

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

**District Name: POTH ISD**

**District ID: 247904**

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)
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		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%
EL Progress	Baseline 2016-17 Rates												41%
	2017-18 through 2021-22												42%
	2022-23 through 2026-27												44%
	2027-28 through 2031-32												46%
	2032-33												46%
Graduation Rate:4-Year Longitudinal Rate	Baseline 2016-17 Rates		89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22		90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27		92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32		94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
	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%

(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.

		Region 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 Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																			
Grade 3																			
Reading	All Students	77%	73%	92%	*	94%	89%	-	-	-	-	83%	95%	*	98%	*	90%	92%	-
	CWD	51%	46%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-
	CWOD	79%	77%	98%	*	96%	97%	-	-	-	-	90%	100%	-	98%	*	97%	96%	-

<https://rptsvr1.tea.texas.gov/cgi/sas/broker? service=marykay&year4=2018&year2=18& debug=0&single=N&title=2017-18+Federal+Report+Card& ...> 2/12

		Region		African	American		Indian	Asian	Pacific	Two or	More	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
		State	20	District	American	Hispanic	White				Races	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care		
Science	EL	73%	69%																				
	Male	82%	80%	93%	-	86%	100%	-	-	-	-	87%	100%	*	100%	*	93%	-	-	-	-	-	-
	Female	87%	84%	88%	-	75%	100%	-	-	-	-	75%	100%	*	100%	*	-	88%	-	-	-	-	-
	All	75%	73%	84%	-	79%	88%	-	-	-	-	76%	89%	*	94%	*	91%	76%	-	*	-	*	*
	Students			*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	*	-	-	-
	CWD	39%	38%		-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	*	-	-	-
	CWOD	78%	77%	94%	-	100%	90%	-	-	-	-	100%	91%	-	94%	-	100%	88%	-	-	-	-	*
End of Course English I	EL	46%	41%	*	-	*		-	-	-	-								-	-	-	-	*
	Male	74%	72%	91%	-	88%	94%	-	-	-	-	88%	93%	*	100%	*	91%	-	-	-	-	-	-
	Female	76%	73%	76%	-	69%	81%	-	-	-	-	*	86%	*	88%	*	-	76%	-	*	-	-	*
	All	64%	63%	80%	-	67%	91%	-	-	-	-	63%	92%	46%	96%	*	74%	86%	-	-	-	-	-
	Students			*	-	*	*	-	-	-	-	*	*	46%	*	*	*	*	-	-	-	-	-
	CWD	25%	26%	46%	-	*	*	-	-	-	-	*	*			*	*	*	-	-	-	-	-
	CWOD	68%	68%	96%	-	100%	95%	-	-	-	-	100%	95%	*	96%	-	100%	93%	-	-	-	-	-
English II	EL	30%	25%	*	-	*		-	-	-	-								-	-	-	-	*
	Male	57%	57%	74%	-	56%	90%	-	-	-	-	56%	90%	*	100%	*	74%	-	-	-	-	-	-
	Female	71%	70%	86%	-	78%	92%	-	-	-	-	71%	93%	*	93%	-	-	86%	-	-	-	-	-
	All	66%	66%	84%	-	79%	88%	-	-	-	-	59%	93%	*	92%	*	79%	89%	-	*	-	*	*
	Students			*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	*
	CWD	25%	26%	*	-	*	*	-	-	-	-	*	*			*	*	*	-	-	-	-	*
	CWOD	71%	71%	92%	-	94%	89%	-	-	-	-	86%	93%	-	92%	-	89%	94%	-	*	-	-	*
Algebra I	EL	27%	25%	*	-	*		-	-	-	-								-	-	-	-	*
	Male	61%	61%	79%	-	71%	86%	-	-	-	-	56%	93%	*	89%	*	79%	-	-	-	-	-	-
	Female	72%	72%	89%	-	89%	89%	-	-	-	-	*	93%	*	94%	-	-	89%	-	-	-	-	-
	All	82%	79%	92%	-	87%	94%	-	-	-	*	75%	98%	67%	96%	*	84%	100%	-	-	-	-	*
	Students			*	-	*	*	-	-	-	-	*	*	67%	*	*	*	*	-	-	-	-	*
	CWD	47%	48%	67%	-	*	*	-	-	-	-	*	*			*	*	*	-	-	-	-	*
	CWOD	86%	84%	96%	-	94%	97%	-	-	-	-	82%	100%	-	96%	-	92%	100%	-	-	-	-	*
Biology	EL	67%	63%	*	-	*		-	-	-	-								-	-	-	-	*
	Male	78%	75%	84%	-	75%	89%	-	-	-	-	64%	95%	*	92%	*	84%	-	-	-	-	-	-
	Female	87%	84%	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	-	-	100%	-	-	-	-	*
	All	86%	86%	90%	-	83%	94%	-	-	-	*	75%	97%	67%	94%	*	88%	92%	-	-	-	-	-
	Students			*	-	*	*	-	-	-	-	*	*	67%	*	*	*	*	-	-	-	-	-
	CWD	56%	57%	67%	-	*	*	-	-	-	-	*	*			*	*	*	-	-	-	-	-
	CWOD	89%	90%	94%	-	88%	97%	-	-	-	-	80%	100%	-	94%	-	90%	100%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
Grade 3 Reading	All	43%	39%	59%	*	58%	57%	-	-	-	-	39%	68%	*	66%	*	64%	48%	-	-	-	*	-
	Students			*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	CWD	28%	24%	*	-	*	*	-	-	-	-	*	*			*	*	*	-	-	-	-	-
	CWOD	44%	41%	66%	-	64%	63%	-	-	-	-	45%	74%	-	66%	*	72%	52%	-	-	-	-	*
	EL	32%	31%	*	-	*		-	-	-	-								-	-	-	-	*
	Male	40%	37%	64%	-	73%	58%	-	-	-	-	45%	71%	*	72%	*	64%	-	-	-	-	-	-
	Female	45%	41%	48%	-	44%	50%	-	-	-	-	31%	62%	*	52%	*	-	48%	-	-	-	-	-
Mathematics	All	46%	42%	60%	*	50%	66%	-	-	-	-	33%	73%	*	64%	*	55%	65%	-	-	-	*	-
	Students			*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	CWD	30%	28%	*	-	*	*	-	-	-	-	*	*			*	*	*	-	-	-	-	-
	CWOD	48%	43%	64%	-	52%	73%	-	-	-	-	38%	77%	-	64%	-	61%	67%	-	-	-	-	*
	EL	39%	35%	*	-	*		-	-	-	-								-	-	-	-	*
	Male	47%	43%	55%	-	47%	58%	-	-	-	-	27%	65%	*	61%	*	55%	-	-	-	-	-	-
	Female	45%	40%	65%	-	53%	80%	-	-	-	-	36%	92%	*	67%	*	-	65%	-	-	-	-	-
Grade 4 Reading	All	45%	42%	47%	*	37%	62%	*	-	-	-	18%	68%	*	52%	*	41%	55%	-	-	-	-	-
	Students			*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	CWD	28%	27%	*	-	*	*	-	-	-	-	*	*			*	*	*	-	-	-	-	-
	CWOD	47%	43%	52%	-	43%	64%	-	-	-	-	22%	70%	-	52%	*	45%	59%	-	-	-	-	-
	EL	29%	29%	*	-	*		-	-	-	-								-	-	-	-	-
	Male	43%	40%	41%	-	45%	40%	-	-	-	-	13%	59%	*	45%	*	41%	-	-	-	-	-	-
	Female	47%	44%	55%	-	27%	86%	-	-	-	-	23%	81%	*	59%	*	-	55%	-	-	-	-	-
Mathematics	All	48%	43%	48%	*	42%	55%	*	-	-	-	21%	67%	*	52%	*	57%	37%	-	-	-	-	-
	Students			*	-	*	*	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	CWD	29%	26%	*	-	*	*	-	-	-	-	*	*			*	*	*	-	-	-	-	-
	CWOD	50%	45%	52%	-	48%	57%	-	-	-	-	26%	68%	-	52%	*	64%	39%	-	-	-	-	-
	EL	38%	35%	*	-	*		-	-	-	-								-	-	-	-	*
	Male	48%	44%	57%	-	60%	53%	-	-	-	-	33%	73%	*	64%	*	57%	-	-	-	-	-	-
	Female	47%	43%	37%	-	19%	57%	-	-	-	-	8%	59%	*	39%	*	-	37%	-	-	-	-	-
Grade 5 Reading	All	53%	51%	69%	-	64%	72%	-	*	-	*	52%	80%	36%	75%	*	61%	78%	-	-	-	*	*
	Students			*	-	*	*	-	-	-	-	29%	*	36%	-	-	*	43%	-	-	-	-	-
	CWD	30%	29%	36%	-	*	50%	-	-	-	-	29%	*			*	*	*	-	-	-	-	-
	CWOD	56%	54%	75%	-	71%	77%	-	-	-	-	60%	83%	-	75%	*	66%	86%	-	-	-	-	*
	EL	35%	35%	*	-	*		-	-	-	-								-	-	-	-	*
	Male	50%	48%	61%	-	53%	67%	-	-	-	-	43%	73%	*	66%	*	61%	-	-	-	-	-	-
	Female	56%	54%	78%	-	72%	80%	-	-	-	-	62%	87%	43%	86%	*	-	78%	-	-	-	-	-
Mathematics	All	57%	56%	81%	-	73%	89%	-	*	-	*	63%	91%	27%	90%	*	83%	78%	-	-	-	*	*
	Students			*	-	*	*	-	-	-	-	14%	*	27%	-	-	*	29%	-	-	-	-	-
	CWD	34%	33%	27%	-	*	50%	-	-	-	-	14%	*			*	*	*	-	-	-	-	-
	CWOD	60%	59%	90%	-	86%	97%	-	-	-	-	80%	95%	-	90%	*	91%	90%	-	-	-	-	*
	EL	46%	44%	*	-	*		-	-	-	-								-	-	-	-	*
	Male	57%	56%	83%	-	80%	86%	-	-	-	-	57%	100%	*	91%	*	83%	-	-	-	-	-	-
	Female	58%	57%	78%	-	67%	93%	-	-	-	-	69%	83%	29%	90%	*	-	78%	-	-	-	-	-
Science	All	40%	37%	45%	-	30%	60%	-	*	-	*	31%	53%	18%	50%	*	54%	36%	-	-	-	*	*
	Students			*	-	*	*	-	-	-	-	*	*	18%	-	-	*	*	-	-	-	-	-

		Region		African			American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Foster Care				
		State	20	District	American	Hispanic	White									Male	Female	Migrant	Homeless	Military
	CWOD	42%	39%	50%	-	36%	66%	-	-	-	37%	56%	-	50%	-	58%	41%	-	-	-
	EL	24%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42%	40%	54%	-	40%	65%	-	-	-	36%	64%	-	58%	-	54%	-	-	-	-
	Female	38%	35%	36%	-	22%	53%	-	-	-	23%	43%	-	41%	-	-	36%	-	-	-
Grade 6	Reading	All Students	38%	37%	54%	-	46%	64%	-	-	39%	66%	9%	63%	-	52%	56%	-	-	-
		CWD	22%	22%	9%	-	-	-	-	-	-	-	9%	-	-	13%	-	-	-	-
		CWOD	40%	39%	63%	-	56%	72%	-	-	52%	71%	-	63%	-	65%	62%	-	-	-
		EL	14%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	34%	33%	52%	-	44%	62%	-	-	27%	75%	13%	65%	-	52%	-	-	-	-
		Female	42%	41%	56%	-	47%	67%	-	-	54%	58%	-	62%	-	-	56%	-	-	-
	Mathematics	All Students	43%	40%	73%	-	69%	79%	-	-	68%	77%	18%	85%	-	74%	72%	-	-	-
		CWD	23%	22%	18%	-	25%	-	-	-	14%	-	18%	-	-	25%	-	-	-	-
		CWOD	46%	42%	85%	-	81%	88%	-	-	86%	84%	-	85%	-	91%	79%	-	-	-
		EL	24%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	44%	41%	74%	-	67%	85%	-	-	60%	88%	25%	91%	-	74%	-	-	-	-
		Female	42%	38%	72%	-	71%	73%	-	-	77%	88%	-	79%	-	-	72%	-	-	-
Grade 7	Reading	All Students	47%	46%	76%	-	76%	79%	-	-	68%	81%	-	81%	-	74%	79%	-	-	-
		CWD	23%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	50%	49%	81%	-	89%	79%	-	-	81%	81%	-	81%	-	74%	90%	-	-	-
		EL	16%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	42%	42%	74%	-	78%	72%	-	-	73%	75%	-	74%	-	74%	-	-	-	-
		Female	53%	51%	79%	-	75%	91%	-	-	63%	88%	-	90%	-	-	79%	-	-	-
	Mathematics	All Students	39%	36%	87%	-	75%	97%	-	-	73%	97%	-	92%	-	93%	81%	-	-	-
		CWD	20%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	41%	38%	92%	-	85%	97%	-	-	83%	97%	-	92%	-	93%	91%	-	-	-
		EL	17%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	38%	35%	93%	-	90%	94%	-	-	92%	94%	-	93%	-	93%	-	-	-	-
		Female	40%	36%	81%	-	64%	100%	-	-	50%	100%	-	91%	-	-	81%	-	-	-
Grade 8	Reading	All Students	48%	47%	66%	-	52%	78%	-	-	44%	81%	-	76%	-	69%	62%	-	-	-
		CWD	23%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	51%	50%	76%	-	71%	80%	-	-	65%	82%	-	76%	-	81%	72%	-	-	-
		EL	13%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	44%	43%	69%	-	50%	88%	-	-	53%	87%	-	81%	-	69%	-	-	-	-
		Female	53%	52%	82%	-	54%	69%	-	-	-	76%	-	72%	-	-	62%	-	-	-
	Mathematics	All Students	50%	45%	79%	-	68%	90%	-	-	70%	90%	11%	97%	-	85%	69%	-	-	-
		CWD	25%	24%	11%	-	-	-	-	-	-	-	11%	-	-	-	-	-	-	-
		CWOD	53%	48%	97%	-	100%	95%	-	-	100%	94%	-	97%	-	100%	92%	-	-	-
		EL	30%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	48%	43%	85%	-	79%	92%	-	-	80%	92%	-	100%	-	85%	-	-	-	-
		Female	53%	47%	69%	-	50%	88%	-	-	50%	88%	-	92%	-	-	69%	-	-	-
	Science	All Students	50%	49%	64%	-	55%	72%	-	-	44%	78%	-	75%	-	63%	66%	-	-	-
		CWD	23%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	53%	52%	75%	-	76%	73%	-	-	65%	79%	-	75%	-	73%	76%	-	-	-
		EL	19%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	51%	50%	63%	-	56%	69%	-	-	47%	80%	-	73%	-	63%	-	-	-	-
		Female	50%	48%	66%	-	54%	75%	-	-	-	76%	-	76%	-	-	66%	-	-	-
End of Course	English I	All Students	43%	42%	70%	-	61%	77%	-	-	56%	79%	31%	89%	-	58%	81%	-	-	-
		CWD	14%	14%	31%	-	-	-	-	-	-	-	31%	-	-	-	-	-	-	-
		CWOD	47%	46%	89%	-	100%	84%	-	-	86%	90%	-	89%	-	83%	93%	-	-	-
		EL	10%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	37%	36%	58%	-	56%	60%	-	-	44%	70%	-	83%	-	58%	-	-	-	-
		Female	51%	50%	81%	-	67%	92%	-	-	71%	86%	-	93%	-	-	81%	-	-	-
	English II	All Students	47%	47%	76%	-	72%	80%	-	-	50%	86%	-	83%	-	67%	85%	-	-	-
		CWD	14%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	51%	51%	83%	-	85%	82%	-	-	71%	86%	-	83%	-	76%	91%	-	-	-
		EL	9%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	41%	41%	67%	-	57%	77%	-	-	44%	81%	-	76%	-	67%	-	-	-	-
		Female	54%	53%	86%	-	89%	83%	-	-	-	90%	-	91%	-	-	86%	-	-	-
Algebra I		All Students	53%	50%	69%	-	65%	74%	-	-	50%	77%	22%	78%	-	52%	89%	-	-	-
		CWD	19%	18%	22%	-	-	-	-	-	-	-	22%	-	-	-	-	-	-	-
		CWOD	58%	54%	78%	-	76%	81%	-	-	64%	82%	-	78%	-	62%	96%	-	-	-
		EL	29%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	49%	45%	52%	-	42%	61%	-	-	36%	60%	-	62%	-	52%	-	-	-	-
		Female	58%	54%	89%	-	91%	88%	-	-	80%	91%	-	96%	-	-	89%	-	-	-
	Biology	All Students	57%	57%	69%	-	48%	85%	-	-	45%	82%	33%	76%	-	59%	83%	-	-	-
		CWD	22%	24%	33%	-	-	-	-	-	-	-	33%	-	-	-	-	-	-	-
		CWOD	61%	62%	76%	-	53%	90%	-	-	47%	88%	-	76%	-	62%	95%	-	-	-
		EL	20%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	55%	56%	59%	-	38%	82%	-	-	29%	80%	-	62%	-	59%	-	-	-	-
		Female	59%	58%	83%	-	71%	88%	-	-	83%	83%	-	95%	-	-	83%	-	-	-

