-	-	7%	-	*	8%	7%	13%	0%	*	*	-	-	-	-	-	-
	Male	22%	15%	23%	-	25%	*	*	-	-	*	22%	*	0%	28%	13%	23%	-	-	-	-	-	-	-	-	-
	Female	25%	12%	9%	-	9%	*	-	-	-	-	8%	*	*	10%	0%	-	9%	-	*	-	-	-	-	-	-
	All Students	26%	17%	30%	-	31%	*	-	-	-	*	27%	71%	7%	33%	15%	31%	29%	*	*	-	-	-	-	-	-
	CWD	11%	4%	7%	-	8%	*	-	-	-	-	8%	*	7%	-	*	10%	*	-	-	-	-	-	-	-	-
	CWOD	28%	18%	33%	-	34%	*	*	-	-	*	30%	83%	-	33%	18%	36%	31%	*	*	-	-	-	-	-	-
	EL	18%	9%	15%	-	16%	*	*	-	-	-	15%	-	*	18%	15%	19%	12%	*	*	-	-	-	-	-	-
Male	27%	21%	31%	-	33%	*	*	-	-	*	31%	*	10%	36%	19%	31%	-	-	-	-	-	-	-	-	-	
Female	25%	13%	29%	-	29%	*	-	-	-	-	22%	*	*	31%	12%	-	29%	-	*	-	-	-	-	-	-	
Grade 5 Reading	All Students	26%	14%	8%	-	8%	*	-	*	-	-	8%	*	0%	9%	2%	6%	9%	-	*	-	-	-	-	-	*
	CWD	9%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	-	-	-	-
	CWOD	27%	15%	9%	-	9%	*	*	-	-	*	9%	*	-	9%	2%	8%	10%	-	*	-	-	-	-	-	-
	EL	12%	3%	2%	-	2%	-	-	-	-	-	2%	*	0%	2%	2%	3%	0%	-	-	-	-	-	-	-	-
	Male	24%	12%	6%	-	6%	*	*	-	-	*	6%	*	0%	8%	3%	6%	-	-	-	-	-	-	-	-	-
	Female	28%	15%	9%	-	9%	*	*	-	-	-	10%	*	*	10%	0%	-	9%	-	*	-	-	-	-	-	-
Mathematics	All Students	30%	22%	14%	-	15%	*	-	*	-	-	14%	*	6%	16%	4%	8%	22%	-	*	-	-	-	-	-	*
	CWD	13%	5%	6%	-	6%	*	-	-	-	-	6%	*	6%	-	8%	0%	*	-	-	-	-	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	WCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	CWOD	31%	23%	16%	-	16%	*	-	-	-	-	15%	*	-	16%	2%	10%	22%	-	*	-	*	
	EL	19%	10%	4%	-	4%	-	-	*	-	-	4%	*	8%	2%	4%	0%	10%	-	*	-	-	
	Male	29%	21%	8%	-	8%	*	-	*	-	-	8%	*	0%	10%	0%	8%	-	-	*	-	*	
	Female	30%	23%	22%	-	23%	*	-	-	-	-	22%	*	*	22%	10%	-	22%	-	*	-	-	
	All	16%	9%	5%	-	5%	*	-	*	-	-	5%	*	6%	5%	2%	6%	4%	-	*	-	*	
	Students																						
	CWD	9%	2%	6%	-	6%	*	-	-	-	-	6%	*	6%	-	*	0%	*	-	-	-	-	-
	CWOD	17%	10%	5%	-	5%	*	-	*	-	-	5%	*	-	5%	0%	8%	2%	-	*	-	-	-
	EL	7%	2%	2%	-	2%	-	-	*	-	-	2%	*	*	0%	2%	0%	5%	-	*	-	-	-
	Male	18%	11%	6%	-	6%	*	-	-	-	-	6%	*	0%	8%	0%	6%	-	-	*	-	-	-
Female	15%	7%	4%	-	4%	*	-	-	-	-	4%	*	*	2%	5%	-	4%	-	*	-	-	-	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
All Grades																							
All Subjects	All	77%	71%	67%	-	67%	69%	*	*	-	*	68%	59%	47%	70%	57%	65%	70%	*	*	-	100%	
	Students																						
	CWD	45%	38%	47%	-	47%	*	*	-	-	-	48%	*	47%	-	50%	46%	50%	-	*	-	-	
	CWOD	80%	74%	70%	-	70%	73%	*	*	-	*	71%	66%	-	70%	58%	69%	71%	*	*	-	100%	
	EL	60%	49%	57%	-	56%	*	*	*	-	-	58%	*	50%	58%	57%	58%	55%	*	*	-	-	
	Male	74%	69%	65%	-	65%	67%	*	*	-	*	66%	47%	46%	69%	58%	65%	-	*	*	-	100%	
	Female	79%	74%	70%	-	70%	71%	*	-	-	-	69%	72%	50%	71%	55%	-	70%	-	*	-	*	
Reading	All	73%	67%	65%	-	65%	71%	*	*	-	*	65%	67%	45%	68%	52%	62%	69%	*	*	-	*	
	Students																						
	CWD	39%	33%	45%	-	46%	*	*	-	-	-	46%	*	45%	-	54%	42%	55%	-	*	-	-	
	CWOD	77%	69%	68%	-	67%	*	*	-	*	-	67%	75%	-	68%	52%	66%	70%	*	*	-	-	
	EL	52%	41%	52%	-	52%	*	*	*	-	-	53%	*	54%	52%	52%	54%	49%	*	*	-	-	
	Male	69%	63%	62%	-	61%	*	*	-	*	-	62%	*	42%	66%	54%	62%	-	*	*	-	-	
	Female	77%	71%	69%	-	69%	*	*	-	-	-	68%	86%	55%	70%	49%	-	69%	-	*	-	*	
Mathematics	All	80%	76%	73%	-	73%	71%	*	*	-	*	74%	56%	51%	76%	66%	73%	74%	*	*	-	*	
	Students																						
	CWD	52%	43%	51%	-	50%	*	*	-	-	-	54%	*	51%	-	54%	52%	50%	-	*	-	-	
	CWOD	83%	79%	76%	-	77%	*	*	*	-	*	77%	64%	-	76%	68%	77%	76%	*	*	-	-	
	EL	70%	61%	66%	-	67%	*	*	*	-	-	67%	*	54%	68%	66%	66%	66%	*	*	-	-	
	Male	78%	75%	73%	-	73%	*	*	-	*	-	74%	50%	52%	77%	66%	73%	-	*	*	-	-	
	Female	82%	78%	74%	-	74%	*	*	-	-	-	74%	63%	50%	76%	66%	-	74%	-	*	-	-	
Science	All	79%	72%	57%	-	57%	*	-	*	-	-	57%	*	41%	59%	39%	53%	61%	-	*	-	*	
	Students																						
	CWD	48%	38%	41%	-	44%	*	-	-	-	-	38%	*	41%	-	*	42%	*	-	-	-	-	
	CWOD	82%	75%	59%	-	59%	*	-	*	-	-	60%	*	-	59%	40%	56%	63%	-	*	-	-	
	EL	58%	43%	39%	-	38%	-	-	-	-	-	40%	*	*	40%	39%	41%	35%	-	*	-	-	
	Male	78%	71%	53%	-	53%	*	-	*	-	-	54%	*	42%	56%	41%	53%	-	-	*	-	-	
	Female	80%	73%	61%	-	60%	*	-	-	-	-	61%	*	*	63%	35%	-	61%	-	*	-	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
All Grades																							
All Subjects	All	47%	37%	35%	-	35%	25%	*	*	-	*	34%	46%	28%	36%	23%	34%	35%	*	*	-	78%	
	Students																						
	CWD	23%	19%	28%	-	28%	*	*	-	-	-	29%	*	28%	-	31%	26%	32%	-	*	-	-	
	CWOD	50%	39%	36%	-	36%	18%	*	*	-	*	35%	55%	-	36%	22%	36%	35%	*	*	-	78%	
	EL	26%	16%	23%	-	24%	*	*	*	-	-	24%	*	31%	22%	23%	25%	20%	*	*	-	-	
	Male	45%	36%	34%	-	35%	33%	*	*	-	*	34%	37%	26%	36%	25%	34%	-	*	*	-	60%	
	Female	50%	38%	35%	-	35%	14%	*	-	-	-	34%	56%	32%	35%	20%	-	35%	-	*	-	-	
Reading	All	46%	35%	29%	-	30%	14%	*	*	-	*	29%	40%	21%	31%	17%	28%	31%	*	*	-	*	
	Students																						
	CWD	22%	19%	21%	-	23%	*	*	-	-	-	23%	*	21%	-	27%	16%	36%	-	*	-	-	
	CWOD	48%	36%	31%	-	31%	*	*	*	-	*	30%	50%	-	31%	15%	30%	31%	*	*	-	-	
	EL	21%	12%	17%	-	18%	*	*	*	-	-	18%	*	27%	15%	17%	16%	18%	*	*	-	-	
	Male	41%	32%	28%	-	29%	*	*	*	-	*	28%	*	16%	30%	16%	28%	-	*	*	-	-	
	Female	50%	38%	31%	-	32%	*	*	-	-	-	30%	57%	36%	31%	18%	-	31%	-	*	-	*	
Mathematics	All	48%	40%	43%	-	43%	43%	*	*	-	*	42%	56%	33%	45%	33%	45%	41%	*	*	-	*	
	Students																						
	CWD	26%	20%	33%	-	31%	*	*	-	-	-	34%	*	33%	-	35%	33%	33%	-	*	-	-	
	CWOD	51%	42%	45%	-	45%	*	*	*	-	*	44%	64%	-	45%	32%	47%	42%	*	*	-	-	
	EL	33%	24%	33%	-	33%	*	*	*	-	-	33%	*	35%	32%	33%	37%	27%	*	*	-	-	
	Male	47%	40%	45%	-	44%	*	*	*	-	*	44%	50%	33%	47%	37%	45%	-	*	*	-	-	
	Female	49%	40%	41%	-	42%	*	*	-	-	-	40%	63%	33%	42%	27%	-	41%	-	*	-	-	
Science	All	49%	38%	25%	-	25%	*	-	*	-	-	25%	*	29%	24%	13%	23%	26%	-	*	-	*	
	Students																						
	CWD	23%	17%	29%	-	31%	*	-	-	-	-	31%	*	29%	-	*	33%	*	-	-	-	-	
	CWOD	52%	40%	24%	-	24%	*	-	*	-	-	23%	*	-	24%	7%	21%	27%	-	*	-	-	
	EL	21%	9%	13%	-	13%	-	-	*	-	-	13%	*	*	7%	13%	18%	5%	-	*	-	-	
	Male	50%	40%	23%	-	24%	*	-	*	-	-	24%	*	33%	21%	18%	23%	-	-	*	-	-	
	Female	49%	37%	26%	-	26%	*	-	-	-	-	25%	*	*	27%	5%	-	26%	-	*	-	-	
<b>STAAR Percent at Masters Grade Level</b>																							
All Grades																							
All Subjects	All	21%	13%	13%	-	13%	0%	*	*	-	*	12%	27%	4%	15%	7%	13%	13%	*	*	-	56%	
	Students																						
	CWD	8%	4%	4%	-	4%	*	*	-	-	-	4%	*	4%	-	5%	1%	11%	-	*	-	-	
	CWOD	23%	14%	15%	-	15%	0%	*	*	-	*	14%	34%	-	15%	7%	16%	13%	*	*	-	56%	
	EL	9%	4%	7%	-	7%	*	*	*	-	-	7%	*	5%	7%	7%	6%	-	*	*	-	-	
	Male	20%	12%	13%	-	13%	0%	*	*	-	*	13%	21%	1%	16%	7%	13%	-	*	*	-	40%	
Female	22%	13%	13%	-	13%	0%	*	-	-	-	12%	33%	11%	13%	6%	-	13%	-	*	-	*		

		State	District	Campus	African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWD		WOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
					American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military																		
Reading	All Students	19%	11%	10%	-	10%	0%	*	*	-	*	10%	20%	0%	12%	4%	11%	9%	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
	CWD	7%	4%	0%	-	0%	*	*	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*			
	CWOD	20%	11%	12%	-	12%	*	*	*	*	-	*	11%	25%	-	12%	5%	14%	9%	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	
	EL	7%	3%	4%	-	4%	*	*	*	*	-	*	4%	*	0%	5%	4%	5%	1%	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	
	Male	16%	9%	11%	-	12%	*	*	*	*	-	*	11%	*	0%	14%	5%	11%	-	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	
	Female	22%	12%	9%	-	9%	*	*	-	-	-	-	8%	14%	0%	9%	1%	-	9%	-	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
Mathematics	All Students	23%	16%	19%	-	19%	0%	*	*	-	*	18%	39%	7%	21%	11%	17%	21%	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
	CWD	10%	6%	7%	-	7%	*	*	-	-	-	7%	*	7%	-	8%	3%	17%	-	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	
	CWOD	25%	17%	21%	-	21%	*	*	*	*	-	*	19%	50%	-	21%	12%	21%	21%	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	
	EL	13%	7%	11%	-	11%	*	*	*	*	-	*	11%	*	8%	12%	11%	11%	11%	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	
	Male	23%	16%	17%	-	18%	*	*	*	*	-	*	17%	20%	3%	21%	11%	17%	-	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	
	Female	24%	16%	21%	-	21%	*	*	-	-	-	-	18%	63%	17%	21%	11%	-	21%	-	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*		
Science	All Students	22%	13%	5%	-	5%	*	-	*	-	*	22%	5%	*	6%	5%	2%	6%	4%	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	
	CWD	7%	2%	6%	-	6%	*	-	-	-	-	6%	*	6%	-	*	0%	*	-	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	
	CWOD	24%	14%	5%	-	5%	*	-	*	-	-	5%	*	-	5%	0%	8%	2%	-	*	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	
	EL	5%	2%	2%	-	2%	-	-	*	-	-	2%	*	*	0%	2%	0%	5%	-	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	
	Male	23%	13%	6%	-	6%	*	-	*	-	-	6%	*	0%	8%	0%	6%	-	-	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	
	Female	21%	12%	4%	-	4%	*	-	-	-	-	4%	*	*	2%	5%	-	4%	-	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	73	-	73	*	-	-	-	*	73	79	81
CWD	79	-	77	*	-	-	-	-	78	79	78
CWOD	72	-	72	*	-	-	-	*	72	-	82
EL	81	-	81	-	-	-	-	-	81	78	81
Male	77	-	77	*	-	-	-	*	77	80	83
Female	69	-	70	*	-	-	-	-	69	78	78
<b>Mathematics</b>											
All Students	71	-	72	*	-	-	-	*	71	66	66
CWD	66	-	67	*	-	-	-	-	68	66	66
CWOD	72	-	72	*	-	-	-	*	72	-	66
EL	66	-	66	*	-	-	-	-	67	66	66
Male	67	-	68	*	-	-	-	*	67	68	63
Female	75	-	75	*	-	-	-	-	76	61	70

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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* Indicates there are no students in the group.

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
308	34	11%

\*\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	38	-	38	*	*	*	-	*	38	*	29
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
** Indicates results are masked due to small numbers to protect student confidentiality.											
-' Indicates there are no students in the group.											
n/a' Indicates the student group is not applicable to this report.											

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						Y	Y	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
+’ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.											

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

Participation Rate		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWD	CWOD	EL	Male	Female	Migrant
		Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students								
All Subjects	All	100%	-	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	100%	*	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWOD	100%	-	100%	100%	*	*	-	*	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
	EL	100%	-	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	*

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Reading	Female	100%	-	100%	100%	*	-	-	100%	100%	100%	100%	100%	-	100%	-	
	All Students	100%	-	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	*	
	CWD	100%	-	100%	*	*	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	-	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	-	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	*	
	CWD	100%	-	100%	*	*	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	-	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-	100%	-
	Science	All Students	100%	-	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%	-
CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-	
CWOD	100%	-	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	100%	-	
EL	100%	-	100%	-	-	*	-	-	100%	*	100%	100%	100%	100%	100%	-	
Male	100%	-	100%	*	-	*	-	-	100%	*	100%	100%	100%	100%	-	-	
Female	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	-	100%	-	
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	-	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	0%	0%	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	0%	0%	*	*	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	-	0%	-
	Reading	All Students	0%	-	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	*
CWD	0%	-	0%	0%	*	*	-	-	0%	*	0%	-	0%	0%	0%	-	
CWOD	0%	-	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	*	
EL	0%	-	0%	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	*	
Male	0%	-	0%	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	-	*	
Female	0%	-	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	-	0%	-	
Mathematics	All Students	0%	-	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	0%	*	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	-	0%	-
	Science	All Students	0%	-	0%	0%	*	-	*	-	0%	*	0%	0%	0%	0%	-
CWD	0%	-	0%	0%	*	-	-	-	0%	*	0%	-	0%	0%	0%	-	
CWOD	0%	-	0%	0%	*	-	*	-	0%	*	-	0%	0%	0%	0%	-	
EL	0%	-	0%	0%	-	-	*	-	0%	*	0%	0%	0%	0%	0%	-	
Male	0%	-	0%	0%	*	-	*	-	0%	*	0%	0%	0%	0%	-	-	
Female	0%	-	0%	0%	*	-	-	-	0%	*	0%	0%	0%	-	0%	-	

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

Part (viii): Civil Rights Data

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

		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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>Out-of-School Suspensions</b>												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>Under Zero Tolerance Policies</b>												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>School-Related Arrests</b>												

		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)
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Students With Disabilities In-School Suspensions	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
Expulsions	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	46	*	44	*	*	*	*	*	26	*
	Female	57	*	53	*	*	*	*	*	20	*
	Total	103	*	97	*	*	*	*	*	46	*
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).

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
* 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 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 School Number	All School Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	4.9%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
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.

	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%	5	1%	*	*
Mathematics	6,020	1%	5	1%	*	*
Grade 4						
Reading	6,061	1%	9	1%	*	*
Mathematics	6,056	1%	9	1%	*	*
Grade 5						
Reading	6,162	2%	8	1%	*	*
Mathematics	6,160	1%	8	1%	*	*
Science	6,164	1%	8	1%	*	*
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Grades						
All Subjects	99,020	1%	156	1%	19	3%
Reading	43,730	1%	67	1%	8	3%
Mathematics	39,178	1%	63	1%	8	2%
Science	16,112	1%	26	1%	*	*

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

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

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

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

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

\*\* Indicates reporting standards not met.  
n/a Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

**Campus Name:** FRANK MACIAS EL

**Campus ID:** 071901105

**District Name:** CLINT ISD

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

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

a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

(bb) the methodology by which the State differentiates all such schools;