		Region		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Economically Disadvantaged	Non-Economically Disadvantaged	CWD	CWOD	EL	Male	Female	Migrant/Homeless	Foster Care	Military
		State 24%	20 21%																	
Reading	All Students	24%	21%	38%	*	29%	46%	-	-	-	13%	50%	-	43%	-	38%	36%	-	-	-
	CWD	9%	7%	*	-	*	*	-	-	-	*	*	-	-	-	*	*	-	-	-
	CWOD	26%	23%	43%	*	32%	53%	-	-	-	15%	56%	-	43%	*	44%	39%	-	-	-
	EL	15%	14%	*	-	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-
	Male	22%	19%	38%	*	27%	46%	-	-	-	9%	48%	*	44%	*	38%	-	-	-	-
	Female	26%	23%	36%	-	31%	40%	-	-	-	15%	54%	*	39%	*	-	36%	-	-	-
Mathematics	All Students	22%	19%	25%	*	22%	29%	-	-	-	4%	36%	*	29%	*	24%	27%	-	-	-
	CWD	12%	10%	*	-	*	*	-	-	-	*	*	-	-	-	*	*	-	-	-
	CWOD	24%	20%	29%	*	24%	33%	-	-	-	5%	41%	-	29%	*	28%	29%	-	-	-
	EL	17%	15%	*	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	-
	Male	23%	20%	24%	*	33%	19%	-	-	-	0%	32%	*	28%	*	24%	-	-	-	-
	Female	21%	18%	27%	-	12%	50%	-	-	-	7%	46%	*	29%	*	-	27%	-	-	-
Grade 4 Reading	All Students	23%	21%	21%	*	11%	34%	*	-	-	4%	34%	*	23%	*	16%	28%	-	-	-
	CWD	9%	8%	*	-	*	*	-	-	-	*	*	-	-	-	*	*	-	-	-
	CWOD	25%	22%	23%	*	13%	36%	*	-	-	4%	35%	-	23%	*	18%	30%	-	-	-
	EL	12%	11%	*	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	-
	Male	22%	19%	16%	*	20%	13%	*	-	-	0%	27%	*	18%	*	16%	-	-	-	-
	Female	25%	22%	28%	-	0%	57%	-	-	-	8%	44%	*	30%	*	-	28%	-	-	-
Mathematics	All Students	26%	23%	25%	*	19%	34%	*	-	-	7%	38%	*	28%	*	30%	20%	-	-	-
	CWD	11%	10%	*	-	*	*	-	-	-	*	*	-	-	-	*	*	-	-	-
	CWOD	28%	24%	28%	*	23%	36%	*	-	-	9%	39%	-	28%	*	33%	21%	-	-	-
	EL	18%	16%	*	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	-
	Male	27%	24%	30%	*	30%	33%	*	-	-	13%	41%	*	33%	*	30%	-	-	-	-
	Female	25%	21%	20%	-	6%	36%	-	-	-	0%	35%	*	21%	*	-	20%	-	-	-
Grade 5 Reading	All Students	26%	24%	31%	-	12%	42%	-	*	-	15%	40%	0%	36%	*	28%	33%	-	-	*
	CWD	9%	9%	0%	-	*	0%	-	-	-	0%	*	0%	-	-	*	0%	-	-	-
	CWOD	27%	25%	36%	-	14%	50%	-	-	*	20%	44%	-	36%	*	31%	41%	-	-	*
	EL	12%	12%	*	-	*	-	-	-	-	-	-	-	-	*	*	*	-	-	-
	Male	24%	22%	28%	-	7%	43%	-	-	-	14%	36%	*	31%	*	28%	-	-	-	*
	Female	28%	25%	33%	-	17%	40%	-	*	-	15%	43%	0%	41%	*	-	33%	-	-	*
Mathematics	All Students	30%	29%	40%	-	27%	50%	-	*	-	19%	53%	0%	48%	*	42%	39%	-	-	*
	CWD	13%	13%	0%	-	*	0%	-	-	-	0%	*	0%	-	-	*	0%	-	-	-
	CWOD	31%	31%	48%	-	32%	60%	-	*	-	25%	59%	-	48%	*	47%	48%	-	-	*
	EL	19%	18%	*	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	-
	Male	29%	29%	42%	-	27%	52%	-	-	-	21%	55%	*	47%	*	42%	-	-	-	*
	Female	30%	30%	39%	-	28%	47%	-	*	-	15%	52%	0%	48%	*	-	39%	-	-	*
Science	All Students	16%	14%	20%	-	9%	31%	-	*	-	15%	22%	0%	23%	*	26%	14%	-	-	*
	CWD	9%	8%	0%	-	*	0%	-	-	-	*	*	0%	-	-	*	*	-	-	-
	CWOD	17%	15%	23%	-	11%	38%	-	*	-	21%	24%	-	23%	*	29%	17%	-	-	*
	EL	7%	6%	*	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	-
	Male	18%	16%	26%	-	13%	35%	-	-	-	21%	27%	*	29%	*	26%	-	-	-	*
	Female	15%	13%	14%	-	6%	27%	-	*	-	8%	17%	*	17%	*	-	14%	-	-	*
Grade 6 Reading	All Students	18%	18%	24%	-	17%	32%	-	-	-	25%	23%	9%	27%	*	26%	22%	-	-	*
	CWD	8%	8%	9%	-	*	*	-	-	-	*	*	9%	-	*	13%	*	-	-	-
	CWOD	20%	19%	27%	-	19%	36%	-	-	-	33%	23%	-	27%	*	30%	24%	-	-	*
	EL	4%	4%	*	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	-
	Male	15%	15%	26%	-	17%	38%	-	-	-	13%	38%	13%	30%	*	26%	-	-	-	*
	Female	22%	21%	22%	-	18%	27%	-	-	-	38%	11%	*	24%	*	-	22%	-	-	-
Mathematics	All Students	18%	15%	27%	-	17%	39%	-	-	-	14%	37%	9%	31%	*	35%	19%	-	-	*
	CWD	9%	8%	9%	-	13%	*	-	-	-	0%	*	9%	-	*	13%	*	-	-	-
	CWOD	19%	16%	31%	-	19%	44%	-	-	-	19%	39%	-	31%	*	43%	21%	-	-	*
	EL	6%	6%	*	-	*	-	-	-	-	-	-	-	-	*	*	*	-	-	-
	Male	18%	16%	35%	-	28%	46%	-	-	-	20%	50%	13%	43%	*	35%	-	-	-	*
	Female	17%	14%	19%	-	6%	33%	-	-	-	8%	26%	*	21%	-	-	19%	-	-	-
Grade 7 Reading	All Students	26%	27%	53%	*	48%	59%	-	-	-	42%	59%	*	56%	-	41%	67%	-	*	-
	CWD	10%	10%	*	-	*	-	-	-	-	*	*	-	-	-	*	*	-	-	-
	CWOD	30%	28%	56%	*	56%	59%	-	-	-	50%	59%	-	56%	-	41%	76%	-	-	-
	EL	6%	5%	*	-	-	-	-	-	-	-	-	-	-	*	*	*	-	-	-
	Male	24%	23%	41%	-	33%	44%	-	-	-	36%	44%	-	41%	-	41%	-	-	-	-
	Female	33%	31%	67%	*	58%	82%	-	-	-	50%	75%	*	76%	-	-	67%	-	-	-
Mathematics	All Students	18%	15%	56%	*	50%	62%	-	-	-	32%	72%	*	58%	*	54%	58%	-	*	-
	CWD	7%	6%	*	-	*	-	-	-	-	*	*	-	-	-	*	*	-	-	-
	CWOD	19%	17%	58%	*	55%	62%	-	-	-	33%	72%	-	58%	*	54%	64%	-	-	-
	EL	5%	4%	*	-	*	-	-	-	-	-	-	-	-	*	*	*	-	-	-
	Male	17%	15%	54%	-	60%	50%	-	-	-	33%	69%	-	54%	-	54%	-	-	-	-
	Female	18%	16%	58%	*	43%	82%	-	-	-	30%	75%	*	64%	*	-	58%	-	-	-
Grade 8 Reading	All Students	26%	25%	49%	-	34%	63%	-	-	-	24%	67%	*	57%	*	47%	52%	-	*	*
	CWD	8%	7%	*	-	*	*	-	-	-	*	*	-	-	*	*	*	-	-	-
	CWOD	28%	27%	57%	-	48%	63%	-	-	-	35%	68%	-	57%	-	54%	60%	-	-	*
	EL	4%	3%	*	-	*	-	-	-	-	-	-	-	-	*	*	*	-	-	-
	Male	22%	21%	47%	-	31%	63%	-	-	-	29%	67%	*	54%	*	47%	-	-	-	-
	Female	30%	29%	52%	-	38%	63%	-	-	-	*	67%	*	60%	*	-	52%	-	-	-

		Region		African			American		Pacific		Two or More		Non Econ		CWD		EL	Male	Female	Migrant	Homeless	Foster Care		Military
Mathematics	All Students	State 15%	20 11%	District 19%	American -	Hispanic 27%	White 10%	Indian -	Asian -	Islander -	Races -	Disadv 30%	Disadv 5%	0%	24%	*	22%	13%	-	-	-	-	-	
	CWD	9%	8%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	*	-	-	-	
	CWOD	16%	12%	24%	-	40%	11%	-	-	-	-	44%	6%	-	24%	-	27%	17%	-	-	-	-		
	EL	6%	4%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-		
	Male	14%	11%	22%	-	36%	8%	-	-	-	-	33%	8%	*	27%	*	22%	-	-	-	-	-		
	Female	16%	12%	13%	-	13%	13%	-	-	-	-	25%	0%	*	17%	*	-	13%	-	*	-	-		
Science	All Students	27%	26%	30%	-	24%	34%	-	-	-	-	20%	36%	*	33%	*	28%	31%	-	*	-	*		
	CWD	8%	8%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	*	-	*		
	CWOD	29%	28%	33%	-	33%	33%	-	-	-	-	29%	35%	-	33%	-	31%	36%	-	-	-	-		
	EL	6%	5%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-		
	Male	29%	28%	28%	-	19%	38%	-	-	-	-	24%	33%	*	31%	*	28%	-	-	-	-	-		
	Female	25%	24%	31%	-	31%	31%	-	-	-	-	*	38%	*	36%	*	-	31%	-	*	-	*		
End of Course English I	All Students	7%	6%	18%	-	6%	27%	-	-	-	-	6%	25%	0%	26%	*	11%	24%	-	-	-	-		
	CWD	3%	3%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-		
	CWOD	7%	7%	26%	-	13%	32%	-	-	-	-	14%	30%	-	26%	-	17%	33%	-	-	-	-		
	EL	0%	0%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-		
	Male	5%	4%	11%	-	11%	10%	-	-	-	-	11%	10%	*	17%	*	11%	-	-	-	-	-		
	Female	9%	9%	24%	-	0%	42%	-	-	-	-	0%	36%	*	33%	-	-	24%	-	-	-	-		
English II	All Students	8%	7%	11%	-	5%	18%	-	-	-	-	5%	14%	*	11%	*	9%	14%	-	*	-	*		
	CWD	4%	5%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	*		
	CWOD	8%	8%	11%	-	6%	16%	-	-	-	-	0%	14%	-	11%	-	8%	15%	-	-	-	*		
	EL	0%	0%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	*		
	Male	5%	5%	9%	-	0%	18%	-	-	-	-	6%	11%	*	8%	*	9%	-	-	-	-	*		
	Female	10%	10%	14%	-	11%	17%	-	-	-	-	*	17%	*	15%	-	-	14%	-	-	-	-		
Algebra I	All Students	31%	28%	51%	-	43%	57%	-	-	-	*	31%	58%	0%	60%	*	35%	68%	-	-	-	*		
	CWD	7%	7%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	*		
	CWOD	34%	31%	60%	-	59%	63%	-	-	-	*	45%	64%	-	60%	-	42%	79%	-	-	-	*		
	EL	12%	9%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	*		
	Male	28%	26%	35%	-	33%	39%	-	-	-	*	27%	40%	*	42%	*	35%	-	-	-	-	*		
	Female	34%	30%	68%	-	55%	76%	-	-	-	-	40%	74%	*	79%	-	-	68%	-	-	-	*		
Biology	All Students	23%	23%	26%	-	13%	35%	-	-	-	*	15%	32%	11%	29%	*	18%	38%	-	-	-	-		
	CWD	5%	6%	11%	-	*	*	-	-	-	-	*	*	11%	-	*	*	*	-	-	-	-		
	CWOD	25%	26%	29%	-	12%	39%	-	-	-	*	13%	35%	-	29%	-	21%	40%	-	-	-	-		
	EL	3%	3%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-		
	Male	22%	23%	18%	-	13%	24%	-	-	-	-	14%	20%	*	21%	*	18%	-	-	-	-	-		
	Female	23%	24%	38%	-	14%	47%	-	-	-	-	17%	44%	*	40%	-	-	38%	-	-	-	-		
STAAR Percent at Approaches Grade Level or Above																								
All Grades																								
All Subjects	All Students	77%	75%	89%	100%	83%	94%	*	*	-	100%	77%	96%	55%	94%	67%	89%	89%	-	*	100%	92%		
	CWD	45%	44%	55%	-	48%	70%	-	-	-	-	46%	74%	55%	-	*	50%	61%	-	*	*	*		
	CWOD	80%	78%	94%	100%	92%	96%	*	*	-	100%	88%	97%	-	94%	88%	95%	93%	-	*	*	100%		
	EL	60%	58%	67%	-	64%	-	-	-	-	-	64%	*	-	88%	67%	59%	73%	-	-	-	-		
	Male	74%	72%	89%	*	83%	93%	-	-	-	-	78%	96%	50%	95%	59%	89%	-	-	-	-	83%		
	Female	79%	77%	89%	*	84%	94%	-	*	-	100%	77%	95%	61%	93%	73%	-	89%	-	*	*	100%		
Reading	All Students	73%	72%	88%	*	82%	93%	*	*	-	*	76%	95%	47%	94%	58%	87%	89%	-	*	*	*		
	CWD	39%	38%	47%	-	40%	64%	-	-	-	-	40%	65%	47%	-	*	41%	55%	-	*	*	*		
	CWOD	77%	75%	94%	*	93%	96%	*	*	-	-	89%	97%	-	94%	85%	95%	94%	-	*	*	*		
	EL	52%	51%	58%	-	56%	-	-	-	-	-	56%	*	*	85%	58%	50%	67%	-	-	-	-		
	Male	69%	67%	87%	*	80%	92%	*	-	-	-	75%	94%	41%	95%	50%	87%	-	-	-	-	*		
	Female	77%	76%	89%	*	84%	94%	-	*	-	*	77%	95%	55%	94%	67%	-	89%	-	*	*	*		
Mathematics	All Students	80%	77%	91%	*	86%	96%	*	*	-	*	81%	97%	67%	95%	77%	91%	92%	-	*	*	*		
	CWD	52%	50%	67%	-	63%	75%	-	-	-	-	61%	80%	67%	-	*	56%	81%	-	*	*	*		
	CWOD	83%	81%	95%	*	91%	98%	*	*	-	-	88%	99%	-	95%	88%	96%	93%	-	*	*	*		
	EL	70%	67%	77%	-	76%	-	-	-	-	-	75%	*	*	88%	77%	67%	85%	-	-	-	-		
	Male	78%	76%	91%	*	86%	94%	*	-	-	-	81%	97%	56%	96%	67%	91%	-	-	-	-	*		
	Female	82%	79%	92%	*	86%	98%	-	*	-	-	82%	97%	81%	93%	85%	-	92%	-	*	*	*		
Science	All Students	79%	77%	86%	-	81%	90%	-	*	-	*	72%	95%	50%	93%	*	90%	82%	-	*	*	*		
	CWD	48%	48%	50%	-	37%	73%	-	-	-	-	35%	80%	50%	-	*	60%	40%	-	*	*	-		
	CWOD	82%	81%	93%	-	94%	92%	-	*	-	*	86%	96%	-	93%	*	95%	91%	-	-	-	*		
	EL	58%	56%	*	-	*	-	-	-	-	-	*	*		*	*	*	*	-	-	-	*		
	Male	78%	77%	90%	-	85%	94%	-	-	-	-	80%	98%	60%	95%	*	90%	-	-	-	-	*		
	Female	80%	78%	82%	-	76%	85%	-	*	-	*	59%	92%	40%	91%	*	-	82%	-	-	-	*		
STAAR Percent at Meets Grade Level or Above																								
All Grades																								
All Subjects	All Students	47%	45%	66%	67%	57%	74%	*	*	-	38%	47%	77%	18%	73%	38%	64%	68%	-	*	60%	92%		
	CWD	23%	23%	18%	-	12%	30%	-	-	-	-	12%	32%	18%	-	*	17%	20%	-	*	*	*		
	CWOD	50%	48%	73%	67%	68%	79%	*	*	-	38%	59%	80%	-	73%	56%	72%	75%	-	*	*	100%		
	EL	26%	24%	38%	-	33%	-	-	-	-	-	34%	*	*	56%	38%	32%	42%	-	-	-	-		
	Male	45%	43%	64%	*	57%	70%	-	-	-	-	47%	76%	17%	72%	32%	64%	-	-	-	-	83%		
	Female	50%	47%	68%	*	56%	80%	-	*	-	50%	48%	78%	20%	75%	42%	-	68%	-	*	*	100%		
Reading	All Students	46%	44%	64%	*	57%	72%	*	*	-	*	44%	77%	17%	72%	37%	61%	69%	-	*	*	*		
	CWD	22%	21%	17%	-	10%	32%	-	-	-	-	12%	30%	17%	-	*	15%	21%	-	*	*	*		
	CWOD	48%	47%	72%	*	69%	75%	-	-	-	-	56%	80%	-	72%	54%	69%	76%	-	*	*	*		
	EL	21%	21%	37%	-	33%	-	-	-	-	-	33%	*	*	54%	37%	20%	56%	-	-	-	-		
	Male	41%	40%	61%	*	55%	68%	-	-	-	-	42%	74%	15%	69%	20%	61%	-	-	-	-	*		
	Female	41%	40%	61%	*	55%	68%	-	-	-	-	42%	74%	15%	69%	20%	61%	-	-	-	-	*		