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

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent 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		African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD EL	Male	Female	Migrant	Homeless	Foster Care	Military		
<b>STAAR Percent at Approaches Grade Level or Above</b>																					
Grade 3																					
Reading	All	77%	69%	61%	*	62%	*	-	-	62%	60%	*	65%	52%	62%	60%	*	*	-	*	
	Students																				
	CWD	51%	29%	*	*	*	-	-	-	-	*	*	-	*	*	*	-	*	-	-	
	CWOD	79%	72%	65%	*	66%	*	-	-	-	66%	63%	-	65%	55%	68%	63%	*	*	-	*
	EL	70%	60%	52%	-	52%	*	-	-	-	53%	*	*	55%	52%	51%	52%	*	*	-	*
	Male	74%	68%	62%	*	62%	-	-	-	-	59%	82%	*	68%	51%	62%	-	-	*	-	*
	Female	79%	71%	60%	-	62%	*	-	-	-	64%	43%	*	63%	52%	-	60%	*	*	-	*
	Mathematics	All	77%	70%	69%	*	70%	*	-	-	70%	65%	56%	71%	66%	75%	63%	*	*	-	*
Students																					
CWD	52%	43%	56%	*	53%	-	-	-	-	57%	*	56%	-	*	56%	*	-	*	-	-	
CWOD	80%	72%	71%	*	71%	*	-	-	-	71%	67%	-	71%	66%	77%	64%	*	*	-	*	
EL	74%	63%	66%	-	66%	*	-	-	-	68%	*	*	66%	66%	71%	61%	*	*	-	*	
Male	77%	71%	75%	*	74%	-	-	-	-	72%	91%	56%	77%	71%	75%	-	-	*	-	*	
Female	78%	69%	63%	-	65%	*	-	-	-	67%	47%	*	64%	61%	-	63%	*	*	-	*	
Grade 4																					
Reading	All	72%	61%	46%	-	45%	67%	*	-	43%	70%	33%	47%	33%	45%	47%	*	*	-	-	
	Students																				
	CWD	46%	39%	33%	-	36%	*	-	-	33%	-	33%	-	*	*	*	-	-	-	-	
	CWOD	75%	63%	47%	-	45%	75%	*	-	44%	70%	-	47%	33%	49%	45%	*	*	-	-	
	EL	60%	46%	33%	-	31%	*	-	-	33%	*	*	33%	33%	33%	33%	*	*	-	-	
	Male	70%	61%	45%	-	43%	*	*	-	39%	79%	*	49%	33%	45%	-	-	*	-	-	
	Female	75%	62%	47%	-	46%	*	-	-	46%	56%	*	45%	33%	-	47%	*	*	-	-	
	Mathematics	All	77%	70%	58%	-	58%	67%	*	-	56%	75%	38%	60%	50%	55%	61%	*	*	-	-
Students																					
CWD	49%	43%	38%	-	40%	*	-	-	38%	-	38%	-	*	*	*	-	-	-	-		
CWOD	81%	72%	60%	-	59%	75%	*	-	58%	75%	-	60%	51%	59%	61%	*	*	-	-		
EL	72%	60%	50%	-	49%	*	-	-	50%	*	*	51%	50%	51%	49%	*	*	-	-		
Male	77%	68%	55%	-	54%	*	*	-	49%	87%	*	59%	51%	55%	-	-	*	-	-		
Female	78%	71%	61%	-	61%	*	-	-	62%	56%	*	61%	49%	-	61%	*	*	-	-		
Grade 5																					
Reading	All	83%	73%	72%	-	72%	*	-	-	72%	72%	50%	74%	53%	71%	73%	-	*	-	*	
	Students																				
	CWD	54%	45%	50%	-	45%	*	-	-	45%	*	50%	-	*	63%	*	-	*	-	-	
	CWOD	87%	76%	74%	-	74%	*	-	-	74%	71%	-	74%	54%	72%	76%	-	*	-	-	
	EL	73%	52%	53%	-	53%	*	-	-	52%	*	*	54%	53%	53%	54%	-	*	-	-	
	Male	81%	71%	71%	-	71%	*	-	-	70%	88%	63%	72%	53%	71%	-	-	*	-	-	
	Female	86%	76%	73%	-	73%	*	-	-	75%	60%	*	76%	54%	-	73%	-	*	-	-	
	Mathematics	All	90%	87%	88%	-	87%	100%	-	-	87%	89%	77%	88%	82%	92%	82%	-	*	-	*
Students																					
CWD	70%	62%	77%	-	75%	*	-	-	75%	*	77%	-	83%	88%	*	-	*	-	-		
CWOD	92%	89%	88%	-	88%	*	-	-	88%	88%	-	88%	82%	92%	84%	-	*	-	-		
EL	86%	80%	82%	-	81%	*	-	-	82%	83%	83%	82%	82%	90%	74%	-	*	-	-		
Male	89%	87%	92%	-	92%	*	-	-	91%	100%	88%	92%	90%	92%	-	-	*	-	-		
Female	91%	86%	82%	-	82%	*	-	-	82%	80%	*	84%	74%	-	82%	-	*	-	-		
Science	All	75%	64%	58%	-	58%	*	-	-	59%	56%	*	61%	42%	68%	47%	-	*	-	*	
	Students																				
	CWD	48%	28%	*	-	*	*	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	78%	68%	61%	-	61%	*	-	-	62%	53%	-	61%	44%	71%	50%	-	*	-	-	
	EL	62%	44%	42%	-	41%	*	-	-	43%	*	*	44%	42%	60%	24%	-	*	-	-	
	Male	76%	65%	68%	-	68%	*	-	-	66%	88%	*	71%	60%	68%	-	-	*	-	-	
	Female	75%	63%	47%	-	48%	*	-	-	49%	*	*	50%	24%	-	47%	-	*	-	-	
	Mathematics	All	46%	40%	43%	*	44%	*	-	-	42%	50%	13%	46%	38%	47%	39%	*	*	-	*
Students																					
CWD	30%	18%	13%	*	13%	-	-	-	14%	*	13%	-	*	11%	*	-	*	-	-		
CWOD	48%	42%	46%	*	47%	*	-	-	45%	54%	-	46%	41%	51%	41%	*	*	-	-		
EL	39%	33%	38%	-	38%	*	-	-	39%	*	*	41%	38%	38%	39%	*	*	-	-		
<b>STAAR Percent at Meets Grade Level or Above</b>																					
Grade 3																					
Reading	All	43%	30%	22%	*	23%	*	-	-	20%	32%	*	23%	6%	26%	17%	*	*	-	*	
	Students																				
	CWD	28%	14%	*	*	*	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	44%	32%	23%	*	24%	*	-	-	21%	33%	-	23%	7%	28%	17%	*	*	-	*	
	EL	32%	19%	6%	-	7%	*	-	-	7%	*	*	7%	6%	11%	2%	*	*	-	*	
	Male	40%	32%	26%	*	27%	-	-	-	25%	36%	*	28%	11%	26%	-	-	*	-	-	
Female	45%	29%	17%	-	18%	*	-	-	15%	29%	*	17%	2%	-	17%	*	*	-	*		
Mathematics	All	46%	40%	43%	*	44%	*	-	-	42%	50%	13%	46%	38%	47%	39%	*	*	-	*	
	Students																				
	CWD	30%	18%	13%	*	13%	-	-	-	14%	*	13%	-	*	11%	*	-	*	-	-	
	EL	39%	33%	38%	-	38%	*	-	-	39%	*	*	41%	38%	38%	39%	*	*	-	-	

		State District		Campus		African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWDCWOD		EL Male		Female		Migrant		Homeless		Foster Care		Military	
Grade 4 Reading	Male	47%	44%	47%	*	47%	-	-	-	-	-	-	-	-	-	-	43%	73%	11%	51%	38%	47%	-	-	-	-	-	-	-	-	-	-	-		
	Female	45%	36%	39%	-	40%	*	-	-	-	-	-	-	-	-	-	40%	33%	*	41%	39%	-	39%	*	*	*	*	*	*	*	*	*	*		
	All Students	45%	33%	22%	-	22%	11%	*	-	-	-	-	-	-	-	-	20%	35%	27%	21%	16%	29%	15%	*	*	*	*	*	*	*	*	*	*	*	
	CWD	28%	23%	27%	-	29%	*	-	-	-	-	-	-	-	-	-	27%	-	27%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	47%	34%	21%	-	22%	13%	*	-	-	-	-	-	-	-	-	19%	35%	-	21%	14%	30%	13%	*	*	*	*	*	*	*	*	*	*	*	
	EL	29%	19%	16%	-	16%	*	-	-	-	-	-	-	-	-	-	17%	*	*	14%	16%	21%	10%	*	*	*	*	*	*	*	*	*	*	*	
	Male	43%	35%	29%	-	29%	*	*	-	-	-	-	-	-	-	-	26%	43%	*	30%	21%	29%	-	-	*	*	*	*	*	*	*	*	*	*	
	Female	47%	31%	15%	-	16%	*	-	-	-	-	-	-	-	-	-	14%	22%	*	13%	10%	-	15%	*	*	*	*	*	*	*	*	*	*	*	
	All Students	48%	37%	25%	-	25%	33%	*	-	-	-	*	-	-	-	-	23%	38%	25%	25%	24%	29%	21%	*	*	*	*	*	*	*	*	*	*	*	
	CWD	29%	28%	25%	-	27%	*	-	-	-	-	-	-	-	-	-	25%	-	25%	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	50%	37%	25%	-	25%	38%	*	-	-	-	*	-	-	-	-	23%	38%	-	25%	23%	31%	19%	*	*	*	*	*	*	*	*	*	*	*		
EL	38%	26%	24%	-	22%	*	-	-	-	-	-	-	-	-	-	23%	*	*	23%	24%	25%	22%	*	*	*	*	*	*	*	*	*	*	*		
Male	48%	39%	29%	-	29%	*	*	-	-	-	*	-	-	-	-	25%	53%	*	31%	25%	29%	-	-	*	*	*	*	*	*	*	*	*	*		
Female	47%	34%	21%	-	21%	*	-	-	-	-	-	-	-	-	-	22%	11%	*	19%	22%	-	21%	*	*	*	*	*	*	*	*	*	*	*		
Grade 5 Reading	All Students	53%	38%	40%	-	40%	*	-	-	-	-	-	-	-	-	39%	56%	25%	42%	20%	43%	37%	-	*	*	*	*	*	*	*	*	*	*		
	CWD	30%	19%	25%	-	18%	*	-	-	-	-	-	-	-	-	18%	*	25%	-	*	38%	*	-	-	*	*	*	*	*	*	*	*	*	*	
	CWOD	56%	40%	42%	-	42%	*	-	-	-	-	-	-	-	-	40%	53%	-	42%	18%	43%	39%	-	*	*	*	*	*	*	*	*	*	*	*	
	EL	35%	15%	20%	-	20%	*	-	-	-	-	-	-	-	-	17%	*	*	18%	20%	23%	17%	-	-	*	*	*	*	*	*	*	*	*	*	
	Male	50%	38%	43%	-	43%	*	-	-	-	-	-	-	-	-	40%	75%	38%	43%	23%	43%	-	-	*	*	*	*	*	*	*	*	*	*	*	
	Female	56%	39%	37%	-	38%	*	-	-	-	-	-	-	-	-	37%	40%	*	39%	17%	-	37%	-	-	*	*	*	*	*	*	*	*	*	*	
	All Students	57%	50%	42%	-	42%	60%	-	-	-	-	-	-	-	-	42%	44%	23%	44%	28%	50%	33%	-	*	*	*	*	*	*	*	*	*	*	*	
	CWD	34%	25%	23%	-	17%	*	-	-	-	-	-	-	-	-	17%	*	23%	-	17%	38%	*	-	*	*	*	*	*	*	*	*	*	*	*	
	CWOD	60%	52%	44%	-	44%	*	-	-	-	-	-	-	-	-	44%	41%	-	44%	29%	51%	35%	-	*	*	*	*	*	*	*	*	*	*	*	
	EL	46%	34%	28%	-	27%	*	-	-	-	-	-	-	-	-	28%	33%	17%	29%	28%	43%	14%	-	*	*	*	*	*	*	*	*	*	*	*	
Male	57%	51%	50%	-	49%	*	-	-	-	-	-	-	-	-	49%	63%	38%	51%	43%	50%	-	-	*	*	*	*	*	*	*	*	*	*	*		
Female	58%	49%	33%	-	34%	*	-	-	-	-	-	-	-	-	34%	30%	*	35%	14%	-	33%	-	-	*	*	*	*	*	*	*	*	*	*		
Science	All Students	40%	30%	26%	-	26%	*	-	-	-	-	-	-	-	-	25%	39%	*	26%	10%	29%	23%	-	*	*	*	*	*	*	*	*	*			
	CWD	25%	16%	*	-	*	*	-	-	-	-	-	-	-	-	*	*	*	-	*	*	*	-	*	*	*	*	*	*	*	*	*	*		
	CWOD	42%	31%	26%	-	27%	*	-	-	-	-	-	-	-	-	25%	35%	-	26%	9%	28%	24%	-	*	*	*	*	*	*	*	*	*	*		
	EL	24%	10%	10%	-	10%	*	-	-	-	-	-	-	-	-	8%	*	*	9%	10%	15%	5%	-	*	*	*	*	*	*	*	*	*	*		
	Male	42%	32%	29%	-	28%	*	-	-	-	-	-	-	-	-	27%	50%	*	28%	15%	29%	-	-	*	*	*	*	*	*	*	*	*	*	*	
	Female	38%	27%	23%	-	23%	*	-	-	-	-	-	-	-	-	22%	*	*	24%	5%	-	23%	-	-	*	*	*	*	*	*	*	*	*	*	
<b>STAAR Percent at Masters Grade Level</b>																																			
Grade 3 Reading	All Students	24%	13%	10%	*	11%	*	-	-	-	-	-	-	-	-	9%	16%	*	11%	0%	13%	7%	*	*	*	*	*	*	*	*	*	*			
	CWD	9%	4%	*	*	*	-	-	-	-	-	-	-	-	-	*	*	*	-	*	*	*	-	*	*	*	*	*	*	*	*	*			
	CWOD	26%	14%	11%	*	12%	*	-	-	-	-	-	-	-	-	10%	17%	-	11%	0%	14%	8%	*	*	*	*	*	*	*	*	*	*	*		
	EL	15%	6%	0%	-	0%	*	-	-	-	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	*	*	*	*	*	*	*	*	*	*		
	Male	22%	13%	13%	*	13%	-	-	-	-	-	-	-	-	-	12%	18%	*	14%	0%	13%	-	-	*	*	*	*	*	*	*	*	*	*		
	Female	26%	14%	7%	-	8%	*	-	-	-	-	-	-	-	-	6%	14%	*	8%	0%	-	7%	*	*	*	*	*	*	*	*	*	*	*		
	All Students	22%	18%	22%	*	23%	*	-	-	-	-	-	-	-	-	22%	27%	0%	25%	15%	23%	22%	*	*	*	*	*	*	*	*	*	*	*		
	CWD	12%	6%	0%	*	0%	-	-	-	-	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	*	*	*	*	*	*	*	*	*		
	CWOD	24%	19%	25%	*	25%	*	-	-	-	-	-	-	-	-	24%	29%	-	25%	16%	26%	24%	*	*	*	*	*	*	*	*	*	*	*		
	EL	17%	13%	15%	-	14%	*	-	-	-	-	-	-	-	-	16%	*	*	16%	15%	11%	18%	*	*	*	*	*	*	*	*	*	*	*		
Male	23%	20%	23%	*	24%	-	-	-	-	-	-	-	-	-	20%	45%	0%	26%	11%	23%	-	-	*	*	*	*	*	*	*	*	*	*			
Female	21%	16%	22%	-	22%	*	-	-	-	-	-	-	-	-	24%	13%	*	24%	18%	-	22%	*	*	*	*	*	*	*	*	*	*	*			
Grade 4 Reading	All Students	23%	13%	9%	-	9%	11%	*	-	-	-	-	-	-	-	6%	26%	0%	9%	4%	13%	4%	*	*	*	*	*	*	*	*	*	*			
	CWD	9%	5%	0%	-	0%	*	-	-	-	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	*	*	*	*	*	*	*	*			
	CWOD	25%	14%	9%	-	9%	13%	*	-	-	-	-	-	-	-	7%	26%	-	9%	4%	15%	5%	*	*	*	*	*	*	*	*	*	*			
	EL	12%	4%	4%	-	3%	*	-	-	-	-	-	-	-	-	4%	*	*	4%	4%	6%	2%	*	*	*	*	*	*	*	*	*	*	*		
	Male	22%	15%	13%	-	13%	*	*	-	-	-	-	-	-	-	9%	36%	*	15%	6%	13%	-	-	*	*	*	*	*	*	*	*	*	*		
	Female	25%	12%	4%	-	4%	*	-	-	-	-	-	-	-	-	4%	11%	*	5%	2%	-	4%	*	*	*	*	*	*	*	*	*	*			
	All Students	26%	17%	9%	-	9%	11%	*	-	-	-	-	-	-	-	7%	21%	0%	10%	10%	16%	2%	*	*	*	*	*	*	*	*	*	*			
	CWD	11%	4%	0%	-	0%	-	-	-	-	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	*	*	*	*	*	*	*	*			
	CWOD	28%	18%	10%	-	10%	13%	*	-	-	-	-	-	-	-	8%	21%	-	10%	11%	17%	2%	*	*	*	*	*	*	*	*	*	*			
	EL	18%	9%	10%	-	9%	*	-	-	-	-	-	-	-	-	9%	*	*	11%	10%	17%	2%	*	*	*	*	*	*	*	*	*	*			
Male	27%	21%	16%	-	16%	*	*	-	-	-	-	-	-	-	12%	33%	*	17%	17%	16%	-	-	*	*	*	*	*	*	*	*	*				
Female	25%	13%	2%	-	2%	*	-	-	-	-	-	-	-	-	2%	0%	*	2%	2%	-	2%	*	*	*	*	*	*	*	*	*	*				
Grade 5 Reading	All Students	26%	14%	16%	-	16%	*	-	-																										