		State	Region	District	African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
	Female	50%	20	69%	American	59%	79%	Indian		Islander	Races	Disadv	Econ	21%	76%	56%		69%			Care	
Mathematics	All	48%	45%	70%	*	62%	78%	*	*	-	*	54%	81%	19%	78%	41%	70%	70%	-	*	*	*
	Students	26%	24%	19%	-	16%	25%	-	-	-	-	11%	35%	19%	-	*	16%	23%	-	*	*	-
	CWD	51%	48%	78%	*	72%	84%	*	*	-	*	67%	84%	*	78%	56%	79%	78%	-	*	*	*
	CWOD	33%	31%	41%	-	38%	-	-	*	-	*	40%	*	*	56%	41%	44%	38%	-	-	*	-
	EL	47%	44%	70%	*	65%	74%	*	-	-	*	56%	79%	16%	79%	44%	70%	-	-	*	*	-
	Male	49%	45%	70%	*	58%	84%	-	*	-	*	51%	82%	23%	78%	38%	-	70%	-	*	*	*
	Female	49%	45%	70%	*	58%	84%	-	*	-	*	51%	82%	23%	78%	38%	-	70%	-	*	*	*
Science	All	49%	48%	58%	-	44%	72%	-	*	-	*	39%	70%	20%	66%	*	58%	58%	-	*	*	*
	Students	23%	24%	20%	-	11%	36%	-	-	-	-	15%	30%	20%	-	*	27%	13%	-	*	*	-
	CWD	52%	51%	66%	-	53%	77%	-	*	-	*	49%	73%	-	66%	*	64%	68%	-	*	*	-
	CWOD	21%	19%	*	-	*	-	-	*	-	*	*	*	*	*	*	*	*	-	-	*	-
	EL	50%	49%	58%	-	45%	72%	-	-	-	*	39%	74%	27%	64%	*	58%	-	-	-	*	*
	Male	49%	47%	58%	-	42%	73%	-	*	-	*	41%	66%	13%	68%	*	-	58%	-	-	*	*
	Female	49%	47%	58%	-	42%	73%	-	*	-	*	41%	66%	13%	68%	*	-	58%	-	-	*	*

## STAAR Percent at Masters Grade Level

All Grades	All Subjects	All Students	21%	19%	31%	0%	22%	40%	*	*	-	38%	17%	39%	4%	35%	17%	29%	33%	-	*	0%	75%
		CWD	8%	8%	4%	-	4%	6%	-	-	-	-	3%	8%	4%	-	*	6%	3%	-	*	*	*
		CWOD	23%	21%	35%	0%	26%	43%	*	*	-	38%	22%	42%	-	35%	25%	33%	38%	-	*	*	82%
		EL	9%	8%	17%	-	13%	-	-	-	-	16%	*	*	25%	17%	14%	19%	-	-	-	-	
		Male	20%	18%	29%	*	23%	35%	*	-	-	18%	37%	6%	33%	14%	29%	-	-	*	*	50%	
		Female	22%	20%	33%	*	21%	45%	-	*	-	50%	16%	42%	3%	38%	19%	-	33%	-	*	*	100%
Reading	All Students		19%	18%	30%	*	19%	40%	*	*	-	*	17%	38%	4%	34%	11%	27%	33%	-	*	*	*
	CWD		7%	7%	4%	-	2%	9%	-	-	-	-	2%	10%	4%	-	*	7%	0%	-	*	*	*
	CWOD		20%	19%	34%	*	23%	43%	*	*	-	-	22%	40%	-	34%	15%	31%	38%	-	*	*	*
	EL		7%	7%	11%	-	6%	-	-	*	-	-	11%	*	15%	11%	0%	22%	-	-	-	*	*
	Male		16%	15%	27%	*	17%	36%	*	-	-	-	15%	35%	7%	31%	0%	27%	-	-	*	*	*
	Female		22%	20%	33%	*	21%	45%	-	*	-	-	19%	41%	0%	38%	22%	-	33%	-	*	*	*
Mathematics	All Students		23%	21%	35%	*	28%	42%	*	*	-	*	19%	45%	3%	40%	27%	34%	36%	-	*	*	*
	CWD		10%	9%	3%	-	5%	0%	-	-	-	-	3%	5%	3%	-	*	3%	4%	-	*	*	*
	CWOD		25%	22%	40%	*	33%	46%	*	*	-	*	23%	49%	-	40%	38%	39%	41%	-	*	*	*
	EL		13%	12%	27%	-	24%	-	-	*	-	-	25%	*	*	38%	27%	33%	23%	-	-	-	*
	Male		23%	21%	34%	*	34%	35%	*	-	-	-	22%	42%	3%	39%	33%	34%	-	-	*	*	*
	Female		24%	21%	36%	*	22%	51%	-	*	-	*	15%	49%	4%	41%	23%	-	36%	-	*	*	*
Science	All Students		22%	21%	25%	-	15%	34%	-	*	-	*	17%	29%	7%	28%	*	24%	26%	-	*	*	*
	CWD		7%	7%	7%	-	5%	9%	-	-	-	-	5%	10%	7%	-	*	7%	7%	-	*	*	*
	CWOD		24%	23%	28%	-	18%	37%	-	*	-	*	22%	31%	-	28%	*	27%	30%	-	-	-	*
	EL		5%	5%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	*
	Male		23%	22%	24%	-	15%	32%	-	-	-	*	20%	26%	7%	27%	*	24%	-	-	-	-	*
	Female		21%	20%	26%	-	16%	35%	-	*	-	*	11%	32%	7%	30%	*	-	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	African	Hispanic	White	American	Asian	Pacific	Two or More	Econ	CWD	EL
Academic Growth Score	Students	American			Indian		Islander	Races	Disadv		
Reading											
All Students	70	*	61	78	*	*	-	*	62	61	63
CWD	61	-	53	81	-	-	-	-	57	61	*
CWOD	71	*	63	78	*	*	-	-	64	-	65
EL	63	-	61	-	-	*	-	*	64	*	63
Male	66	*	55	77	*	-	-	-	59	56	*
Female	74	*	68	79	-	*	-	*	67	68	79
Mathematics											
All Students	77	*	77	78	*	*	-	*	70	72	59
CWD	72	-	73	68	-	-	-	-	69	72	*
CWOD	78	*	77	79	*	*	-	-	70	-	64
EL	59	-	56	-	-	*	-	-	57	*	59
Male	73	*	75	74	*	-	-	*	68	63	63
Female	81	*	78	84	-	*	-	*	73	80	56

## Part (iii)(ii): Graduation Rate

This section provides information on high school graduation rates.

	All	African	Hispanic	White	American	Asian	Pacific	Two or More	Econ	CWD	EL	Homeless	Foster
Federal Graduation Rates	Students	American			Indian		Islander	Races	Disadv				Care
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017													
All Students	95.7%	-	93.1%	97.6%	-	-	-	-	88.9%	77.8%	*	*	*
CWD	77.8%	-	*	80.0%	-	-	-	-	66.7%	77.8%	-	-	-
CWOD	98.4%	-	96.0%	100.0%	-	-	-	-	100.0%	-	-	-	-
EL	*	-	*	-	-	-	-	-	-	-	-	-	-
Male	91.7%	-	85.7%	95.5%	-	-	-	-	83.3%	75.0%	*	*	*
Female	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	*	-	-	-

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
43	7	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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	62	*	54	69	*	*	-	*	47	26	41
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	82%	-	74%	88%	-	-	-	-	68%	*	-

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

Part (vi): Goal Meeting Status

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

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



		District	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%	99%	*	*	-	100%	99%	100%	100%	99%	100%	100%	99%	-
	CWD	100%	-	100%	100%	*	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	100%	99%	*	*	-	100%	98%	100%	-	99%	100%	100%	99%	-
	EL	100%	*	100%	-	*	*	-	*	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	*	100%	98%	*	*	-	100%	98%	100%	100%	99%	100%	-	99%	-
Reading	All Students	100%	*	100%	99%	*	*	-	*	99%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	-	100%	100%	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	99%	*	*	-	*	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	-	*	*	-	*	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	*	100%	98%	*	*	-	*	98%	100%	100%	99%	100%	-	99%	-
Mathematics	All Students	100%	*	100%	99%	*	*	-	*	99%	100%	100%	99%	100%	100%	99%	-
	CWD	100%	-	100%	100%	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	*	100%	99%	*	*	-	*	98%	100%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	-	*	*	-	*	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	*	100%	98%	*	*	-	*	97%	100%	100%	99%	100%	-	99%	-
Science	All Students	99%	-	100%	99%	*	*	-	*	99%	100%	100%	99%	100%	99%	100%	-
	CWD	100%	-	100%	100%	*	*	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	-	100%	99%	*	*	-	*	98%	100%	-	99%	*	99%	100%	-
	EL	100%	-	100%	-	*	*	-	*	100%	*	-	*	100%	*	*	-
	Male	99%	-	100%	98%	*	*	-	*	98%	100%	100%	99%	*	99%	-	-
	Female	100%	-	100%	100%	*	*	-	*	100%	100%	100%	100%	*	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	1%	*	*	-	0%	1%	0%	0%	1%	0%	0%	1%	-
	CWD	0%	-	0%	0%	*	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	0%	1%	*	*	-	0%	2%	0%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	-	*	*	-	*	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	*	0%	2%	*	*	-	0%	2%	0%	0%	1%	0%	-	1%	-
Reading	All Students	0%	*	0%	1%	*	*	-	*	1%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	-	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	1%	*	*	-	*	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	*	*	-	*	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	*	0%	2%	*	*	-	*	2%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	*	0%	1%	*	*	-	*	1%	0%	0%	1%	0%	0%	1%	-
	CWD	0%	-	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	*	0%	1%	*	*	-	*	2%	0%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	-	*	*	-	*	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	*	0%	2%	*	*	-	*	3%	0%	0%	1%	0%	-	1%	-
Science	All Students	1%	-	0%	1%	*	*	-	*	1%	0%	0%	1%	0%	1%	0%	-
	CWD	0%	-	0%	0%	*	*	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	-	0%	1%	*	*	-	*	2%	0%	-	1%	*	1%	0%	-
	EL	0%	-	0%	-	*	*	-	*	0%	*	*	*	0%	*	*	-
	Male	1%	-	0%	2%	*	*	-	*	2%	0%	0%	1%	*	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>												
In-School Suspensions	Male	40	*	18	18	*	*	*	*	*		
	Female	12	*	*	8	*	*	*	*	*		
	Total	52	*	22	26	*	*	*	*	*		
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>Students With Disabilities</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)
In-School Suspensions	Male	15	*	9	6	*	*	*	*	*		6
	Female	*	*	*	*	*	*	*	*	*		*
	Total	17	*	11	6	*	*	*	*	*		6
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
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	20	*	7	9	*	*	*	*	*	6	*
	Female	21	*	12	9	*	*	*	*	*	*	*
	Total	41	*	19	18	*	*	*	*	*	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)(1) 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	12	*	5	5	*	*	*	*	5	*
	Female	10	*	8	*	*	*	*	*	*	*
	Total	22	*	13	7	*	*	*	*	7	*
Accelerated Coursework	Male	*	*	*	*	*	*	*	*	*	*
	Female	5	*	*	5	*	*	*	*	*	*
	Total	9	*	*	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.