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	WCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	CWOD	31%	23%	22%	-	22%	*	-	-	-	-	23%	12%	-	22%	13%	25%	18%	-	*	-	*	
	EL	19%	10%	12%	-	12%	*	-	-	-	-	12%	17%	0%	13%	12%	20%	5%	-	*	-	-	
	Male	29%	21%	23%	-	24%	*	-	-	-	-	24%	13%	0%	25%	20%	23%	-	-	*	-	-	
	Female	30%	23%	17%	-	17%	*	-	-	-	-	18%	10%	*	18%	5%	-	17%	-	*	-	-	
	All	16%	9%	8%	-	8%	*	-	-	-	-	8%	11%	*	9%	2%	8%	8%	-	*	-	-	
	Students																						
	CWD	9%	2%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	-
	CWOD	17%	10%	9%	-	9%	*	-	-	-	-	8%	12%	-	9%	3%	9%	9%	-	*	-	-	
	EL	7%	2%	2%	-	3%	*	-	-	-	-	1%	*	*	3%	2%	3%	2%	-	*	-	-	
	Male	18%	11%	8%	-	8%	*	-	-	-	-	8%	13%	*	9%	3%	8%	-	-	*	-	-	
Female	15%	7%	8%	-	9%	*	-	-	-	-	8%	*	*	9%	2%	-	8%	-	*	-	-		
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
All Grades																							
All Subjects	All	77%	71%	65%	*	65%	65%	*	-	-	*	64%	69%	42%	67%	53%	67%	62%	*	44%	-	100%	
	Students																						
	CWD	45%	38%	42%	*	41%	*	-	-	-	-	40%	*	42%	-	41%	39%	46%	-	*	-	-	
	CWOD	80%	74%	67%	*	67%	66%	*	-	-	*	66%	69%	-	67%	54%	70%	63%	*	48%	-	100%	
	EL	60%	49%	53%	-	53%	65%	-	-	-	-	54%	47%	41%	54%	53%	57%	50%	*	30%	-	*	
	Male	74%	69%	67%	*	67%	80%	*	-	-	-	65%	87%	39%	70%	57%	67%	-	-	*	-	*	
	Female	79%	74%	62%	-	62%	52%	-	-	-	-	63%	52%	46%	63%	50%	-	62%	*	60%	-	100%	
Reading	All	73%	67%	60%	*	60%	63%	*	-	-	-	59%	67%	33%	62%	45%	60%	60%	*	36%	-	*	
	Students																						
	CWD	39%	33%	33%	*	33%	*	-	-	-	-	33%	*	33%	-	26%	27%	44%	-	*	-	-	
	CWOD	77%	69%	62%	*	62%	65%	*	-	-	-	61%	67%	-	62%	46%	63%	61%	*	42%	-	*	
	EL	52%	41%	45%	-	45%	63%	-	-	-	-	45%	40%	26%	46%	45%	45%	46%	*	*	-	*	
	Male	69%	63%	60%	*	59%	75%	*	-	-	-	57%	82%	27%	63%	45%	60%	-	-	*	-	*	
	Female	77%	71%	60%	-	60%	55%	-	-	-	-	61%	52%	44%	61%	46%	-	60%	*	63%	-	*	
Mathematics	All	80%	76%	72%	*	72%	68%	*	-	-	*	71%	75%	56%	73%	65%	74%	69%	*	64%	-	*	
	Students																						
	CWD	52%	43%	56%	*	55%	*	-	-	-	-	55%	*	56%	-	62%	52%	61%	-	*	-	-	
	CWOD	83%	79%	73%	*	73%	71%	*	-	-	*	73%	75%	-	73%	65%	77%	69%	*	67%	-	*	
	EL	70%	61%	65%	-	65%	63%	-	-	-	-	65%	57%	62%	65%	65%	69%	61%	*	*	-	*	
	Male	78%	75%	74%	*	74%	88%	*	-	-	*	72%	91%	52%	77%	69%	74%	-	-	*	-	*	
	Female	82%	78%	69%	-	69%	55%	-	-	-	-	70%	59%	61%	69%	61%	-	69%	*	75%	-	*	
Science	All	79%	72%	58%	-	58%	*	-	-	-	-	59%	56%	*	61%	42%	68%	47%	-	*	-	*	
	Students																						
	CWD	48%	38%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	82%	75%	61%	-	61%	*	-	-	-	-	62%	53%	-	61%	44%	71%	50%	-	*	-	*	
	EL	58%	43%	42%	-	41%	*	-	-	-	-	43%	*	*	44%	42%	60%	24%	-	*	-	*	
	Male	78%	71%	68%	-	68%	*	-	-	-	-	66%	88%	*	71%	60%	68%	-	-	*	-	-	
	Female	80%	73%	47%	-	48%	*	-	-	-	-	49%	*	*	50%	24%	-	47%	-	*	-	*	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
All Grades																							
All Subjects	All	47%	37%	32%	*	32%	28%	*	-	-	*	30%	41%	21%	32%	20%	36%	26%	*	9%	-	67%	
	Students																						
	CWD	23%	19%	21%	*	19%	*	-	-	-	-	19%	*	21%	-	22%	21%	21%	-	*	-	-	
	CWOD	50%	39%	32%	*	33%	24%	*	-	-	*	31%	41%	-	32%	20%	38%	27%	*	10%	-	67%	
	EL	26%	16%	20%	-	20%	35%	-	-	-	-	20%	23%	22%	20%	20%	25%	16%	*	10%	-	*	
	Male	45%	36%	36%	*	36%	50%	*	-	-	*	34%	55%	21%	38%	25%	36%	-	-	*	-	*	
	Female	50%	38%	26%	-	27%	9%	-	-	-	-	26%	29%	21%	27%	16%	-	26%	*	10%	-	71%	
Reading	All	46%	35%	28%	*	29%	16%	*	-	-	-	27%	39%	21%	29%	14%	33%	23%	*	7%	-	*	
	Students																						
	CWD	22%	19%	21%	*	21%	*	-	-	-	-	20%	*	21%	-	26%	19%	25%	-	*	-	-	
	CWOD	48%	36%	29%	*	29%	12%	*	-	-	-	27%	39%	-	29%	13%	35%	23%	*	8%	-	*	
	EL	21%	12%	14%	-	14%	13%	-	-	-	-	14%	15%	26%	13%	14%	18%	9%	*	*	-	*	
	Male	41%	32%	33%	*	33%	38%	*	-	-	-	31%	48%	19%	35%	18%	33%	-	-	*	-	*	
	Female	50%	38%	23%	-	24%	0%	-	-	-	-	22%	30%	25%	23%	9%	-	23%	*	13%	-	*	
Mathematics	All	48%	40%	37%	*	37%	37%	*	-	-	*	36%	44%	20%	38%	30%	42%	31%	*	14%	-	*	
	Students																						
	CWD	26%	20%	20%	*	19%	*	-	-	-	-	19%	*	20%	-	19%	19%	22%	-	*	-	-	
	CWOD	51%	42%	38%	*	38%	35%	*	-	-	*	37%	45%	-	38%	31%	45%	31%	*	17%	-	*	
	EL	33%	24%	30%	-	29%	63%	-	-	-	-	30%	29%	19%	31%	30%	34%	26%	*	*	-	*	
	Male	47%	40%	42%	*	42%	63%	*	-	-	*	39%	62%	19%	45%	34%	42%	-	-	*	-	*	
	Female	49%	40%	31%	-	31%	18%	-	-	-	-	31%	26%	22%	31%	26%	-	31%	*	13%	-	*	
Science	All	49%	38%	26%	-	26%	*	-	-	-	-	25%	39%	*	26%	10%	29%	23%	-	*	-	*	
	Students																						
	CWD	23%	17%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	-	
	CWOD	52%	40%	26%	-	27%	*	-	-	-	-	25%	35%	-	26%	9%	28%	24%	-	*	-	*	
	EL	21%	9%	10%	-	10%	*	-	-	-	-	8%	*	*	9%	10%	15%	5%	-	*	-	-	
	Male	50%	40%	29%	-	28%	*	-	-	-	-	27%	50%	*	28%	15%	29%	-	-	*	-	-	
	Female	49%	37%	23%	-	23%	*	-	-	-	-	22%	*	*	24%	5%	-	23%	-	*	-	*	
<b>STAAR Percent at Masters Grade Level</b>																							
All Grades																							
All Subjects	All	21%	13%	13%	*	14%	9%	*	-	-	*	13%	20%	0%	15%	7%	16%	11%	*	0%	-	22%	
	Students																						
	CWD	8%	4%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	23%	14%	15%	*	15%	11%	*	-	-	*	14%	21%	-	15%	7%	17%	12%	*	0%	-	22%	
	EL	9%	4%	7%	-	6%	18%	-	-	-	-	6%	11%	0%	7%	7%	9%	5%	*	0%	-	*	
	Male	20%	12%	16%	*	16%	15%	*	-	-	*	14%	28%	0%	17%	9%	16%	-	-	*	-	*	
	Female	22%	13%	11%	-	11%	4%	-	-	-	-	11%	12%	0%	12%	5%	-	11%	*	0%	-	29%	

		State	District	Campus	African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
					American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	WDC	WOD	EL	Male	Female	Migrant	Homeless	Care	Military																
Reading	All Students	19%	11%	12%	*	12%	11%	*	-	-	-	-	-	-	10%	21%	0%	13%	3%	14%	10%	*	0%	-	*	-	-	-	-	-	-	-	-	-	-			
	CWD	7%	4%	0%	*	0%	*	-	-	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	0%	-	*	-	-	-	-	-	-	-	-	-			
	CWOD	20%	11%	13%	*	13%	12%	*	-	-	-	-	-	-	11%	22%	-	13%	3%	15%	10%	*	0%	-	*	-	-	-	-	-	-	-	-	-	-	-		
	EL	7%	3%	3%	-	2%	13%	-	-	-	-	-	-	-	2%	5%	0%	3%	3%	3%	2%	*	*	-	*	-	-	-	-	-	-	-	-	-	-			
	Male	16%	9%	14%	*	13%	25%	*	-	-	-	-	-	-	12%	27%	0%	15%	3%	14%	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-	-		
	Female	22%	12%	10%	-	10%	0%	-	-	-	-	-	-	-	9%	15%	0%	10%	2%	-	10%	*	0%	-	*	-	-	-	-	-	-	-	-	-	-	-		
Mathematics	All Students	23%	16%	17%	*	17%	11%	*	-	-	-	-	-	*	16%	21%	0%	18%	12%	20%	13%	*	0%	-	*	-	-	-	-	-	-	-	-	-	-			
	CWD	10%	6%	0%	*	0%	*	-	-	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	0%	-	*	-	-	-	-	-	-	-	-	-	-		
	CWOD	25%	17%	18%	*	19%	12%	*	-	-	-	-	-	*	18%	22%	-	18%	13%	23%	14%	*	0%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	13%	7%	12%	-	12%	25%	-	-	-	-	-	-	-	12%	14%	0%	13%	12%	16%	9%	*	*	-	*	-	-	-	-	-	-	-	-	-	-	-		
	Male	23%	16%	20%	*	21%	13%	*	-	-	-	-	-	*	19%	32%	0%	23%	16%	20%	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-	-		
	Female	24%	16%	13%	-	13%	9%	-	-	-	-	-	-	-	14%	9%	0%	14%	9%	-	13%	*	0%	-	*	-	-	-	-	-	-	-	-	-	-	-		
Science	All Students	22%	13%	8%	-	8%	*	-	-	-	-	-	-	-	8%	11%	*	9%	2%	8%	8%	-	*	-	-	*	-	-	-	-	-	-	-	-	-			
	CWD	7%	2%	*	-	*	*	-	-	-	-	-	-	-	*	*	*	-	*	*	*	-	*	-	*	-	*	-	-	-	-	-	-	-	-			
	CWOD	24%	14%	9%	-	9%	*	-	-	-	-	-	-	-	8%	12%	-	9%	3%	9%	9%	-	*	-	*	-	-	-	-	-	-	-	-	-	-			
	EL	5%	2%	2%	-	3%	*	-	-	-	-	-	-	-	1%	*	*	3%	2%	3%	2%	-	*	-	*	-	*	-	-	-	-	-	-	-	-			
	Male	23%	13%	8%	-	8%	*	-	-	-	-	-	-	-	8%	13%	*	9%	3%	8%	-	-	*	-	-	*	-	-	-	-	-	-	-	-	-			
	Female	21%	12%	8%	-	9%	*	-	-	-	-	-	-	-	8%	*	*	9%	2%	-	8%	-	*	-	*	-	*	-	-	-	-	-	-	-	-			

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*.- 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	65	-	66	65	*	-	-	-	65	65	69
CWD	65	-	66	*	-	-	-	-	63	65	50
CWOD	65	-	66	68	*	-	-	-	65	-	71
EL	69	-	70	*	-	-	-	-	69	50	69
Male	68	-	68	79	*	-	-	-	69	65	73
Female	63	-	63	*	-	-	-	-	61	65	66
<b>Mathematics</b>											
All Students	62	-	62	64	*	-	-	*	62	76	65
CWD	76	-	74	*	-	-	-	-	75	76	70
CWOD	60	-	61	58	*	-	-	*	61	-	65
EL	65	-	65	83	-	-	-	-	65	70	65
Male	63	-	63	69	*	-	-	*	64	75	67
Female	60	-	60	*	-	-	-	-	60	77	64

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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*.- Indicates there are no students in the group.

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
523	52	10%

\*\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	37	*	37	*	*	-	-	*	36	*	27
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
** Indicates results are masked due to small numbers to protect student confidentiality.											
-' Indicates there are no students in the group.											
n/a' Indicates the student group is not applicable to this report.											

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	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
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.											

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

Participation Rate		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWD	CWOD	EL	Male	Female	Migrant
		Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students	Campus	Students								
All Subjects	All	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWOD	100%	*	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
	EL	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-

		African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	
		Campus			Indian		Islander	More	Disadv	Econ							
								Races		Disadv							
Reading	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
	All	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Students																
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	100%	*	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*	
Mathematics	All	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Students																
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	100%	*	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
Science	All	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Students																
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Reading	All	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Students																
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Students																
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Science	All	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-

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

Part (viii): Civil Rights Data

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

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
											(Section	(Section
											504)	504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	8	*	8	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	10	*	10	*	*	*	*	*	*	*	*
<b>Out-of-School Suspensions</b>												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>Expulsions</b>												
<b>With Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>Without Educational Services</b>												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>Under Zero Tolerance Policies</b>												
	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*	*
<b>School-Related Arrests</b>												

		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)
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
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	*	*	*	*	*	*	*	*	*		
<b>All Students</b> Chronic Absenteeism	Male	54	*	50	*	*	*	*	*	35	8	*
	Female	50	*	50	*	*	*	*	*	26	*	*
	Total	104	*	100	*	*	*	*	*	61	10	*

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	57	*	53	*	*	*	*	*	32	*
	Female	49	*	47	*	*	*	*	*	26	*
	Total	106	*	100	*	*	*	*	*	58	*
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).

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
* 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 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 School Number	All School Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	8.0	13.1%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	1.0	1.7%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.2	0.3%

\* Indicates there are no data available in the group.  
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,019	1%	5	1%	*	*
Mathematics	6,020	1%	5	1%	*	*
Grade 4						
Reading	6,061	1%	9	1%	*	*
Mathematics	6,056	1%	9	1%	*	*
Grade 5						
Reading	6,162	2%	8	1%	*	*
Mathematics	6,160	1%	8	1%	*	*
Science	6,164	1%	8	1%	*	*
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Grades						
All Subjects	99,020	1%	156	1%	18	1%
Reading	43,730	1%	67	1%	8	1%
Mathematics	39,178	1%	63	1%	8	1%
Science	16,112	1%	26	1%	*	*

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

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

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

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

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

\*\* Indicates reporting standards not met.  
n/a Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**  
**Campus Name: CARROLL T WELCH EL**  
**Campus ID: 071901106**  
**District Name: CLINT ISD**

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

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;  
 a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)  
 b. Other Academic Indicator for Non-High Schools: STAAR Growth Status  
 c. Graduation Rate: Federal Graduation Status  
 d. ELP Indicator: English Learner Language Proficiency Status  
 e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

(bb) the methodology by which the State differentiates all such schools;  
 A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
 (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent 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.