Inexperienced Teachers, Principals, and Other School Leaders	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Teachers Teaching with Emergency or Provisional Credentials	0.0	-			0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.7	10.4%			6.7	10.4%

All School Number	Percent	High-Poverty Schools Number	Percent	Low-Poverty Schools Number	Percent
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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 20 Number of ALT2	Region 20 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	6,019	1%	564	2%	-	-
Mathematics	6,020	1%	562	2%	-	-
Grade 4						
Reading	6,061	1%	579	2%	-	-
Mathematics	6,056	1%	580	2%	-	-
Grade 5						
Reading	6,162	2%	584	2%	*	*
Mathematics	6,160	1%	587	2%	*	*
Science	6,164	1%	586	2%	*	*
Grade 6						
Reading	5,678	1%	571	2%	*	*
Mathematics	5,677	1%	572	2%	*	*
Grade 7						
Reading	5,298	1%	519	2%	-	-
Mathematics	5,294	1%	518	2%	-	-
Grade 8						
Reading	5,088	1%	461	1%	-	-
Mathematics	5,087	2%	460	2%	-	-
Science	5,087	1%	461	1%	-	-
End of Course						
English I	4,868	1%	465	1%	*	*
English II	4,556	1%	457	1%	*	*
Algebra I	4,884	1%	473	1%	*	*
Biology	4,861	1%	475	1%	*	*
All Grades						
All Subjects	99,020	1%	9,474	1%	9	1%
Reading	43,730	1%	4,200	1%	*	*
Mathematics	39,178	1%	3,752	2%	*	*
Science	16,112	1%	1,522	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

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 8		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	48	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
	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: POTH EL**

**Campus ID: 247904101**

**District Name: POTH 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 (90-100), 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	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																				
Grade 3	Reading	All	77%	92%	92%	•	94%	89%	-	-	-	83%	95%	•	98%	•	90%	92%	-	-
		Students																		
		CWD	51%	•	•	-	•	•	-	-	•	•	•	-	•	•	•	-	-	-

		State	District	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	Homeless	Foster Care	Military
Mathematics	CWOD	79%	98%	98%	*	96%	97%	-	-	-	-	90%	100%	-	98%	*	97%	96%	-	-	-	-
	EL	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	90%	90%	-	93%	88%	-	-	-	-	82%	94%	-	97%	*	90%	-	-	-	-	-
	Female	79%	92%	92%	-	94%	80%	-	-	-	-	77%	100%	*	96%	*	-	92%	-	-	-	-
	All Students	77%	84%	84%	*	75%	89%	-	-	-	-	58%	95%	*	90%	*	83%	81%	-	-	-	-
	CWD	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	80%	90%	90%	*	79%	97%	-	-	-	-	67%	100%	-	90%	*	92%	83%	-	-	-	-
	EL	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	83%	83%	*	73%	88%	-	-	-	-	55%	94%	*	92%	*	83%	-	-	-	-	-
	Female	78%	81%	81%	-	76%	80%	-	-	-	-	57%	100%	*	83%	*	-	81%	-	-	-	-
Grade 4 Reading	All Students	72%	79%	79%	*	71%	90%	*	-	-	-	57%	95%	*	80%	*	81%	76%	-	-	-	-
	CWD	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	80%	80%	*	73%	89%	*	-	-	-	57%	95%	-	80%	*	82%	78%	-	-	-	-
	EL	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	81%	81%	*	80%	87%	*	-	-	-	60%	95%	*	82%	*	81%	-	-	-	-	-
	Female	75%	76%	76%	-	60%	93%	-	-	-	-	54%	94%	*	78%	*	-	76%	-	-	-	-
	All Students	77%	84%	84%	*	75%	93%	*	-	-	-	68%	95%	*	87%	*	89%	77%	-	-	-	-
	CWD	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	87%	87%	*	81%	93%	*	-	-	-	74%	95%	-	87%	*	94%	79%	-	-	-	-
	EL	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	Male	77%	89%	89%	*	85%	93%	*	-	-	-	73%	100%	*	94%	*	89%	-	-	-	-	-
	Female	78%	77%	77%	-	63%	93%	-	-	-	-	62%	88%	*	79%	*	-	77%	-	-	-	-
Grade 5 Reading	All Students	83%	94%	94%	-	91%	97%	-	*	-	-	89%	98%	73%	98%	*	94%	94%	-	-	-	-
	CWD	54%	73%	73%	-	-	83%	-	-	-	-	71%	-	73%	-	-	-	86%	-	-	-	-
	CWOD	87%	98%	98%	-	96%	100%	-	*	-	-	95%	100%	-	98%	*	100%	97%	-	-	-	-
	EL	73%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	81%	94%	94%	-	93%	95%	-	-	-	-	86%	100%	*	100%	*	94%	-	-	-	-	-
	Female	86%	94%	94%	-	89%	100%	-	*	-	-	92%	98%	86%	97%	*	-	94%	-	-	-	-
	All Students	90%	99%	99%	-	97%	100%	-	*	-	-	96%	100%	91%	100%	*	97%	100%	-	-	-	-
	CWD	70%	91%	91%	-	-	100%	-	-	-	-	86%	-	91%	-	-	-	100%	-	-	-	-
	CWOD	92%	100%	100%	-	100%	100%	-	*	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	86%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	Male	89%	97%	97%	-	93%	100%	-	-	-	-	93%	100%	*	100%	*	97%	-	-	-	-	-
	Female	91%	100%	100%	-	100%	100%	-	*	-	-	100%	100%	100%	100%	*	-	100%	-	-	-	-
Science	All Students	75%	86%	86%	-	82%	89%	-	*	-	-	65%	98%	55%	92%	*	91%	81%	-	-	-	-
	CWD	48%	55%	55%	-	-	83%	-	-	-	-	-	-	55%	-	-	-	-	-	-	-	-
	CWOD	78%	92%	92%	-	93%	90%	-	*	-	-	79%	98%	-	92%	*	97%	86%	-	-	-	-
	EL	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	76%	91%	91%	-	87%	95%	-	-	-	-	71%	100%	*	97%	*	91%	-	-	-	-	-
	Female	75%	81%	81%	-	78%	80%	-	*	-	-	54%	96%	*	86%	*	-	81%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3 Reading	All Students	43%	59%	59%	*	58%	57%	-	-	-	-	39%	68%	*	66%	*	64%	48%	-	-	-	-
	CWD	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	44%	66%	66%	*	64%	63%	-	-	-	-	45%	74%	-	66%	*	72%	52%	-	-	-	-
	EL	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	64%	64%	*	73%	58%	-	-	-	-	45%	71%	*	72%	*	64%	-	-	-	-	-
	Female	45%	48%	48%	-	44%	50%	-	-	-	-	31%	62%	*	52%	*	-	48%	-	-	-	-
	All Students	46%	60%	60%	*	50%	66%	-	-	-	-	33%	73%	*	64%	*	55%	65%	-	-	-	-
	CWD	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	48%	64%	64%	*	52%	73%	-	-	-	-	38%	77%	-	64%	*	61%	67%	-	-	-	-
	EL	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	Male	47%	55%	55%	*	47%	58%	-	-	-	-	27%	65%	*	61%	*	55%	-	-	-	-	-
	Female	45%	65%	65%	-	53%	80%	-	-	-	-	36%	92%	*	67%	*	-	65%	-	-	-	-
Grade 4 Reading	All Students	45%	47%	47%	*	37%	62%	*	-	-	-	18%	68%	*	52%	*	41%	55%	-	-	-	-
	CWD	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	52%	52%	*	43%	64%	*	-	-	-	22%	70%	-	52%	*	45%	59%	-	-	-	-
	EL	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	43%	41%	41%	*	45%	40%	*	-	-	-	13%	59%	*	45%	*	41%	-	-	-	-	-
	Female	47%	55%	55%	*	27%	86%	-	-	-	-	23%	81%	*	59%	*	-	55%	-	-	-	-
	All Students	48%	48%	48%	*	42%	55%	*	-	-	-	21%	67%	*	52%	*	57%	37%	-	-	-	-
	CWD	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	52%	52%	*	48%	57%	*	-	-	-	26%	68%	-	52%	*	64%	39%	-	-	-	-
	EL	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	Male	48%	57%	57%	*	60%	53%	*	-	-	-	33%	73%	*	64%	*	57%	-	-	-	-	-
	Female	47%	37%	37%	-	19%	57%	-	-	-	-	8%	59%	*	39%	*	-	37%	-	-	-	-
Grade 5 Reading	All Students	53%	69%	69%	-	64%	72%	-	*	-	-	52%	80%	36%	75%	*	61%	78%	-	-	-	-
	CWD	30%	36%	36%	-	-	50%	-	-	-	-	29%	-	36%	-	-	-	43%	-	-	-	-
	CWOD	56%	75%	75%	-	71%	77%	-	-	-	-	60%	83%	-	75%	*	66%	86%	-	-	-	-
	EL	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	50%	61%	61%	-	53%	67%	-	-	-	-	43%	73%	*	66%	*	61%	-	-	-	-	-
	Female	56%	78%	78%	-	72%	80%	-	*	-	-	62%	87%	43%	86%	*	-	78%	-	-	-	-

		State	District	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	Homeless	Foster Care	Military
Mathematics	All Students	57%	81%	81%	-	73%	89%	-	-	-	-	63%	91%	27%	90%	-	83%	78%	-	-	-	-
	CWD	34%	27%	27%	-	-	50%	-	-	-	-	14%	-	27%	-	-	-	29%	-	-	-	-
	CWOD	60%	90%	90%	-	86%	97%	-	-	-	-	80%	95%	-	90%	-	91%	90%	-	-	-	-
	EL	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	57%	83%	83%	-	80%	86%	-	-	-	-	57%	100%	-	91%	-	83%	-	-	-	-	-
	Female	58%	78%	78%	-	67%	93%	-	-	-	-	69%	83%	29%	90%	-	-	78%	-	-	-	-
Science	All Students	40%	45%	45%	-	30%	60%	-	-	-	-	31%	53%	18%	50%	-	54%	36%	-	-	-	-
	CWD	25%	18%	18%	-	-	33%	-	-	-	-	-	-	18%	-	-	-	-	-	-	-	-
	CWOD	42%	50%	50%	-	36%	66%	-	-	-	-	37%	56%	-	50%	-	58%	41%	-	-	-	-
	EL	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42%	54%	54%	-	40%	65%	-	-	-	-	36%	64%	-	58%	-	54%	-	-	-	-	-
	Female	38%	36%	36%	-	22%	53%	-	-	-	-	23%	43%	-	41%	-	-	36%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	24%	38%	38%	-	29%	46%	-	-	-	-	13%	50%	-	43%	-	38%	36%	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	26%	43%	43%	-	32%	53%	-	-	-	-	15%	56%	-	43%	-	44%	39%	-	-	-	-
	EL	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	38%	38%	-	27%	46%	-	-	-	-	9%	48%	-	44%	-	38%	-	-	-	-	-
	Female	26%	36%	36%	-	31%	40%	-	-	-	-	15%	54%	-	39%	-	-	36%	-	-	-	-
Mathematics	All Students	22%	25%	25%	-	22%	29%	-	-	-	-	4%	36%	-	29%	-	24%	27%	-	-	-	-
	CWD	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	29%	29%	-	24%	33%	-	-	-	-	5%	41%	-	29%	-	28%	29%	-	-	-	-
	EL	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	23%	24%	24%	-	33%	19%	-	-	-	-	0%	32%	-	28%	-	24%	-	-	-	-	-
	Female	21%	27%	27%	-	12%	50%	-	-	-	-	7%	46%	-	29%	-	-	27%	-	-	-	-
Grade 4																						
Reading	All Students	23%	21%	21%	-	11%	34%	-	-	-	-	4%	34%	-	23%	-	16%	28%	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	23%	23%	-	13%	36%	-	-	-	-	4%	35%	-	23%	-	18%	30%	-	-	-	-
	EL	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	16%	16%	-	20%	13%	-	-	-	-	0%	27%	-	18%	-	16%	-	-	-	-	-
	Female	25%	28%	28%	-	0%	57%	-	-	-	-	8%	44%	-	30%	-	-	28%	-	-	-	-
Mathematics	All Students	26%	25%	25%	-	19%	34%	-	-	-	-	7%	38%	-	28%	-	30%	20%	-	-	-	-
	CWD	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	28%	28%	28%	-	23%	36%	-	-	-	-	9%	39%	-	28%	-	33%	21%	-	-	-	-
	EL	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	27%	30%	30%	-	30%	33%	-	-	-	-	13%	41%	-	33%	-	30%	-	-	-	-	-
	Female	25%	20%	20%	-	6%	36%	-	-	-	-	0%	35%	-	21%	-	-	20%	-	-	-	-
Grade 5																						
Reading	All Students	26%	31%	31%	-	12%	42%	-	-	-	-	15%	40%	0%	36%	-	28%	33%	-	-	-	-
	CWD	9%	0%	0%	-	-	0%	-	-	-	-	0%	-	0%	-	-	-	0%	-	-	-	-
	CWOD	27%	36%	36%	-	14%	50%	-	-	-	-	20%	44%	-	36%	-	31%	41%	-	-	-	-
	EL	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24%	28%	28%	-	7%	43%	-	-	-	-	14%	36%	-	31%	-	28%	-	-	-	-	-
	Female	28%	33%	33%	-	17%	40%	-	-	-	-	15%	43%	0%	41%	-	-	33%	-	-	-	-
Mathematics	All Students	30%	40%	40%	-	27%	50%	-	-	-	-	19%	53%	0%	48%	-	42%	39%	-	-	-	-
	CWD	13%	0%	0%	-	-	0%	-	-	-	-	0%	-	0%	-	-	-	0%	-	-	-	-
	CWOD	31%	48%	48%	-	32%	60%	-	-	-	-	25%	59%	-	48%	-	47%	48%	-	-	-	-
	EL	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	29%	42%	42%	-	27%	52%	-	-	-	-	21%	55%	-	47%	-	42%	-	-	-	-	-
	Female	30%	39%	39%	-	28%	47%	-	-	-	-	15%	52%	0%	48%	-	-	39%	-	-	-	-
Science	All Students	16%	20%	20%	-	9%	31%	-	-	-	-	15%	22%	0%	23%	-	26%	14%	-	-	-	-
	CWD	9%	0%	0%	-	-	0%	-	-	-	-	-	-	0%	-	-	-	-	-	-	-	-
	CWOD	17%	23%	23%	-	11%	38%	-	-	-	-	21%	24%	-	23%	-	29%	17%	-	-	-	-
	EL	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	26%	26%	-	13%	35%	-	-	-	-	21%	27%	-	29%	-	26%	-	-	-	-	-
	Female	15%	14%	14%	-	6%	27%	-	-	-	-	8%	17%	-	17%	-	-	14%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	77%	89%	88%	-	83%	93%	-	-	-	-	100%	75%	97%	62%	92%	84%	89%	87%	-	-	100%
	CWD	45%	55%	62%	-	52%	73%	-	-	-	-	51%	79%	62%	-	-	53%	72%	-	-	-	-
	CWOD	80%	94%	92%	-	88%	96%	-	-	-	-	100%	81%	98%	-	92%	84%	94%	89%	-	-	100%
	EL	60%	67%	84%	-	82%	-	-	-	-	-	81%	-	-	-	84%	84%	71%	89%	-	-	-
	Male	74%	89%	89%	-	86%	92%	-	-	-	-	75%	97%	53%	94%	71%	89%	-	-	-	-	-
	Female	79%	89%	87%	-	81%	94%	-	-	-	-	74%	96%	72%	89%	89%	-	87%	-	-	-	-
Reading	All Students	73%	88%	89%	-	85%	93%	-	-	-	-	77%	96%	64%	92%	80%	89%	89%	-	-	-	-
	CWD	39%	47%	64%	-	62%	67%	-	-	-	-	60%	70%	64%	-	-	57%	73%	-	-	-	-
	CWOD	77%	94%	92%	-	88%	97%	-	-	-	-	81%	98%	-	92%	80%	93%	91%	-	-	-	-
	EL	52%	58%	80%	-	78%	-	-	-	-	-	78%	-	-	80%	80%	-	86%	-	-	-	-
	Male	69%	87%	89%	-	88%	90%	-	-	-	-	75%	96%	57%	93%	-	89%	-	-	-	-	-
	Female	77%	89%	89%	-	82%	97%	-	-	-	-	78%	96%	73%	91%	86%	-	89%	-	-	-	-
Mathematics	All Students	80%	91%	89%	-	82%	95%	-	-	-	-	76%	97%	64%	92%	83%	90%	88%	-	-	-	-
	CWD	52%	67%	64%	-	54%	75%	-	-	-	-	53%	80%	64%	-	-	50%	82%	-	-	-	-
	CWOD	83%	95%	92%	-	86%	98%	-	-	-	-	81%	98%	-	92%	83%	95%	89%	-	-	-	-
	EL	70%	77%	83%	-	82%	-	-	-	-	-	80%	-	-	83%	83%	-	89%	-	-	-	-