						African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWDCWOD		EL Male		Female		Migrant/Homeless		Foster Care		Military	
State	District	Campus	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	
<b>STAAR Percent at Approaches Grade Level or Above</b>																																	
<b>Grade 3</b>																																	
Reading	All	77%	69%	<b>70%</b>	*	70%	*	-	-	-	-	-	-	-	-	-	68%	91%	*	71%	57%	65%	75%	-	*	-	-	-	-	-	-		
	Students																																
	CWD	51%	29%	*	-	*	-	-	-	-	-	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-	-	-	-	-	
	CWOD	79%	72%	<b>71%</b>	*	71%	*	-	-	-	-	-	-	-	-	-	69%	91%	-	71%	57%	67%	75%	-	*	-	-	-	-	-	-	-	
	EL	70%	60%	<b>57%</b>	-	58%	*	-	-	-	-	-	-	-	-	-	55%	*	*	57%	57%	53%	63%	-	*	-	-	-	-	-	-	-	
	Male	74%	68%	<b>65%</b>	*	66%	*	-	-	-	-	-	-	-	-	-	60%	90%	*	67%	53%	65%	-	-	*	-	-	-	-	-	-	-	
	Female	79%	71%	<b>75%</b>	-	76%	*	-	-	-	-	-	-	-	-	-	75%	*	*	75%	63%	-	75%	-	*	-	-	-	-	-	-	-	
	Mathematics	All	77%	70%	<b>75%</b>	*	75%	*	-	-	-	-	-	-	-	-	73%	91%	*	77%	62%	70%	80%	-	*	-	-	-	-	-	-	-	
	Students																																
	CWD	52%	43%	*	-	*	-	-	-	-	-	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-	-	-	-	-	-
CWOD	80%	72%	<b>77%</b>	*	77%	*	-	-	-	-	-	-	-	-	-	75%	91%	-	77%	63%	74%	80%	-	*	-	-	-	-	-	-	-	-	
EL	74%	63%	<b>62%</b>	-	63%	*	-	-	-	-	-	-	-	-	-	60%	*	*	63%	62%	59%	67%	-	*	-	-	-	-	-	-	-	-	
Male	77%	71%	<b>70%</b>	*	70%	*	-	-	-	-	-	-	-	-	-	66%	90%	*	74%	59%	70%	-	-	*	-	-	-	-	-	-	-	-	
Female	78%	69%	<b>80%</b>	-	80%	*	-	-	-	-	-	-	-	-	-	80%	*	*	80%	67%	-	80%	-	*	-	-	-	-	-	-	-	-	
<b>Grade 4</b>																																	
Reading	All	72%	61%	<b>60%</b>	-	60%	*	*	-	-	-	-	-	-	-	60%	62%	*	60%	44%	58%	61%	*	*	-	-	-	-	-	-	-		
	Students																																
	CWD	46%	39%	*	-	*	-	-	-	-	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	63%	<b>60%</b>	-	60%	*	*	-	-	-	-	-	-	-	60%	62%	-	60%	45%	58%	61%	*	*	-	-	-	-	-	-	-	-	-
	EL	60%	46%	<b>44%</b>	-	44%	-	-	-	-	-	-	-	-	-	46%	*	*	45%	44%	45%	39%	*	*	-	-	-	-	-	-	-	-	-
	Male	70%	61%	<b>58%</b>	-	58%	*	*	-	-	-	-	-	-	-	56%	71%	*	58%	45%	58%	-	-	*	-	-	-	-	-	-	-	-	-
	Female	75%	62%	<b>61%</b>	-	62%	*	*	-	-	-	-	-	-	-	63%	*	-	61%	39%	-	61%	*	*	-	-	-	-	-	-	-	-	-
	Mathematics	All	77%	70%	<b>71%</b>	-	71%	*	*	-	-	-	-	-	-	70%	77%	*	72%	61%	62%	80%	*	*	-	-	-	-	-	-	-	-	-
	Students																																
	CWD	49%	43%	*	-	*	-	-	-	-	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-
CWOD	81%	72%	<b>72%</b>	-	72%	*	*	-	-	-	-	-	-	-	71%	77%	-	72%	63%	63%	81%	*	*	-	-	-	-	-	-	-	-	-	
EL	72%	60%	<b>61%</b>	-	61%	-	-	-	-	-	-	-	-	-	61%	*	*	63%	61%	48%	80%	*	*	-	-	-	-	-	-	-	-	-	
Male	77%	68%	<b>62%</b>	-	61%	*	*	-	-	-	-	-	-	-	59%	86%	*	63%	48%	62%	-	-	*	-	-	-	-	-	-	-	-	-	
Female	78%	71%	<b>80%</b>	-	81%	*	*	-	-	-	-	-	-	-	81%	*	*	81%	80%	-	80%	*	*	-	-	-	-	-	-	-	-	-	
<b>Grade 5</b>																																	
Reading	All	83%	73%	<b>64%</b>	*	63%	*	-	-	-	-	-	-	-	*	63%	75%	*	66%	38%	62%	66%	*	*	-	-	-	-	-	-	-		
	Students																																
	CWD	54%	45%	*	-	*	-	-	-	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-
	CWOD	87%	76%	<b>66%</b>	*	65%	*	-	-	-	-	-	-	-	*	64%	80%	-	66%	39%	63%	69%	*	*	-	-	-	-	-	-	-	-	-
	EL	73%	52%	<b>38%</b>	-	38%	-	-	-	-	-	-	-	-	38%	*	*	39%	38%	42%	34%	*	*	-	-	-	-	-	-	-	-	-	-
	Male	81%	71%	<b>62%</b>	*	61%	*	-	-	-	-	-	-	-	58%	100%	*	63%	42%	62%	-	-	*	*	-	-	-	-	-	-	-	-	-
	Female	86%	76%	<b>66%</b>	-	65%	*	*	-	-	-	-	-	-	*	68%	56%	*	69%	34%	-	66%	*	*	-	-	-	-	-	-	-	-	-
	Mathematics	All	90%	87%	<b>81%</b>	*	81%	*	-	-	-	-	-	-	*	80%	94%	*	83%	70%	80%	82%	*	*	-	-	-	-	-	-	-	-	-
	Students																																
	CWD	70%	62%	*	-	*	-	-	-	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-
CWOD	92%	89%	<b>83%</b>	*	82%	*	-	-	-	-	-	-	-	*	82%	93%	-	83%	71%	81%	85%	*	*	-	-	-	-	-	-	-	-	-	
EL	86%	80%	<b>70%</b>	-	70%	-	-	-	-	-	-	-	-	70%	*	*	71%	70%	74%	67%	*	*	-	-	-	-	-	-	-	-	-	-	
Male	89%	87%	<b>80%</b>	*	80%	*	-	-	-	-	-	-	-	78%	100%	*	81%	74%	80%	-	-	*	*	-	-	-	-	-	-	-	-	-	
Female	91%	86%	<b>82%</b>	-	81%	*	*	-	-	-	-	-	-	*	81%	89%	*	85%	67%	-	82%	*	*	-	-	-	-	-	-	-	-	-	
Science	All	75%	64%	<b>64%</b>	*	62%	*	-	-	-	-	-	-	*	62%	75%	*	66%	39%	59%	68%	*	*	-	-	-	-	-	-	-	-	-	
	Students																																
	CWD	48%	28%	*	-	*	-	-	-	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	68%	<b>66%</b>	*	65%	*	-	-	-	-	-	-	-	*	64%	80%	-	66%	40%	60%	72%	*	*	-	-	-	-	-	-	-	-	-
	EL	62%	44%	<b>39%</b>	-	39%	-	-	-	-	-	-	-	-	39%	*	*	40%	39%	39%	39%	*	*	-	-	-	-	-	-	-	-	-	-
	Male	76%	65%	<b>59%</b>	*	58%	*	-	-	-	-	-	-	-	57%	86%	*	60%	39%	59%	-	-	*	*	-	-	-	-	-	-	-	-	-
	Female	75%	63%	<b>68%</b>	-	67%	*	*	-	-	-	-	-	-	*	68%	67%	*	72%	39%	-	68%	*	*	-	-	-	-	-	-	-	-	-
	<b>STAAR Percent at Meets Grade Level or Above</b>																																
	<b>Grade 3</b>																																
	Reading	All	43%	30%	<b>31%</b>	*	31%	*	-	-	-	-	-	-	-	-	31%	36%	*	31%	20%	32%	30%	-	*	-	-	-	-	-	-	-	
Students																																	
CWD		28%	14%	*	-	*	-	-	-	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-
CWOD		44%	32%	<b>31%</b>	*	31%	*	-	-	-	-	-	-	-	30%	36%	-	31%	19%	33%	29%												