		2017-18 Federal Report Card																	Foster				
		State	District	Campus	African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
		78%	91%	90%	-	84%	94%	-	-	-	-	75%	97%	50%	95%	-	90%	-	-	-	-	-	
		82%	92%	88%	-	80%	97%	-	-	-	-	76%	96%	82%	89%	89%	-	88%	-	-	-	-	
Science	All	79%	86%	86%	-	82%	89%	-	-	-	-	65%	98%	55%	92%	-	91%	81%	-	-	-	-	
	Students	48%	50%	55%	-	-	83%	-	-	-	-	-	-	55%	-	-	-	-	-	-	-	-	
	CWD	82%	93%	92%	-	93%	90%	-	-	-	-	79%	98%	-	92%	-	97%	86%	-	-	-	-	
	CWOD	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	78%	90%	91%	-	87%	95%	-	-	-	-	71%	100%	-	97%	-	91%	-	-	-	-	-	
	Male	80%	82%	81%	-	78%	80%	-	-	-	-	54%	96%	-	86%	-	-	81%	-	-	-	-	-
	Female																						
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All	47%	66%	59%	-	50%	67%	-	-	-	50%	37%	72%	20%	64%	56%	59%	58%	-	-	60%	100%	
	Students	23%	18%	20%	-	6%	33%	-	-	-	-	11%	33%	20%	-	-	16%	24%	-	-	-	-	
	CWD	50%	73%	64%	-	57%	72%	-	-	-	50%	44%	75%	-	64%	56%	65%	63%	-	-	-	100%	
	CWOD	26%	38%	56%	-	50%	-	-	-	-	-	52%	-	-	56%	56%	43%	61%	-	-	-	-	
	EL	45%	64%	59%	-	57%	62%	-	-	-	-	37%	72%	16%	65%	43%	59%	-	-	-	-	-	
	Male	50%	68%	58%	-	44%	75%	-	-	-	50%	38%	72%	24%	63%	61%	-	58%	-	-	-	-	
	Female																						
Reading	All	46%	64%	59%	-	53%	65%	-	-	-	-	36%	72%	20%	64%	60%	56%	63%	-	-	-	-	
	Students	22%	17%	20%	-	8%	33%	-	-	-	-	13%	30%	20%	-	-	14%	27%	-	-	-	-	
	CWD	48%	72%	64%	-	59%	69%	-	-	-	-	42%	76%	-	64%	60%	61%	68%	-	-	-	-	
	CWOD	21%	37%	60%	-	56%	-	-	-	-	-	56%	-	-	60%	60%	-	71%	-	-	-	-	
	EL	41%	61%	56%	-	56%	56%	-	-	-	-	33%	68%	14%	61%	-	56%	-	-	-	-	-	
	Male	50%	69%	63%	-	49%	78%	-	-	-	-	41%	79%	27%	68%	71%	-	63%	-	-	-	-	
	Female																						
Mathematics	All	48%	70%	63%	-	54%	72%	-	-	-	-	40%	77%	20%	69%	50%	64%	62%	-	-	-	-	
	Students	26%	19%	20%	-	8%	33%	-	-	-	-	7%	40%	20%	-	-	14%	27%	-	-	-	-	
	CWD	51%	78%	69%	-	61%	77%	-	-	-	-	48%	81%	-	69%	50%	71%	66%	-	-	-	-	
	CWOD	33%	41%	50%	-	45%	-	-	-	-	-	50%	-	-	50%	50%	-	56%	-	-	-	-	
	EL	47%	70%	64%	-	62%	66%	-	-	-	-	40%	77%	14%	71%	-	64%	-	-	-	-	-	
	Male	49%	70%	62%	-	47%	81%	-	-	-	-	39%	77%	27%	66%	56%	-	62%	-	-	-	-	
	Female																						
Science	All	49%	58%	45%	-	30%	60%	-	-	-	-	31%	53%	18%	50%	-	54%	36%	-	-	-	-	
	Students	23%	20%	18%	-	-	33%	-	-	-	-	-	-	18%	-	-	-	-	-	-	-	-	
	CWD	52%	66%	50%	-	36%	66%	-	-	-	-	37%	56%	-	50%	-	58%	41%	-	-	-	-	
	CWOD	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	50%	58%	54%	-	40%	65%	-	-	-	-	36%	64%	-	58%	-	54%	-	-	-	-	-	
	Male	49%	58%	36%	-	22%	53%	-	-	-	-	23%	43%	-	41%	-	-	36%	-	-	-	-	
	Female																						
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All	21%	31%	29%	-	18%	39%	-	-	-	50%	11%	39%	0%	33%	24%	29%	28%	-	-	0%	100%	
	Students	8%	4%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-	
	CWD	23%	35%	33%	-	21%	44%	-	-	-	50%	14%	43%	-	33%	24%	33%	33%	-	-	-	-	
	CWOD	9%	17%	24%	-	18%	-	-	-	-	-	24%	-	-	24%	24%	14%	28%	-	-	-	100%	
	EL	20%	29%	29%	-	23%	35%	-	-	-	-	12%	38%	0%	33%	14%	29%	-	-	-	-	-	
	Male	22%	33%	28%	-	14%	44%	-	-	-	50%	10%	41%	0%	33%	28%	-	28%	-	-	-	-	
	Female																						
Reading	All	19%	30%	30%	-	17%	41%	-	-	-	-	10%	42%	0%	34%	20%	28%	33%	-	-	-	-	
	Students	7%	4%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-	
	CWD	20%	34%	34%	-	20%	47%	-	-	-	-	13%	45%	-	34%	20%	32%	37%	-	-	-	-	
	CWOD	7%	11%	20%	-	11%	-	-	-	-	-	22%	-	-	20%	20%	-	29%	-	-	-	-	
	EL	16%	27%	28%	-	18%	37%	-	-	-	-	8%	39%	0%	32%	-	28%	-	-	-	-	-	
	Male	22%	33%	33%	-	16%	49%	-	-	-	-	14%	46%	0%	37%	29%	-	33%	-	-	-	-	
	Female																						
Mathematics	All	23%	35%	31%	-	23%	38%	-	-	-	-	10%	43%	0%	35%	33%	31%	30%	-	-	-	-	
	Students	10%	3%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-	
	CWD	25%	40%	35%	-	26%	44%	-	-	-	-	13%	47%	-	35%	33%	36%	34%	-	-	-	-	
	CWOD	13%	27%	33%	-	27%	-	-	-	-	-	30%	-	-	33%	33%	-	33%	-	-	-	-	
	EL	23%	34%	31%	-	30%	34%	-	-	-	-	13%	41%	0%	36%	-	31%	-	-	-	-	-	
	Male	24%	36%	30%	-	16%	46%	-	-	-	-	8%	45%	0%	34%	33%	-	30%	-	-	-	-	
	Female																						
Science	All	22%	25%	20%	-	9%	31%	-	-	-	-	15%	22%	0%	23%	-	26%	14%	-	-	-	-	
	Students	7%	7%	0%	-	-	0%	-	-	-	-	-	-	0%	-	-	-	-	-	-	-	-	
	CWD	24%	28%	23%	-	11%	38%	-	-	-	-	21%	24%	-	23%	-	29%	17%	-	-	-	-	
	CWOD	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	23%	24%	26%	-	13%	35%	-	-	-	-	21%	27%	-	29%	-	26%	-	-	-	-	-	
	Male	21%	26%	14%	-	6%	27%	-	-	-	-	8%	17%	-	17%	-	-	14%	-	-	-	-	
	Female																						

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	African	Hispanic	White	American	Asian	Pacific	Two or More	Econ	CWD	EL
Academic Growth Score		Students	American			Indian		Islander	Races	Disadv		
Reading												
All Students		72	62	84	61	69	61	69	61	69	61	69
CWD		69	61	79	59	69	59	69	59	69	59	69
CWOD		72	62	84	61	69	61	69	61	69	61	69



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
EL											
Male	69	*	57	83	*	-	-	-	57	63	*
Female	76	-	66	84	-	*	-	*	65	75	*
<b>Mathematics</b>											
All Students	76	*	70	81	*	*	-	*	63	75	*
CWD	75	-	61	93	-	-	-	-	64	75	-
CWOD	76	*	72	80	*	*	-	*	63	-	*
EL	*	-	*	*	-	*	-	-	*	-	*
Male	77	*	72	83	*	-	-	-	63	69	*
Female	75	-	69	79	-	*	-	*	63	81	*

**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	59	*	50	66	*	*	-	*	41	*	55
<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	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	N	Y	Y	Y	Y	N	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	Y	Y	Y	N	Y	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	Y	Y	Y	Y	N	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	N	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	N	N	N	Y	Y	Y	Y	N	Y	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	Y	Y	Y	Y	N	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%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											46%
Long-Term Goals											
Target Met											
<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.

		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	99%	*	100%	98%	*	*	-	100%	97%	100%	100%	99%	100%	100%	98%	-
	CWD	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	-	-	100%	100%	-
	CWOD	99%	*	100%	98%	*	*	-	100%	97%	100%	-	99%	100%	100%	98%	-
	EL	100%	-	100%	-	*	*	-	-	100%	-	-	100%	100%	100%	100%	-
	Male	100%	*	100%	99%	*	*	-	-	99%	100%	100%	100%	100%	100%	-	-
	Female	98%	-	100%	96%	-	*	-	100%	96%	100%	100%	98%	100%	-	98%	-
Reading	All Students	99%	*	100%	98%	*	*	-	*	97%	100%	100%	99%	100%	100%	98%	-
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	-	100%	100%	-
	CWOD	99%	*	100%	98%	*	*	-	*	97%	100%	-	99%	100%	100%	98%	-
	EL	100%	-	100%	-	*	*	-	-	100%	-	-	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	*	*	-	-	100%	100%	100%	100%	*	100%	-	-
	Female	98%	-	100%	95%	-	*	-	*	95%	100%	100%	98%	100%	-	98%	-
Mathematics	All Students	99%	*	100%	98%	*	*	-	*	98%	100%	100%	99%	100%	100%	98%	-
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	-	100%	100%	-
	CWOD	99%	*	100%	98%	*	*	-	*	97%	100%	-	99%	100%	100%	98%	-
	EL	100%	-	100%	-	*	*	-	-	100%	-	-	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	*	*	-	-	100%	100%	100%	100%	*	100%	-	-
	Female	98%	-	100%	95%	-	*	-	*	95%	100%	100%	98%	100%	-	98%	-
Science	All Students	99%	-	100%	97%	-	*	-	*	96%	100%	100%	98%	*	97%	100%	-
	CWD	100%	-	100%	100%	-	-	-	-	100%	-	100%	-	-	100%	100%	-
	CWOD	98%	-	100%	97%	-	*	-	*	95%	100%	-	98%	*	97%	100%	-
	EL	*	-	-	-	-	*	-	-	*	-	-	*	*	*	*	-
	Male	97%	-	100%	95%	-	*	-	-	93%	100%	-	97%	*	97%	-	-
	Female	100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	*	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	1%	*	0%	2%	*	*	-	0%	3%	0%	0%	1%	0%	0%	2%	-
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-
	CWOD	1%	*	0%	2%	*	*	-	0%	3%	0%	-	1%	0%	0%	2%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	0%	*	0%	1%	*	*	-	-	1%	0%	0%	0%	0%	0%	-	-
	Female	2%	-	0%	4%	-	*	-	0%	4%	0%	0%	2%	0%	-	2%	-
Reading	All Students	1%	*	0%	2%	*	*	-	*	3%	0%	0%	1%	0%	0%	2%	-
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-
	CWOD	1%	*	0%	2%	*	*	-	*	3%	0%	-	1%	0%	0%	3%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-
	Male	0%	*	0%	0%	*	*	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	2%	-	0%	5%	-	*	-	*	5%	0%	0%	3%	0%	-	2%	-
Mathematics	All Students	1%	*	0%	2%	*	*	-	*	3%	0%	0%	1%	0%	0%	2%	-
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-
	CWOD	1%	*	0%	2%	*	*	-	*	3%	0%	-	1%	0%	0%	2%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-
	Male	0%	*	0%	0%	*	*	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	2%	-	0%	5%	-	*	-	*	5%	0%	0%	2%	0%	-	2%	-
Science	All Students	1%	-	0%	3%	-	*	-	*	4%	0%	0%	2%	*	3%	0%	-
	CWD	0%	-	0%	0%	-	-	-	-	0%	-	0%	-	-	*	0%	-
	CWOD	2%	-	0%	3%	-	*	-	*	5%	0%	-	2%	*	3%	0%	-
	EL	*	-	-	-	-	*	-	-	*	-	-	*	*	*	*	-
	Male	3%	-	0%	5%	-	*	-	-	7%	0%	-	3%	*	3%	-	-
	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	10	•	5	5	•	•	•	•	•		
	Female	•	•	•	•	•	•	•	•	•		
	Total	12	•	7	5	•	•	•	•	•		
<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>												
	Male	•	•	•	•	•	•	•	•	•		
	Female	•	•	•	•	•	•	•	•	•		
	Total	•	•	•	•	•	•	•	•	•		
<b>Referrals to Law Enforcement</b>												
	Male	•	•	•	•	•	•	•	•	•		
	Female	•	•	•	•	•	•	•	•	•		
	Total	•	•	•	•	•	•	•	•	•		
<b>Students With 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>												
	Male	•	•	•	•	•	•	•	•	•		•
	Female	•	•	•	•	•	•	•	•	•		•
	Total	•	•	•	•	•	•	•	•	•		•
<b>Referrals to Law Enforcement</b>												
	Male	•	•	•	•	•	•	•	•	•		•
	Female	•	•	•	•	•	•	•	•	•		•
	Total	•	•	•	•	•	•	•	•	•		•
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	7	•	•	5	•	•	•	•	•	•	•
	Female	7	•	5	•	•	•	•	•	•	•	•
	Total	14	•	7	7	•	•	•	•	•	•	•

											<b>Total</b>
<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
<b>Preschool Programs</b>											
	Male	12	•	5	5	•	•	•	•	5	•
	Female	10	•	8	•	•	•	•	•	•	•
	Total	22	•	13	7	•	•	•	•	7	•

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- \*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 - Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

## Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

## Low Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.0	-
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	0.3	1.2%

- 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%	-	-	-	-
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%	-	-	-	-
End of Course						
English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-

	State Number of ALT2 4,861	State Rate of ALT2 1%	District Number of ALT2 .	District Rate of ALT2 .	Campus Number of ALT2 .	Campus Rate of ALT2 .
Biology						
All Grades						
All Subjects	99,020	1%	9	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	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: POTH J H**

**Campus ID: 247904041**

**District Name: POTH 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)
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		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%
EL Progress		Baseline 2016-17 Rates											41%
		2017-18 through 2021-22											42%
		2022-23 through 2026-27											44%
		2027-28 through 2031-32											46%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	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 (60-59), 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	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																				
Grade 6	Reading	All Students	68%	90%	90%	-	85%	96%	-	-	-	86%	94%	55%	98%	90%	91%	-	-	-
		CWD	35%	55%	55%	-	-	-	-	-	-	55%	-	-	63%	-	-	-	-	-

		State	District	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	Homeless	Foster Care	Military
Mathematics	CWOD	71%	98%	98%	-	96%	100%	-	-	-	-	95%	100%	-	98%	-	100%	97%	-	-	-	-
	EL	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	90%	90%	-	83%	100%	-	-	-	-	87%	94%	63%	100%	-	90%	-	-	-	-	-
	Female	72%	91%	91%	-	88%	93%	-	-	-	-	85%	95%	-	97%	-	-	91%	-	-	-	-
	All Students	76%	94%	94%	-	94%	93%	-	-	-	-	93%	94%	82%	96%	-	90%	97%	-	-	-	-
	CWD	50%	82%	82%	-	88%	-	-	-	-	-	86%	-	82%	-	-	75%	-	-	-	-	-
	CWOD	79%	96%	96%	-	96%	96%	-	-	-	-	95%	97%	-	96%	-	96%	97%	-	-	-	-
	EL	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	76%	90%	90%	-	89%	92%	-	-	-	-	87%	94%	75%	96%	-	90%	-	-	-	-	-
	Female	77%	97%	97%	-	100%	93%	-	-	-	-	100%	95%	-	97%	-	-	97%	-	-	-	-
Grade 7 Reading	All Students	73%	98%	98%	-	95%	100%	-	-	-	-	100%	97%	-	98%	-	96%	100%	-	-	-	-
	CWD	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	98%	98%	-	94%	100%	-	-	-	-	100%	97%	-	98%	-	96%	100%	-	-	-	-
	EL	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	69%	96%	96%	-	89%	100%	-	-	-	-	100%	94%	-	96%	-	96%	-	-	-	-	-
	Female	79%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	-	-	100%	-	-	-	-
	All Students	71%	96%	96%	-	92%	100%	-	-	-	-	91%	100%	-	98%	-	100%	92%	-	-	-	-
	CWD	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	98%	98%	-	95%	100%	-	-	-	-	94%	100%	-	98%	-	100%	95%	-	-	-	-
	EL	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	Male	69%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	-	100%	-	-	-	-	-
	Female	73%	92%	92%	-	86%	100%	-	-	-	-	80%	100%	-	95%	-	-	92%	-	-	-	-
	All Students	85%	84%	84%	-	72%	94%	-	-	-	-	68%	94%	-	98%	-	84%	83%	-	-	-	-
	CWD	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	98%	98%	-	100%	97%	-	-	-	-	100%	97%	-	98%	-	100%	96%	-	-	-	-
	EL	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	82%	84%	84%	-	75%	94%	-	-	-	-	76%	93%	-	100%	-	84%	-	-	-	-	-
	Female	88%	83%	83%	-	69%	94%	-	-	-	-	-	95%	-	96%	-	-	83%	-	-	-	-
	All Students	85%	91%	91%	-	82%	100%	-	-	-	-	83%	100%	56%	100%	-	93%	88%	-	-	-	-
	CWD	53%	56%	56%	-	-	-	-	-	-	-	-	-	56%	-	-	-	-	-	-	-	-
Grade 8 Reading	CWOD	89%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	-
	EL	73%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	82%	93%	93%	-	86%	100%	-	-	-	-	87%	100%	-	100%	-	93%	-	-	-	-	-
	Female	87%	88%	88%	-	75%	100%	-	-	-	-	75%	100%	-	100%	-	-	88%	-	-	-	-
	All Students	75%	84%	84%	-	79%	88%	-	-	-	-	76%	89%	-	94%	-	91%	76%	-	-	-	-
	CWD	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	94%	94%	-	100%	90%	-	-	-	-	100%	91%	-	94%	-	100%	88%	-	-	-	-
	EL	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	91%	91%	-	88%	94%	-	-	-	-	88%	93%	-	100%	-	91%	-	-	-	-	-
	Female	76%	76%	76%	-	69%	81%	-	-	-	-	-	86%	-	88%	-	-	76%	-	-	-	-
End of Course Algebra I	All Students	82%	92%	100%	-	100%	100%	-	-	-	-	-	100%	-	100%	-	-	100%	-	-	-	-
	CWD	47%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	86%	96%	100%	-	100%	100%	-	-	-	-	-	100%	-	100%	-	-	100%	-	-	-	-
	EL	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	78%	84%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	87%	100%	100%	-	100%	100%	-	-	-	-	-	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6 Reading	All Students	38%	54%	54%	-	46%	64%	-	-	-	-	39%	66%	9%	63%	-	52%	56%	-	-	-	-
	CWD	22%	9%	9%	-	-	-	-	-	-	-	-	-	9%	-	-	13%	-	-	-	-	-
	CWOD	40%	63%	63%	-	56%	72%	-	-	-	-	52%	71%	-	63%	-	65%	62%	-	-	-	-
	EL	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	34%	52%	52%	-	44%	62%	-	-	-	-	27%	75%	13%	65%	-	52%	-	-	-	-	-
	Female	42%	56%	56%	-	47%	67%	-	-	-	-	54%	58%	-	62%	-	-	56%	-	-	-	-
	All Students	43%	73%	73%	-	69%	79%	-	-	-	-	68%	77%	18%	85%	-	74%	72%	-	-	-	-
	CWD	23%	18%	18%	-	25%	-	-	-	-	-	14%	-	18%	-	-	25%	-	-	-	-	-
	CWOD	46%	85%	85%	-	81%	88%	-	-	-	-	86%	84%	-	85%	-	91%	79%	-	-	-	-
	EL	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	Male	44%	74%	74%	-	67%	85%	-	-	-	-	60%	88%	25%	91%	-	74%	-	-	-	-	-
	Female	42%	72%	72%	-	71%	73%	-	-	-	-	77%	68%	-	79%	-	-	72%	-	-	-	-
	All Students	47%	76%	76%	-	76%	79%	-	-	-	-	68%	81%	-	81%	-	74%	79%	-	-	-	-
	CWD	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	81%	81%	-	89%	79%	-	-	-	-	81%	81%	-	81%	-	74%	90%	-	-	-	-
	EL	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42%	74%	74%	-	78%	72%	-	-	-	-	73%	75%	-	74%	-	74%	-	-	-	-	-
	Female	53%	79%	79%	-	75%	91%	-	-	-	-	63%	88%	-	90%	-	-	79%	-	-	-	-
	All Students	39%	87%	87%	-	75%	97%	-	-	-	-	73%	97%	-	92%	-	93%	81%	-	-	-	-
	CWD	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Reading	CWOD	41%	92%	92%	-	85%	97%	-	-	-	-	83%	97%	-	92%	-	93%	91%	-	-	-	-
	EL	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	38%	93%	93%	-	90%	94%	-	-	-	-	92%	94%	-	93%	-	93%	-	-	-	-	-
	Female	40%	81%	81%	-	64%	100%	-	-	-	-	50%	100%	-	91%	-	-	81%	-	-	-	-
	All Students	39%	87%	87%	-	75%	97%	-	-	-	-	73%	97%	-	92%	-	93%	81%	-	-	-	-
	CWD	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



		State	District	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	Homeless	Foster Care	Military
Reading	All Students	48%	66%	66%	-	52%	78%	-	-	-	-	44%	81%	-	76%	-	69%	62%	-	-	-	-
	CWD	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	51%	76%	76%	-	71%	80%	-	-	-	-	65%	82%	-	76%	-	81%	72%	-	-	-	-
	EL	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	44%	69%	69%	-	50%	88%	-	-	-	-	53%	87%	-	81%	-	69%	-	-	-	-	-
	Female	53%	62%	62%	-	54%	69%	-	-	-	-	-	76%	-	72%	-	-	62%	-	-	-	-
Mathematics	All Students	50%	79%	79%	-	68%	90%	-	-	-	-	70%	90%	11%	97%	-	85%	69%	-	-	-	-
	CWD	25%	11%	11%	-	-	-	-	-	-	-	-	-	11%	-	-	-	-	-	-	-	-
	CWOD	53%	97%	97%	-	100%	95%	-	-	-	-	100%	94%	-	97%	-	100%	92%	-	-	-	-
	EL	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	48%	85%	85%	-	79%	92%	-	-	-	-	80%	92%	-	100%	-	85%	-	-	-	-	-
	Female	53%	69%	69%	-	50%	88%	-	-	-	-	50%	88%	-	92%	-	-	69%	-	-	-	-
Science	All Students	50%	64%	64%	-	55%	72%	-	-	-	-	44%	78%	-	75%	-	63%	66%	-	-	-	-
	CWD	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	53%	75%	75%	-	76%	73%	-	-	-	-	65%	79%	-	75%	-	73%	76%	-	-	-	-
	EL	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	51%	63%	63%	-	56%	69%	-	-	-	-	47%	80%	-	73%	-	63%	-	-	-	-	-
	Female	50%	66%	66%	-	54%	75%	-	-	-	-	-	76%	-	76%	-	-	66%	-	-	-	-
End of Course Algebra I	All Students	53%	69%	100%	-	100%	100%	-	-	-	-	-	100%	-	100%	-	-	100%	-	-	-	-
	CWD	19%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	58%	78%	100%	-	100%	100%	-	-	-	-	-	100%	-	100%	-	-	100%	-	-	-	-
	EL	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	49%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	58%	89%	100%	-	100%	100%	-	-	-	-	-	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	18%	24%	24%	-	17%	32%	-	-	-	-	25%	23%	9%	27%	-	26%	22%	-	-	-	-
	CWD	8%	9%	9%	-	-	-	-	-	-	-	-	-	9%	-	-	13%	-	-	-	-	-
	CWOD	20%	27%	27%	-	19%	36%	-	-	-	-	33%	23%	-	27%	-	30%	24%	-	-	-	-
	EL	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	26%	26%	-	17%	38%	-	-	-	-	13%	38%	13%	30%	-	26%	-	-	-	-	-
	Female	22%	22%	22%	-	18%	27%	-	-	-	-	38%	11%	-	24%	-	-	22%	-	-	-	-
Mathematics	All Students	18%	27%	27%	-	17%	39%	-	-	-	-	14%	37%	9%	31%	-	35%	19%	-	-	-	-
	CWD	9%	9%	9%	-	13%	-	-	-	-	-	0%	-	9%	-	-	13%	-	-	-	-	-
	CWOD	19%	31%	31%	-	19%	44%	-	-	-	-	19%	39%	-	31%	-	43%	21%	-	-	-	-
	EL	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	35%	35%	-	28%	46%	-	-	-	-	20%	50%	13%	43%	-	35%	-	-	-	-	-
	Female	17%	19%	19%	-	6%	33%	-	-	-	-	8%	26%	-	21%	-	-	19%	-	-	-	-
Grade 7	All Students	28%	53%	53%	-	48%	59%	-	-	-	-	42%	59%	-	56%	-	41%	67%	-	-	-	-
	CWD	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	30%	56%	56%	-	56%	59%	-	-	-	-	50%	59%	-	56%	-	41%	76%	-	-	-	-
	EL	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24%	41%	41%	-	33%	44%	-	-	-	-	36%	44%	-	41%	-	41%	-	-	-	-	-
	Female	33%	67%	67%	-	58%	82%	-	-	-	-	50%	75%	-	76%	-	-	67%	-	-	-	-
Mathematics	All Students	18%	56%	56%	-	50%	62%	-	-	-	-	32%	72%	-	58%	-	54%	58%	-	-	-	-
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	19%	58%	58%	-	55%	62%	-	-	-	-	33%	72%	-	58%	-	54%	64%	-	-	-	-
	EL	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	54%	54%	-	60%	50%	-	-	-	-	33%	69%	-	54%	-	54%	-	-	-	-	-
	Female	18%	58%	58%	-	43%	82%	-	-	-	-	30%	75%	-	64%	-	-	58%	-	-	-	-
Grade 8	All Students	26%	49%	49%	-	34%	63%	-	-	-	-	24%	67%	-	57%	-	47%	52%	-	-	-	-
	CWD	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	28%	57%	57%	-	48%	63%	-	-	-	-	35%	68%	-	57%	-	54%	60%	-	-	-	-
	EL	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22%	47%	47%	-	31%	63%	-	-	-	-	29%	67%	-	54%	-	47%	-	-	-	-	-
	Female	30%	52%	52%	-	38%	63%	-	-	-	-	-	67%	-	60%	-	-	52%	-	-	-	-
Mathematics	All Students	15%	19%	19%	-	27%	10%	-	-	-	-	30%	5%	0%	24%	-	22%	13%	-	-	-	-
	CWD	9%	0%	0%	-	-	-	-	-	-	-	-	-	0%	-	-	-	-	-	-	-	-
	CWOD	16%	24%	24%	-	40%	11%	-	-	-	-	44%	6%	-	24%	-	27%	17%	-	-	-	-
	EL	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	14%	22%	22%	-	36%	8%	-	-	-	-	33%	8%	-	27%	-	22%	-	-	-	-	-
	Female	16%	13%	13%	-	13%	13%	-	-	-	-	25%	0%	-	17%	-	-	13%	-	-	-	-
Science	All Students	27%	30%	30%	-	24%	34%	-	-	-	-	20%	36%	-	33%	-	28%	31%	-	-	-	-
	CWD	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	33%	33%	-	33%	33%	-	-	-	-	29%	35%	-	33%	-	31%	36%	-	-	-	-
	EL	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	29%	28%	28%	-	19%	38%	-	-	-	-	24%	33%	-	31%	-	28%	-	-	-	-	-
	Female	25%	31%	31%	-	31%	31%	-	-	-	-	-	38%	-	36%	-	-	31%	-	-	-	-
End of Course Algebra I	All Students	31%	51%	100%	-	100%	100%	-	-	-	-	-	100%	-	100%	-	-	100%	-	-	-	-
	CWD	7%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	34%	60%	100%	-	100%	100%	-	-	-	-	-	100%	-	100%	-	-	100%	-	-	-	-
	EL	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	28%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