		State			African American		Hispanic		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		WDC		WOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
Grade 4 Reading	Male	47%	44%	41%	*	41%	*	-	-	-	-	-	-	36%	70%	*	*	44%	22%	41%	-	-	*	-	-	-	-	-	-	-	-	-	-	-		
	Female	45%	36%	39%	-	41%	*	-	-	-	-	-	-	38%	*	*	*	38%	26%	-	39%	-	-	*	-	-	-	-	-	-	-	-	-			
	All	45%	33%	30%	-	30%	*	*	-	-	-	-	-	28%	46%	*	*	30%	15%	26%	32%	*	-	-	-	-	-	-	-	-	-	-	-	-		
	Students																																			
	CWD	28%	23%	*	-	*	-	-	-	-	-	-	-	*	-	*	*	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	CWOD	47%	34%	30%	-	30%	*	*	-	-	-	-	-	28%	46%	-	-	30%	15%	26%	32%	*	-	-	-	-	-	-	-	-	-	-	-	-		
	EL	29%	19%	15%	-	15%	-	-	-	-	-	-	-	14%	*	*	15%	15%	11%	17%	*	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Male	43%	35%	26%	-	25%	*	-	-	-	-	-	-	24%	43%	*	*	26%	11%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Female	47%	31%	32%	-	33%	*	*	-	-	-	-	-	30%	*	-	32%	17%	-	32%	*	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Mathematics	All	48%	37%	34%	-	34%	*	*	-	-	-	-	34%	38%	*	*	35%	20%	35%	32%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
Students																																				
CWD		29%	28%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
CWOD		50%	37%	35%	-	34%	*	*	-	-	-	-	34%	38%	-	-	35%	20%	36%	33%	*	-	-	-	-	-	-	-	-	-	-	-	-	-		
EL		38%	26%	20%	-	20%	-	-	-	-	-	-	21%	*	*	20%	20%	18%	20%	20%	*	-	-	-	-	-	-	-	-	-	-	-	-	-		
Male		48%	39%	35%	-	33%	*	*	-	-	-	-	33%	57%	*	*	36%	18%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Female		47%	34%	32%	-	33%	*	*	-	-	-	-	34%	*	*	33%	20%	-	32%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Grade 5 Reading		All	53%	38%	30%	*	29%	*	-	-	-	-	*	30%	31%	*	*	31%	3%	25%	35%	*	*	-	-	-	-	-	-	-	-	-	-	-	*	
		Students																																		
		CWD	30%	19%	*	-	*	-	-	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	56%	40%	31%	*	30%	*	-	-	-	-	*	31%	33%	-	-	31%	3%	26%	36%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	EL	35%	15%	3%	-	3%	-	-	-	-	-	-	3%	*	*	3%	3%	6%	0%	0%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	Male	50%	38%	25%	*	24%	*	-	-	-	-	-	23%	43%	*	*	26%	6%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Female	56%	39%	35%	-	34%	*	-	-	-	-	*	37%	22%	*	*	36%	0%	-	35%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	Mathematics	All	57%	50%	45%	*	45%	*	-	-	-	-	*	45%	50%	*	*	47%	18%	45%	46%	*	*	-	-	-	-	-	-	-	-	-	-	-	*	
		Students																																		
		CWD	34%	25%	*	-	*	-	-	-	-	-	-	*	*	*	*	-	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD		60%	52%	47%	*	46%	*	-	-	-	-	*	46%	53%	-	-	47%	18%	45%	49%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
EL		46%	34%	18%	-	18%	-	-	-	-	-	-	18%	*	*	18%	18%	20%	17%	17%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
Male		57%	51%	45%	*	43%	*	-	-	-	-	-	43%	57%	*	*	45%	20%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Female		58%	49%	46%	-	47%	*	-	-	-	-	*	46%	44%	*	*	49%	17%	-	46%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
Science		All	40%	30%	27%	*	26%	*	-	-	-	-	*	25%	38%	*	*	27%	8%	28%	26%	*	*	-	-	-	-	-	-	-	-	-	-	-	*	
		Students																																		
		CWD	25%	16%	*	-	*	-	-	-	-	-	-	*	*	*	*	-	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	42%	31%	27%	*	27%	*	-	-	-	-	*	26%	40%	-	-	27%	7%	27%	27%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	EL	24%	10%	8%	-	8%	-	-	-	-	-	-	9%	*	*	7%	8%	11%	6%	6%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	Male	42%	32%	28%	*	26%	*	-	-	-	-	-	25%	57%	*	*	27%	11%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Female	38%	27%	26%	-	27%	*	-	-	-	-	*	26%	22%	*	*	27%	6%	-	26%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
	<b>STAAR Percent at Masters Grade Level</b>																																			
	Grade 3 Reading	All	24%	13%	16%	*	17%	*	-	-	-	-	-	18%	0%	*	*	16%	9%	13%	20%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	
		Students																																		
CWD		9%	4%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
CWOD		26%	14%	16%	*	16%	*	-	-	-	-	-	17%	0%	-	-	16%	8%	13%	18%	-	*	-	-	-	-	-	-	-	-	-	-	-	-		
EL		15%	6%	9%	-	9%	*	-	-	-	-	-	10%	*	*	8%	9%	3%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Male		22%	13%	13%	*	13%	*	-	-	-	-	-	15%	0%	*	13%	3%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Female		26%	14%	20%	-	20%	*	-	-	-	-	-	20%	*	*	18%	19%	-	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Mathematics		All	22%	18%	20%	*	21%	*	-	-	-	-	-	21%	18%	*	*	22%	10%	21%	20%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	
		Students																																		
		CWD	12%	6%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	24%	19%	22%	*	22%	*	-	-	-	-	-	22%	18%	-	-	22%	11%	23%	20%	-	*	-	-	-	-	-	-	-	-	-	-	-	-		
	EL	17%	13%	10%	-	10%	*	-	-	-	-	-	10%	*	*	11%	10%	12%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Male	23%	20%	21%	*	22%	*	-	-	-	-	-	21%	20%	*	23%	12%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Female	21%	16%	20%	-	20%	*	-	-	-	-	-	20%	*	*	20%	7%	-	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Grade 4 Reading	All	23%	13%	9%	-	9%	*	*	-	-	-	-	8%	15%	*	*	9%	2%	6%	11%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Students																																		
		CWD	9%	5%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD		25%	14%	9%	-	9%	*	*	-	-	-	-	8%	15%	-	-	9%	2%	5%	11%	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
EL		12%	4%	2%	-	2%	-																													

		State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Races	Two or More	Econ Disadv	Non Econ Disadv	WCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	CWOD	31%	23%	<b>22%</b>	*	23%	*	-	-	-	*	21%	33%	-	22%	0%	23%	22%	*	*	-	*	
	EL	19%	10%	<b>0%</b>	-	0%	-	-	-	-	-	*	0%	*	0%	0%	0%	0%	*	*	-	*	
	Male	29%	21%	<b>22%</b>	*	22%	*	-	-	-	-	20%	43%	*	23%	0%	22%	-	-	-	-	*	
	Female	30%	23%	<b>21%</b>	-	21%	*	-	-	-	*	20%	22%	*	22%	0%	-	21%	*	*	-	-	
	All	16%	9%	<b>8%</b>	*	8%	*	-	-	-	*	8%	6%	*	8%	1%	9%	6%	*	*	-	*	
	CWD	9%	2%	<b>*</b>	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	*	-	-	-
	CWOD	17%	10%	<b>8%</b>	*	8%	*	-	-	-	*	8%	7%	-	8%	1%	10%	7%	*	*	-	-	
	EL	7%	2%	<b>1%</b>	-	1%	-	-	-	-	-	1%	*	*	1%	1%	3%	0%	*	*	-	-	
	Male	18%	11%	<b>9%</b>	*	9%	*	-	-	-	-	9%	14%	*	10%	3%	9%	-	-	-	-	-	
	Female	15%	7%	<b>6%</b>	-	7%	*	-	-	-	*	7%	0%	*	7%	0%	-	6%	*	*	-	-	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
All Grades																							
All Subjects	All	77%	71%	<b>69%</b>	100%	69%	71%	*	-	-	*	68%	80%	32%	71%	53%	65%	73%	70%	*	-	*	
	CWD	45%	38%	<b>32%</b>	-	32%	-	-	-	-	-	31%	*	32%	-	32%	38%	*	*	-	-	-	
	CWOD	80%	74%	<b>71%</b>	100%	70%	71%	*	-	-	*	69%	82%	-	71%	54%	67%	75%	88%	*	-	*	
	EL	60%	49%	<b>53%</b>	-	53%	*	-	-	-	-	53%	57%	32%	54%	53%	51%	55%	*	*	-	-	
	Male	74%	69%	<b>65%</b>	100%	65%	67%	-	-	-	-	62%	89%	38%	67%	51%	65%	-	-	*	-	*	
	Female	79%	74%	<b>73%</b>	-	73%	75%	*	-	-	*	74%	68%	*	75%	55%	-	73%	70%	*	-	-	
	Reading	All	73%	67%	<b>64%</b>	*	64%	56%	*	-	-	63%	75%	*	65%	46%	62%	67%	*	*	-	-	
CWD	39%	33%	<b>*</b>	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-		
CWOD	77%	69%	<b>65%</b>	*	65%	56%	*	-	-	*	64%	77%	-	65%	47%	63%	68%	*	*	-	-		
EL	52%	41%	<b>46%</b>	-	46%	*	-	-	-	-	46%	47%	*	47%	46%	46%	45%	*	*	-	-		
Male	69%	63%	<b>62%</b>	*	61%	*	-	-	-	-	58%	88%	*	63%	46%	62%	-	-	*	-	*		
Female	77%	71%	<b>67%</b>	-	67%	*	*	-	-	*	68%	56%	*	68%	45%	-	67%	70%	*	-	-		
Mathematics	All	80%	76%	<b>76%</b>	*	76%	78%	*	-	-	*	75%	88%	39%	77%	64%	71%	81%	*	*	-	*	
	CWD	52%	43%	<b>39%</b>	-	39%	-	-	-	-	-	35%	*	39%	-	42%	42%	*	*	-	-		
	CWOD	83%	79%	<b>77%</b>	*	77%	78%	*	-	-	*	76%	87%	-	77%	66%	73%	82%	*	*	-	*	
	EL	70%	61%	<b>64%</b>	-	65%	*	-	-	-	-	64%	73%	42%	66%	64%	59%	70%	*	*	-	-	
	Male	78%	75%	<b>71%</b>	*	71%	*	-	-	-	-	68%	92%	42%	73%	59%	71%	-	-	*	-	*	
	Female	82%	78%	<b>81%</b>	-	81%	*	*	-	-	*	81%	81%	*	82%	70%	-	81%	*	*	-	-	
	Science	All	79%	72%	<b>64%</b>	*	62%	*	-	-	-	62%	75%	*	66%	39%	59%	68%	*	*	-	*	
CWD	48%	38%	<b>*</b>	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	-	-		
CWOD	82%	75%	<b>66%</b>	*	65%	*	-	-	-	*	64%	80%	-	66%	40%	60%	72%	*	*	-	*		
EL	58%	43%	<b>39%</b>	-	39%	-	-	-	-	-	39%	*	*	40%	39%	39%	39%	*	*	-	-		
Male	78%	71%	<b>59%</b>	*	58%	*	-	-	-	-	57%	86%	*	60%	39%	59%	-	-	-	-	-		
Female	80%	73%	<b>68%</b>	-	67%	*	-	-	-	*	68%	67%	*	72%	39%	-	68%	*	*	-	-		
<b>STAAR Percent at Meets Grade Level or Above</b>																							
All Grades																							
All Subjects	All	47%	37%	<b>34%</b>	80%	34%	38%	*	-	-	*	33%	44%	16%	35%	15%	33%	35%	30%	*	-	*	
	CWD	23%	19%	<b>16%</b>	-	16%	-	-	-	-	-	17%	*	16%	-	16%	17%	*	*	-	-	-	
	CWOD	50%	39%	<b>35%</b>	80%	34%	38%	*	-	-	*	33%	45%	-	35%	15%	34%	35%	38%	*	-	*	
	EL	26%	16%	<b>15%</b>	-	15%	*	-	-	-	-	15%	17%	16%	15%	15%	14%	*	*	-	-	-	
	Male	45%	36%	<b>33%</b>	80%	32%	67%	-	-	-	-	31%	53%	17%	34%	15%	33%	-	-	*	-	*	
	Female	50%	38%	<b>35%</b>	-	35%	17%	*	-	-	*	35%	32%	*	35%	14%	-	35%	30%	*	-	-	
	Reading	All	46%	35%	<b>30%</b>	*	30%	33%	*	-	-	29%	38%	*	31%	12%	27%	33%	*	*	-	-	
CWD	22%	19%	<b>*</b>	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-		
CWOD	48%	36%	<b>31%</b>	*	30%	33%	*	-	-	*	30%	38%	-	31%	12%	28%	33%	*	*	-	-		
EL	21%	12%	<b>12%</b>	-	12%	*	-	-	-	-	11%	20%	*	12%	12%	12%	12%	*	*	-	-		
Male	41%	32%	<b>27%</b>	*	27%	*	-	-	-	-	26%	42%	*	28%	12%	27%	-	-	*	-	*		
Female	50%	38%	<b>33%</b>	-	33%	*	*	-	-	*	33%	31%	*	33%	12%	-	33%	*	*	-	-		
Mathematics	All	48%	40%	<b>40%</b>	*	40%	44%	*	-	-	*	39%	53%	17%	41%	20%	40%	40%	*	*	-	*	
	CWD	26%	20%	<b>17%</b>	-	17%	-	-	-	-	-	18%	*	17%	-	17%	17%	*	*	-	-		
	CWOD	51%	42%	<b>41%</b>	*	41%	44%	*	-	-	*	40%	54%	-	41%	21%	42%	40%	*	*	-	*	
	EL	33%	24%	<b>20%</b>	-	21%	*	-	-	-	-	21%	20%	17%	21%	20%	20%	20%	*	*	-	-	
	Male	47%	40%	<b>40%</b>	*	39%	*	-	-	-	-	38%	63%	17%	42%	20%	40%	-	-	*	-	*	
	Female	49%	40%	<b>40%</b>	-	41%	*	*	-	-	*	40%	38%	*	40%	20%	-	40%	*	*	-	-	
	Science	All	49%	38%	<b>27%</b>	*	26%	*	-	-	-	25%	38%	*	27%	8%	28%	26%	*	*	-	-	
CWD	23%	17%	<b>*</b>	-	*	-	-	-	-	-	*	*	*	-	*	*	*	*	-	-	-		
CWOD	52%	40%	<b>27%</b>	*	27%	*	-	-	-	*	26%	40%	-	27%	7%	27%	27%	*	*	-	*		
EL	21%	9%	<b>8%</b>	-	8%	-	-	-	-	-	9%	*	*	7%	8%	11%	6%	*	*	-	-		
Male	50%	40%	<b>28%</b>	*	26%	*	-	-	-	-	25%	57%	*	27%	11%	28%	-	-	-	-	-		
Female	49%	37%	<b>26%</b>	-	27%	*	-	-	-	*	26%	22%	*	27%	6%	-	26%	*	*	-	-		
<b>STAAR Percent at Masters Grade Level</b>																							
All Grades																							
All Subjects	All	21%	13%	<b>14%</b>	0%	14%	10%	*	-	-	*	14%	17%	5%	14%	4%	14%	14%	10%	*	-	*	
	CWD	8%	4%	<b>5%</b>	-	5%	-	-	-	-	-	6%	*	5%	-	4%	4%	*	*	-	-	-	
	CWOD	23%	14%	<b>14%</b>	0%	15%	10%	*	-	-	*	14%	17%	-	14%	4%	14%	15%	13%	*	-	*	
	EL	9%	4%	<b>4%</b>	-	4%	*	-	-	-	-	4%	3%	4%	4%	4%	4%	3%	*	*	-	-	
	Male	20%	12%	<b>14%</b>	0%	14%	22%	-	-	-	-	13%	20%	4%	14%	4%	14%	-	-	*	-	*	
	Female	22%	13%	<b>14%</b>	-	15%	0%	*	-	-	*	15%	12%	*	15%	3%	-	14%	10%	*	-	-	