		State	District	Campus	African	Hispanic	White	American	Pacific	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		34%	68%	100%	-	100%	100%	-	-	-	-	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																					
All Grades																					
All Subjects	All	77%	89%	91%	*	86%	96%	-	-	-	-	85%	95%	52%	97%	53%	92%	90%	-	*	100%
	Students																				
	CWD	45%	55%	52%	-	48%	67%	-	-	-	-	48%	64%	52%	-	*	55%	48%	-	*	-
	CWOD	80%	94%	97%	*	97%	97%	-	-	-	-	98%	97%	-	97%	100%	99%	96%	-	*	100%
	EL	60%	67%	53%	-	53%	-	-	-	-	-	53%	-	-	100%	53%	64%	-	-	-	-
	Male	74%	89%	92%	-	86%	97%	-	-	-	-	88%	95%	55%	99%	64%	92%	-	-	*	-
Reading	Female	79%	89%	90%	*	86%	94%	-	-	-	-	79%	95%	48%	96%	*	-	90%	-	*	-
	All	73%	88%	90%	*	84%	97%	-	-	-	-	83%	95%	42%	98%	*	90%	91%	-	*	-
	Students																				
	CWD	39%	47%	42%	-	37%	-	-	-	-	-	39%	*	42%	-	*	43%	-	-	*	-
	CWOD	77%	94%	98%	*	97%	99%	-	-	-	-	98%	98%	-	98%	*	99%	97%	-	*	-
	EL	52%	58%	-	-	-	-	-	-	-	-	-	-	-	-	*	-	-	-	-	-
Mathematics	Male	69%	87%	90%	-	81%	98%	-	-	-	-	86%	94%	43%	99%	*	90%	-	-	-	-
	Female	77%	89%	91%	*	86%	95%	-	-	-	-	79%	96%	-	97%	*	-	91%	-	*	-
	All	80%	91%	94%	*	91%	98%	-	-	-	-	89%	98%	71%	98%	78%	94%	94%	-	*	-
	Students																				
	CWD	52%	67%	71%	-	68%	-	-	-	-	-	67%	83%	71%	-	*	69%	73%	-	*	-
	CWOD	83%	95%	98%	*	97%	99%	-	-	-	-	96%	99%	-	98%	*	99%	97%	-	*	-
Science	EL	70%	77%	78%	-	78%	-	-	-	-	-	78%	-	-	78%	*	-	-	-	-	-
	Male	78%	91%	94%	-	91%	98%	-	-	-	-	91%	98%	69%	99%	*	94%	-	-	-	-
	Female	82%	92%	94%	*	91%	98%	-	-	-	-	87%	98%	73%	97%	*	-	94%	-	*	-
	All	79%	86%	84%	-	79%	88%	-	-	-	-	76%	89%	*	94%	*	91%	76%	-	*	-
	Students																				
	CWD	48%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																					
All Grades																					
All Subjects	All	47%	66%	72%	*	63%	80%	-	-	-	-	57%	82%	12%	81%	21%	73%	71%	-	*	100%
	Students																				
	CWD	23%	18%	12%	-	9%	25%	-	-	-	-	5%	36%	12%	-	*	18%	4%	-	*	-
	CWOD	50%	73%	81%	*	79%	84%	-	-	-	-	76%	85%	-	81%	57%	83%	80%	-	*	100%
	EL	26%	38%	21%	-	21%	-	-	-	-	-	21%	-	-	57%	21%	36%	-	-	-	-
	Male	45%	64%	73%	-	64%	81%	-	-	-	-	60%	84%	18%	83%	36%	73%	-	-	-	-
Reading	Female	50%	68%	71%	*	62%	80%	-	-	-	-	53%	80%	4%	80%	*	-	71%	-	*	-
	All	46%	64%	65%	*	55%	74%	-	-	-	-	49%	76%	8%	74%	*	64%	65%	-	*	-
	Students																				
	CWD	22%	17%	8%	-	5%	-	-	-	-	-	0%	*	8%	-	*	14%	-	-	*	-
	CWOD	48%	72%	74%	*	70%	77%	-	-	-	-	65%	78%	-	74%	*	74%	73%	-	*	-
	EL	21%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	Male	41%	61%	64%	-	53%	74%	-	-	-	-	49%	79%	14%	74%	*	64%	-	-	-	-
	Female	50%	69%	65%	*	57%	74%	-	-	-	-	48%	73%	*	73%	*	-	65%	-	*	-
	All	48%	70%	81%	*	72%	90%	-	-	-	-	70%	89%	17%	92%	33%	84%	78%	-	*	-
	Students																				
	CWD	26%	19%	17%	-	16%	-	-	-	-	-	11%	33%	17%	-	*	23%	9%	-	*	-
	CWOD	51%	78%	92%	*	88%	94%	-	-	-	-	89%	93%	-	92%	*	95%	88%	-	*	-
Science	EL	33%	41%	33%	-	33%	-	-	-	-	-	33%	-	-	33%	*	-	-	-	-	-
	Male	47%	70%	84%	-	77%	91%	-	-	-	-	77%	91%	23%	95%	*	84%	-	-	-	-
	Female	49%	70%	78%	*	68%	88%	-	-	-	-	61%	88%	9%	88%	*	-	78%	-	*	-
	All	49%	58%	64%	-	55%	72%	-	-	-	-	44%	78%	*	75%	*	63%	66%	-	*	-
	Students																				
	CWD	23%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level																					
All Grades																					
All Subjects	All	21%	31%	39%	*	31%	47%	-	-	-	-	26%	48%	9%	44%	11%	37%	41%	-	*	60%
	Students																				
	CWD	8%	4%	9%	-	7%	17%	-	-	-	-	2%	29%	9%	-	*	12%	4%	-	*	-
	CWOD	23%	35%	44%	*	39%	49%	-	-	-	-	35%	50%	-	44%	29%	42%	47%	-	*	60%
	EL	9%	17%	11%	-	11%	-	-	-	-	-	11%	-	-	29%	11%	18%	-	-	-	-
	Male	20%	29%	37%	-	30%	44%	-	-	-	-	27%	47%	12%	42%	18%	37%	-	-	-	-
Reading	Female	22%	33%	41%	*	32%	51%	-	-	-	-	25%	50%	4%	47%	*	-	41%	-	*	-
	All	19%	30%	41%	*	31%	52%	-	-	-	-	29%	50%	8%	46%	*	38%	45%	-	*	-
	Students																				
	CWD	7%	4%	8%	-	5%	-	-	-	-	-	0%	*	8%	-	*	14%	-	-	*	-
	CWOD	20%	34%	46%	*	38%	54%	-	-	-	-	39%	51%	-	46%	*	42%	51%	-	*	-
	EL	7%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	Male	16%	27%	38%	-	26%	49%	-	-	-	-	26%	49%	14%	42%	*	38%	-	-	-	-
	Female	22%	33%	45%	*	36%	55%	-	-	-	-	34%	50%	*	51%	*	-	45%	-	*	-
	All	23%	35%	41%	*	34%	47%	-	-	-	-	26%	51%	8%	46%	22%	40%	41%	-	*	-
	Students																				
	CWD	10%	3%	8%	-	11%	-	-	-	-	-	6%	17%	8%	-	*	8%	9%	-	*	-
	CWOD	25%	40%	46%	*	41%	50%	-	-	-	-	32%	54%	-	46%	*	45%	46%	-	*	-
Science	EL	13%	27%	22%	-	22%	-	-	-	-	-	22%	-	-	22%	*	-	-	-	-	-
	Male	23%	34%	40%	-	40%	40%	-	-	-	-	30%	49%	8%	45%	*	40%	-	-	-	-
	Female	24%	36%	41%	*	30%	55%	-	-	-	-	19%	54%	9%	46%	*	-	41%	-	*	-
	All	22%	25%	30%	-	24%	34%	-	-	-	-	20%	36%	*	33%	*	28%	31%	-	*	-
	Students																				

	State	District	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	Homeless	Foster Care	Military
CWD	7%	7%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	24%	28%	33%	-	33%	33%	-	-	-	-	29%	35%	-	33%	-	31%	36%	-	-	-	-
EL	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	23%	24%	28%	-	19%	38%	-	-	-	-	24%	33%	-	31%	-	28%	-	-	-	-	-
Female	21%	26%	31%	-	31%	31%	-	-	-	-	-	38%	-	36%	-	-	31%	-	-	-	-

\*\*\* 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	-	63	81	-	-	-	-	64	58	71
CWD	58	-	53	-	-	-	-	-	58	58	-
CWOD	74	-	65	81	-	-	-	-	66	-	-
EL	71	-	71	-	-	-	-	-	71	-	71
Male	68	-	54	81	-	-	-	-	61	57	-
Female	77	-	71	81	-	-	-	-	69	60	-
<b>Mathematics</b>											
All Students	79	-	83	75	-	-	-	-	76	75	75
CWD	75	-	82	-	-	-	-	-	75	75	-
CWOD	80	-	83	77	-	-	-	-	77	-	-
EL	75	-	75	-	-	-	-	-	75	-	75
Male	74	-	82	67	-	-	-	-	75	69	-
Female	85	-	84	85	-	-	-	-	78	82	-

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	-	60	74	-	-	-	-	56	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 +
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	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		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Y					Y		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		N	Y					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	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		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		Y	Y					Y		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y		Y	Y					Y		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											
<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.

		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%	-
	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%	-
	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%	-
	EL	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%	100%	-
	CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	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	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	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%	-
	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%	-
	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%	-
	CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	*	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	*	*	0%	*	-
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	-

		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
Mathematics	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%	-
	EL	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%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	-	0%	0%	-
	EL	*	-	-	-	-	-	-	-	*	-	-	-	*	*	*	-
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-
	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)
Students Without Disabilities	In-School Suspensions											
	Male	9	*	5	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	9	*	5	*	*	*	*	*	*		
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	*	*	*	*	*	*	*	*	*		
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	6	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	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	*

	<b>Total</b>
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											
	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.

#### Low Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	7.2%
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	1.2	9.3%

\*\*- 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%	-	-	-	-
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%	*	*	-	-

	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 6						
Reading	5,678	1%	*	*	*	*
Mathematics	5,677	1%	*	*	*	*
Grade 7						
Reading	5,298	1%	-	-	-	-
Mathematics	5,294	1%	-	-	-	-
Grade 8						
Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-
End of Course						
English I	4,868	1%	*	*	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	*	*	-	-
Biology	4,861	1%	*	*	-	-
All Grades						
All Subjects	99,020	1%	9	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	%
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.



**District Name:** POTH ISD

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2017-18+Federal+Report+Card&\\_p...](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2017-18+Federal+Report+Card&_p...) 1/9

		2017-18 Federal Report Card																Foster					
		State	District	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	Homeless	Care	Military	
English I	CWOD	68%	96%	96%	-	100%	95%	-	-	-	-	100%	95%	-	96%	-	100%	93%	-	-	-	-	
	EL	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	57%	74%	74%	-	56%	90%	-	-	-	-	56%	90%	-	100%	-	74%	-	-	-	-	-	
	Female	71%	86%	86%	-	78%	92%	-	-	-	-	71%	93%	-	93%	-	-	86%	-	-	-	-	
	All Students	68%	84%	84%	-	79%	88%	-	-	-	-	59%	93%	-	92%	-	79%	89%	-	-	-	-	
	CWOD	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	71%	92%	92%	-	94%	89%	-	-	-	-	86%	93%	-	92%	-	89%	94%	-	-	-	-	
	EL	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
English II	Male	61%	79%	79%	-	71%	86%	-	-	-	-	56%	93%	-	89%	-	79%	-	-	-	-	-	
	Female	72%	89%	89%	-	89%	89%	-	-	-	-	-	93%	-	94%	-	-	89%	-	-	-	-	
	All Students	82%	92%	88%	-	82%	92%	-	-	-	-	73%	96%	67%	94%	-	81%	100%	-	-	-	-	
	CWOD	47%	67%	67%	-	-	-	-	-	-	-	-	-	67%	-	-	-	-	-	-	-	-	
	CWOD	86%	96%	94%	-	91%	95%	-	-	-	-	80%	100%	-	94%	-	91%	100%	-	-	-	-	
	EL	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	78%	84%	81%	-	73%	87%	-	-	-	-	60%	94%	-	91%	-	81%	-	-	-	-	-	
	Female	87%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	-	-	100%	-	-	-	-	
Algebra I	All Students	86%	90%	90%	-	83%	94%	-	-	-	-	75%	97%	67%	94%	-	88%	92%	-	-	-	-	
	CWOD	56%	67%	67%	-	-	-	-	-	-	-	-	-	67%	-	-	-	-	-	-	-	-	
	CWOD	89%	94%	94%	-	88%	97%	-	-	-	-	80%	100%	-	94%	-	90%	100%	-	-	-	-	
	EL	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	83%	88%	88%	-	81%	94%	-	-	-	-	71%	100%	-	90%	-	88%	-	-	-	-	-	
	Female	88%	92%	92%	-	86%	94%	-	-	-	-	83%	94%	-	100%	-	-	92%	-	-	-	-	
	STAAR Percent at Meets Grade Level or Above																						
	End of Course																						
English I	All Students	43%	70%	70%	-	61%	77%	-	-	-	-	56%	79%	31%	89%	-	58%	81%	-	-	-	-	
	CWOD	14%	31%	31%	-	-	-	-	-	-	-	-	-	31%	-	-	-	-	-	-	-	-	
	CWOD	47%	89%	89%	-	100%	84%	-	-	-	-	86%	90%	-	89%	-	83%	93%	-	-	-	-	
	EL	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	37%	58%	58%	-	56%	60%	-	-	-	-	44%	70%	-	83%	-	58%	-	-	-	-	-	
	Female	51%	81%	81%	-	67%	92%	-	-	-	-	71%	86%	-	93%	-	-	81%	-	-	-	-	
	English II	All Students	47%	76%	76%	-	72%	80%	-	-	-	-	50%	86%	-	83%	-	67%	86%	-	-	-	-
		CWOD	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD		51%	83%	83%	-	85%	82%	-	-	-	-	71%	86%	-	83%	-	76%	91%	-	-	-	-	
EL		9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male		41%	67%	67%	-	57%	77%	-	-	-	-	44%	81%	-	76%	-	67%	-	-	-	-	-	
Female		54%	86%	86%	-	89%	83%	-	-	-	-	-	90%	-	91%	-	-	86%	-	-	-	-	
Algebra I		All Students	53%	69%	57%	-	53%	63%	-	-	-	-	47%	63%	22%	67%	-	44%	80%	-	-	-	-
		CWOD	19%	22%	22%	-	-	-	-	-	-	-	-	-	22%	-	-	-	-	-	-	-	-
	CWOD	58%	78%	67%	-	64%	71%	-	-	-	-	60%	70%	-	67%	-	55%	91%	-	-	-	-	
	EL	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	49%	52%	44%	-	36%	53%	-	-	-	-	30%	53%	-	55%	-	44%	-	-	-	-	-	
	Female	58%	89%	80%	-	83%	78%	-	-	-	-	80%	80%	-	91%	-	-	80%	-	-	-	-	
	Biology	All Students	57%	69%	69%	-	48%	85%	-	-	-	-	45%	82%	33%	76%	-	59%	83%	-	-	-	-
		CWOD	22%	33%	33%	-	-	-	-	-	-	-	-	-	33%	-	-	-	-	-	-	-	-
CWOD		61%	76%	76%	-	53%	90%	-	-	-	-	47%	88%	-	76%	-	62%	95%	-	-	-	-	
EL		20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male		55%	59%	59%	-	38%	82%	-	-	-	-	29%	80%	-	62%	-	59%	-	-	-	-	-	
Female		59%	83%	83%	-	71%	88%	-	-	-	-	83%	83%	-	95%	-	-	83%	-	-	-	-	
STAAR Percent at Masters Grade Level																							
End of Course																							
English I	All Students	7%	18%	18%	-	6%	27%	-	-	-	-	6%	25%	0%	26%	-	11%	24%	-	-	-	-	
	CWOD	3%	0%	0%	-	-	-	-	-	-	-	-	-	0%	-	-	-	-	-	-	-	-	
	CWOD	7%	26%	26%	-	13%	32%	-	-	-	-	14%	30%	-	26%	-	17%	33%	-	-	-	-	
	EL	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	5%	11%	11%	-	11%	10%	-	-	-	-	11%	10%	-	17%	-	11%	-	-	-	-	-	
	Female	9%	24%	24%	-	0%	42%	-	-	-	-	0%	36%	-	33%	-	-	24%	-	-	-	-	
	English II	All Students	8%	11%	11%	-	5%	18%	-	-	-	-	5%	14%	-	11%	-	9%	14%	-	-	-	-
		CWOD	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD		8%	11%	11%	-	6%	16%	-	-	-	-	0%	14%	-	11%	-	8%	15%	-	-	-	-	
EL		0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male		5%	9%	9%	-	0%	18%	-	-	-	-	6%	11%	-	8%	-	9%	-	-	-	-	-	
Female		10%	14%	14%	-	11%	17%	-	-	-	-	-	17%	-	15%	-	-	14%	-	-	-	-	
Algebra I		All Students	31%	51%	31%	-	24%	38%	-	-	-	-	27%	33%	0%	39%	-	26%	40%	-	-	-	-
		CWOD	7%	0%	0%	-	-	-	-	-	-	-	-	-	0%	-	-	-	-	-	-	-	-
	CWOD	34%	60%	39%	-	36%	43%	-	-	-	-	40%	39%	-	39%	-	32%	55%	-	-	-	-	
	EL	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	28%	35%	28%	-	27%	27%	-	-	-	-	20%	29%	-	32%	-	26%	-	-	-	-	-	
	Female	34%	68%	40%	-	17%	56%	-	-	-	-	40%	40%	-	55%	-	-	40%	-	-	-	-	
	Biology	All Students	23%	26%	26%	-	13%	35%	-	-	-	-	15%	32%	11%	29%	-	18%	38%	-	-	-	-
		CWOD	5%	11%	11%	-	-	-	-	-	-	-	-	-	11%	-	-	-	-	-	-	-	-
CWOD		25%	29%	29%	-	12%	39%	-	-	-	-	13%	35%	-	29%	-	21%	40%	-	-	-	-	
EL		3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male		22%	18%	18%	-	13%	24%	-	-	-	-	14%	20%	-	21%	-	18%	-	-	-	-	-	
Female		23%	38%	38%	-	14%	47%	-	-	-	-	17%	44%	-	40%	-	-	38%	-	-	-	-	
STAAR Percent at Approaches Grade Level or Above																							