		Academic Growth and Graduation Rate																					
		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ	CWD	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	19%	11%	10%	*	10%	0%	*	-	-	*	10%	8%	*	10%	4%	7%	13%	*	*	-	*	
	CWD	7%	4%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-	
	CWOD	20%	11%	10%	*	10%	0%	*	-	-	*	10%	8%	-	10%	3%	7%	13%	*	*	-	*	
	EL	7%	3%	4%	-	4%	*	-	-	-	-	4%	0%	*	3%	4%	1%	6%	*	*	-	*	
	Male	16%	9%	7%	*	7%	*	-	-	-	-	8%	4%	*	7%	1%	7%	-	-	*	*	-	*
	Female	22%	12%	13%	-	13%	*	*	-	-	*	13%	13%	*	13%	6%	-	13%	*	*	-	-	-
Mathematics	All Students	23%	16%	20%	*	21%	22%	*	-	-	*	19%	30%	0%	21%	5%	22%	19%	*	*	-	*	
	CWD	10%	6%	0%	-	0%	-	-	-	-	0%	*	0%	-	0%	0%	*	*	-	-	-	-	
	CWOD	25%	17%	21%	*	21%	22%	*	-	-	*	20%	31%	-	21%	6%	23%	20%	*	*	-	*	
	EL	13%	7%	5%	-	5%	*	-	-	-	-	5%	7%	0%	6%	5%	8%	2%	*	*	-	*	
	Male	23%	16%	22%	*	21%	*	-	-	-	-	20%	38%	0%	23%	8%	22%	-	-	*	*	-	*
	Female	24%	16%	19%	-	20%	*	*	-	-	*	19%	19%	*	20%	2%	-	19%	*	*	-	-	-
Science	All Students	22%	13%	8%	*	8%	*	-	-	-	*	8%	6%	*	8%	1%	9%	6%	*	*	-	*	
	CWD	7%	2%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	*	-	-	-	-	
	CWOD	24%	14%	8%	*	8%	*	-	-	-	*	8%	7%	-	8%	1%	10%	7%	*	*	-	*	
	EL	5%	2%	1%	-	1%	-	-	-	-	-	1%	*	*	1%	1%	3%	0%	*	*	-	*	
	Male	23%	13%	9%	*	9%	*	-	-	-	-	9%	14%	*	10%	3%	9%	-	-	-	-	-	
	Female	21%	12%	6%	-	7%	*	-	-	-	*	7%	0%	*	7%	0%	-	6%	*	*	-	-	

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	68	*	69	*	*	-	-	*	69	72	71
CWD	72	-	72	-	-	-	-	-	69	72	*
CWOD	68	*	69	*	*	-	-	*	69	-	71
EL	71	-	71	-	-	-	-	-	73	*	71
Male	70	*	72	*	*	-	-	*	71	*	74
Female	66	-	66	*	*	-	-	-	67	*	68
<b>Mathematics</b>											
All Students	76	*	75	83	*	-	-	*	75	83	74
CWD	83	-	83	-	-	-	-	-	82	83	86
CWOD	75	*	75	83	*	-	-	*	74	-	74
EL	74	-	74	-	-	-	-	-	75	86	74
Male	73	*	72	*	*	-	-	-	72	71	71
Female	79	-	79	*	*	-	-	*	78	100	78

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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \* Indicates there are no students in the group.

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
433	39	9%

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	39	*	39	*	*	-	-	*	38	*	24
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
** Indicates results are masked due to small numbers to protect student confidentiality.											
-' Indicates there are no students in the group.											
n/a' Indicates the student group is not applicable to this report.											

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		Y						Y		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.											

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																
All Subjects	All Students	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	100%	100%	100%	*	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	-

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	Female	100%	-	100%	100%	*	-	-	100%	100%	100%	100%	100%	-	100%	100%
	All Students	100%	*	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	100%	*	100%	-	100%	100%	*	-
	CWOD	100%	*	100%	100%	*	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	*	-	-	100%	100%	*	100%	100%	100%	-	100%
Mathematics	All Students	100%	*	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%	100%	*	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	-	100%
	Science	All Students	100%	*	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%
CWD	100%	-	100%	-	-	-	-	100%	*	100%	-	100%	*	*	*	
CWOD	100%	*	100%	*	-	-	-	100%	100%	-	100%	100%	100%	100%	*	
EL	100%	-	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*	
Male	100%	*	100%	*	-	-	-	100%	100%	*	100%	100%	100%	-	-	
Female	100%	-	100%	*	-	-	-	100%	100%	*	100%	100%	100%	-	100%	
<b>Non-Participation Rate</b>																
All Subjects	All Students	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	0%	*	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Reading	All Students	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
CWD	0%	-	0%	-	-	-	-	0%	*	0%	-	0%	0%	*	-	
CWOD	0%	*	0%	0%	*	-	-	0%	0%	-	0%	0%	0%	0%	*	
EL	0%	-	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	*	
Male	0%	*	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-	
Female	0%	-	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	-	0%	
Mathematics	All Students	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	0%	*	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Science	All Students	0%	*	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%
CWD	0%	-	0%	-	-	-	-	0%	*	0%	-	0%	*	*	*	
CWOD	0%	*	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	*	
EL	0%	-	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*	
Male	0%	*	0%	*	-	-	-	0%	0%	*	0%	0%	0%	-	-	
Female	0%	-	0%	*	-	-	-	0%	0%	*	0%	0%	0%	-	0%	

\*\*\* 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.

		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)
<b>Students Without Disabilities</b>												
In-School Suspensions	Male	10	*	8	*	*	*	*	*	8		
	Female	*	*	*	*	*	*	*	*	*		
	Total	12	*	10	*	*	*	*	*	10		
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
<b>School-Related Arrests</b>												

		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)
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions	Male	5	*	5	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	7	*	7	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
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	*	*	*	*	*	*	*	*	*		*
<b>All Students</b> Chronic Absenteeism	Male	45	*	41	*	*	*	*	*	23	*	*
	Female	48	*	44	*	*	*	*	*	29	*	*
	Total	93	*	85	*	*	*	*	*	52	*	*

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	68	*	62	*	*	*	*	*	41	*
	Female	53	*	47	*	*	*	*	*	35	*
	Total	121	*	109	*	*	*	*	*	76	*
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).											

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
* 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 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 School Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	9.0	17.0%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	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.

	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%	5	1%	-	-
Mathematics	6,020	1%	5	1%	-	-
Grade 4						
Reading	6,061	1%	9	1%	-	-
Mathematics	6,056	1%	9	1%	-	-
Grade 5						
Reading	6,162	2%	8	1%	-	-
Mathematics	6,160	1%	8	1%	-	-
Science	6,164	1%	8	1%	-	-
Grade 6						
Reading	5,678	1%	9	1%	-	-
Mathematics	5,677	1%	9	1%	-	-
Grade 7						
Reading	5,298	1%	14	2%	-	-
Mathematics	5,294	1%	14	2%	-	-
Grade 8						
Reading	5,088	1%	5	1%	-	-
Mathematics	5,087	2%	5	1%	-	-
Science	5,087	1%	5	1%	-	-
End of Course						
English I	4,868	1%	13	1%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	13	1%	-	-
Biology	4,861	1%	13	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Grades						
All Subjects	99,020	1%	156	1%	-	-
Reading	43,730	1%	67	1%	-	-
Mathematics	39,178	1%	63	1%	-	-
Science	16,112	1%	26	1%	-	-

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

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

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

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

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

\*\* 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.

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