		State		District		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	Homeless	Foster Care	Military
All Grades	All Subjects	77%	89%	85%	-	78%	91%	-	-	-	-	-	-	-	67%	95%	49%	93%	-	81%	91%	-	-	-	-
	All Students	45%	55%	49%	-	43%	64%	-	-	-	-	-	-	-	37%	75%	49%	-	-	39%	63%	-	-	-	-
	CWD	80%	94%	93%	-	93%	94%	-	-	-	-	-	-	-	85%	96%	-	93%	-	91%	96%	-	-	-	-
	CWOD	60%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	74%	89%	81%	-	72%	89%	-	-	-	-	-	-	-	61%	95%	39%	91%	-	81%	-	-	-	-	-
	Male	79%	89%	91%	-	88%	93%	-	-	-	-	-	-	-	79%	94%	63%	96%	-	-	91%	-	-	-	-
	Female	73%	88%	82%	-	75%	89%	-	-	-	-	-	-	-	61%	93%	33%	93%	-	77%	88%	-	-	-	-
Reading	All Students	39%	47%	33%	-	-	-	-	-	-	-	-	-	-	-	-	33%	-	-	-	-	-	-	-	-
	CWD	77%	94%	93%	-	95%	91%	-	-	-	-	-	-	-	90%	94%	-	93%	-	92%	94%	-	-	-	-
	CWOD	52%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	69%	87%	77%	-	67%	88%	-	-	-	-	-	-	-	56%	92%	-	92%	-	77%	-	-	-	-	-
	Male	77%	89%	88%	-	85%	90%	-	-	-	-	-	-	-	69%	93%	-	94%	-	-	88%	-	-	-	-
	Female	80%	91%	88%	-	82%	92%	-	-	-	-	-	-	-	73%	96%	67%	94%	-	81%	100%	-	-	-	-
Mathematics	All Students	52%	67%	67%	-	-	-	-	-	-	-	-	-	-	-	-	67%	-	-	-	-	-	-	-	-
	CWD	83%	95%	94%	-	91%	95%	-	-	-	-	-	-	-	80%	100%	-	94%	-	91%	100%	-	-	-	-
	CWOD	70%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	78%	91%	81%	-	73%	87%	-	-	-	-	-	-	-	60%	94%	-	91%	-	81%	-	-	-	-	-
	Male	82%	92%	100%	-	100%	100%	-	-	-	-	-	-	-	100%	100%	-	100%	-	-	100%	-	-	-	-
	Female	79%	86%	90%	-	83%	94%	-	-	-	-	-	-	-	75%	97%	67%	94%	-	88%	92%	-	-	-	-
Science	All Students	48%	50%	67%	-	-	-	-	-	-	-	-	-	-	-	-	67%	-	-	-	-	-	-	-	-
	CWD	82%	93%	94%	-	88%	97%	-	-	-	-	-	-	-	80%	100%	-	94%	-	90%	100%	-	-	-	-
	CWOD	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	78%	90%	88%	-	81%	94%	-	-	-	-	-	-	-	71%	100%	-	90%	-	88%	-	-	-	-	-
	Male	80%	82%	92%	-	86%	94%	-	-	-	-	-	-	-	83%	94%	-	100%	-	-	92%	-	-	-	-
	Female	47%	66%	69%	-	61%	78%	-	-	-	-	-	-	-	49%	79%	26%	79%	-	59%	83%	-	-	-	-
STAAR Percent at Meets Grade Level or Above	All Subjects	23%	18%	26%	-	25%	27%	-	-	-	-	-	-	-	26%	25%	26%	-	-	17%	38%	-	-	-	-
	All Students	50%	73%	79%	-	75%	83%	-	-	-	-	-	-	-	63%	84%	-	79%	-	88%	93%	-	-	-	-
	CWD	26%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	64%	59%	-	47%	70%	-	-	-	-	-	-	-	37%	73%	17%	68%	-	59%	-	-	-	-	-
	EL	50%	68%	83%	-	80%	86%	-	-	-	-	-	-	-	75%	86%	38%	93%	-	-	83%	-	-	-	-
	Male	46%	64%	74%	-	68%	79%	-	-	-	-	-	-	-	53%	84%	24%	85%	-	65%	84%	-	-	-	-
	Female	22%	17%	24%	-	-	-	-	-	-	-	-	-	-	-	-	24%	-	-	-	-	-	-	-	-
Reading	All Students	48%	72%	85%	-	88%	82%	-	-	-	-	-	-	-	76%	87%	-	85%	-	78%	92%	-	-	-	-
	CWD	21%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	41%	61%	65%	-	57%	72%	-	-	-	-	-	-	-	44%	78%	-	78%	-	65%	-	-	-	-	-
	EL	50%	69%	84%	-	81%	87%	-	-	-	-	-	-	-	69%	89%	-	92%	-	-	84%	-	-	-	-
	Male	48%	70%	57%	-	53%	63%	-	-	-	-	-	-	-	47%	63%	22%	67%	-	44%	80%	-	-	-	-
	Female	26%	19%	22%	-	-	-	-	-	-	-	-	-	-	-	-	22%	-	-	-	-	-	-	-	-
Mathematics	All Students	51%	78%	67%	-	64%	71%	-	-	-	-	-	-	-	60%	70%	-	67%	-	55%	91%	-	-	-	-
	CWD	33%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	70%	44%	-	36%	53%	-	-	-	-	-	-	-	30%	53%	-	55%	-	44%	-	-	-	-	-
	EL	49%	70%	80%	-	83%	78%	-	-	-	-	-	-	-	80%	80%	-	91%	-	-	80%	-	-	-	-
	Male	49%	58%	69%	-	48%	85%	-	-	-	-	-	-	-	45%	82%	33%	76%	-	59%	83%	-	-	-	-
	Female	23%	20%	33%	-	-	-	-	-	-	-	-	-	-	-	-	33%	-	-	-	-	-	-	-	-
Science	All Students	52%	66%	76%	-	53%	90%	-	-	-	-	-	-	-	47%	88%	-	76%	-	62%	95%	-	-	-	-
	CWD	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	58%	59%	-	38%	82%	-	-	-	-	-	-	-	29%	80%	-	62%	-	59%	-	-	-	-	-
	EL	49%	58%	83%	-	71%	88%	-	-	-	-	-	-	-	83%	83%	-	95%	-	-	83%	-	-	-	-
	Male	21%	31%	20%	-	10%	28%	-	-	-	-	-	-	-	12%	24%	5%	23%	-	15%	26%	-	-	-	-
	Female	8%	4%	5%	-	4%	9%	-	-	-	-	-	-	-	7%	0%	5%	-	-	4%	6%	-	-	-	-
STAAR Percent at Masters Grade Level	All Subjects	23%	35%	23%	-	13%	30%	-	-	-	-	-	-	-	15%	26%	-	23%	-	18%	30%	-	-	-	-
	All Students	9%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	20%	29%	15%	-	11%	20%	-	-	-	-	-	-	-	12%	18%	4%	18%	-	15%	-	-	-	-	-
	CWOD	22%	33%	26%	-	10%	38%	-	-	-	-	-	-	-	13%	31%	6%	30%	-	-	26%	-	-	-	-
	EL	19%	30%	13%	-	5%	21%	-	-	-	-	-	-	-	5%	17%	5%	15%	-	10%	18%	-	-	-	-
	Male	7%	4%	5%	-	-	-	-	-	-	-	-	-	-	-	-	5%	-	-	-	-	-	-	-	-
	Female	20%	34%	15%	-	7%	21%	-	-	-	-	-	-	-	5%	18%	-	15%	-	10%	20%	-	-	-	-
Reading	All Students	7%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	16%	27%	10%	-	3%	16%	-	-	-	-	-	-	-	8%	11%	-	10%	-	10%	-	-	-	-	-
	CWOD	22%	33%	18%	-	7%	27%	-	-	-	-	-	-	-	0%	23%	-	20%	-	-	18%	-	-	-	-
	EL	23%	35%	31%	-	24%	38%	-	-	-	-	-	-	-	27%	33%	0%	39%	-	26%	40%	-	-	-	-
	Male	10%	3%	0%	-	-	-	-	-	-	-	-	-	-	-	-	0%	-	-	-	-	-	-	-	-
	Female	25%	40%	39%	-	36%	43%	-	-	-	-	-	-	-	40%	39%	-	39%	-	32%	55%	-	-	-	-
Mathematics	All Students	13%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	23%	34%	26%	-	27%	27%	-	-	-	-	-	-	-	20%	29%	-	32%	-	26%	-	-	-	-	-
	CWOD	24%	36%	40%	-	17%	56%	-	-	-	-	-	-	-	40%	40%	-	55%	-	-	40%	-	-	-	-
	EL	22%	25%	26%	-	13%	35%	-	-	-	-	-	-	-	15%	32%	11%	29%	-	18%	38%	-	-	-	-
	Male	7%	7%	11%	-	-	-	-	-	-	-	-	-	-	-	-	11%	-	-	-	-	-	-	-	-
	Female	24%	28%	29%	-	12%	39%	-	-	-	-	-	-	-	13%	35%	-	29%	-	21%	40%	-	-	-	-
Science	All Students	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	23%	24%	18%	-	13%	24%	-	-	-	-	-	-	-	14%	20%	-	21%	-	18%	-	-	-	-	-
	CWOD	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	23%	24%	18%	-	13%	24%	-	-	-	-	-	-	-	14%	20%	-	21%	-	18%	-	-	-	-	-
	Male	23%	24%	18%	-	13%	24%	-	-	-	-	-	-	-	14%	20%	-	21%	-	18%	-	-	-	-	-

	State	District	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	Homeless	Foster Care	Military
Female	21%	26%	38%	-	14%	47%	-	-	-	-	17%	44%	*	40%	-	-	38%	-	-	-	-

\*\*\* 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	59	-	58	60	-	-	-	-	58	*	*
CWD	*	-	*	*	-	-	-	-	*	*	*
CWOD	60	-	61	59	-	-	-	-	63	-	-
EL	*	-	*	*	-	-	-	-	*	*	*
Male	55	-	55	56	-	-	-	-	58	*	*
Female	63	-	62	65	-	-	-	-	*	*	*
<b>Mathematics</b>											
All Students	72	-	67	80	-	-	-	*	63	*	*
CWD	*	-	*	*	-	-	-	*	*	*	*
CWOD	77	-	68	86	-	-	-	*	67	-	-
EL	*	-	*	*	-	-	-	*	*	*	*
Male	59	-	71	-	-	-	-	*	*	*	*
Female	93	-	92	94	-	-	-	*	*	*	*

## 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	95.7%	-	93.1%	97.6%	-	-	-	-	88.9%	77.8%	*	*	*
CWD	77.8%	-	80.0%	80.0%	-	-	-	-	66.7%	77.8%	-	-	-
CWOD	98.4%	-	96.0%	100.0%	-	-	-	-	100.0%	-	*	*	*
EL	*	-	*	*	-	-	-	-	-	-	*	*	*
Male	91.7%	-	85.7%	95.5%	-	-	-	-	83.3%	75.0%	*	*	*
Female	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	*	*	*	*

\*\*\* 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
*	*	*

\*\*\* 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	58	-	50	66	-	-	-	*	43	*	*
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	82%	-	74%	88%	-	-	-	-	68%	*	-

\*\*\* 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		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Y					Y		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y	Y					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y		N	Y					N		
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y										
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y										
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N										
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N										

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y	Y							
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y	Y							
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		N	Y							
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		N	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.

		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>																	
<b>All Subjects</b>	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%	-
	EL	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>Reading</b>	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%	*	*	-
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	*	-	100%	-
<b>Mathematics</b>	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	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-	-
	Male	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	*	100%	-	-	100%	-
<b>Science</b>	All Students	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%	-
	EL	*	-	*	-	-	-	-	*	-	-	-	-	*	-	-	-
	Male	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	*	100%	-	-	100%	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	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%	-
	EL	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%	-
<b>Reading</b>	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%	*	-	-
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	-
<b>Mathematics</b>	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%	-

		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
	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%	0%	-
Science	All Students	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%	-
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	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.

		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)
Students Without Disabilities	In-School Suspensions											
	Male	21	1	8	11	1	1	1	1	1		
	Female	10	1	1	8	1	1	1	1	1		
	Total	31	2	10	19	2	2	2	2	2		
Out-of-School Suspensions	Male	1	1	1	1	1	1	1	1	1		
	Female	1	1	1	1	1	1	1	1	1		
	Total	2	2	2	2	2	2	2	2	2		
Expulsions	With Educational Services	1	1	1	1	1	1	1	1	1		
	Male	1	1	1	1	1	1	1	1	1		
	Female	1	1	1	1	1	1	1	1	1		
	Total	2	2	2	2	2	2	2	2	2		
Without Educational Services	Male	1	1	1	1	1	1	1	1	1		
	Female	1	1	1	1	1	1	1	1	1		
	Total	2	2	2	2	2	2	2	2	2		
Under Zero Tolerance Policies	Male	1	1	1	1	1	1	1	1	1		
	Female	1	1	1	1	1	1	1	1	1		
	Total	2	2	2	2	2	2	2	2	2		
School-Related Arrests	Male	1	1	1	1	1	1	1	1	1		
	Female	1	1	1	1	1	1	1	1	1		
	Total	2	2	2	2	2	2	2	2	2		
Referrals to Law Enforcement	Male	1	1	1	1	1	1	1	1	1		
	Female	1	1	1	1	1	1	1	1	1		
	Total	2	2	2	2	2	2	2	2	2		
Students With Disabilities	In-School Suspensions											
	Male	7	1	5	1	1	1	1	1	1		
	Female	1	1	1	1	1	1	1	1	1		
	Total	9	2	7	2	2	2	2	2	2		
Out-of-School Suspensions	Male	1	1	1	1	1	1	1	1	1		
	Female	1	1	1	1	1	1	1	1	1		
	Total	2	2	2	2	2	2	2	2	2		
Expulsions	With Educational Services	1	1	1	1	1	1	1	1	1		
	Male	1	1	1	1	1	1	1	1	1		
	Female	1	1	1	1	1	1	1	1	1		
	Total	2	2	2	2	2	2	2	2	2		
Without Educational Services	Male	1	1	1	1	1	1	1	1	1		
	Female	1	1	1	1	1	1	1	1	1		
	Total	2	2	2	2	2	2	2	2	2		
Under Zero Tolerance Policies	Male	1	1	1	1	1	1	1	1	1		
	Female	1	1	1	1	1	1	1	1	1		
	Total	2	2	2	2	2	2	2	2	2		
School-Related Arrests	Male	1	1	1	1	1	1	1	1	1		
	Female	1	1	1	1	1	1	1	1	1		
	Total	2	2	2	2	2	2	2	2	2		
Referrals to Law Enforcement	Male	1	1	1	1	1	1	1	1	1		
	Female	1	1	1	1	1	1	1	1	1		
	Total	2	2	2	2	2	2	2	2	2		
All Students	Chronic Absenteeism											
	Male	7	1	5	1	1	1	1	1	1		
	Female	10	1	5	5	1	1	1	1	1		
	Total	17	2	10	7	2	2	2	2	2		

	Total
Incidents of Violence	
Incidents of rape or attempted rape	1
Incidents of sexual assault (other than rape)	1
Incidents of robbery with a weapon	1
Incidents of robbery with a firearm or explosive device	1
Incidents of robbery without a weapon	1
Incidents of physical attack or fight with a weapon	1
Incidents of physical attack or fight with a firearm or explosive device	1
Incidents of physical attack or fight without a weapon	1
Incidents of threats of physical attack with a weapon	1
Incidents of threats of physical attack with a firearm or explosive device	1

Incidents of threats of physical attack without a weapon	Total
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 Advanced Placement Courses	Male	*	*	*	*	*	*	*	*	*	*
	Female	5	*	*	5	*	*	*	*	*	*
	Total	9	*	*	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.

#### Low Poverty

Inexperienced Teachers, Principals, and Other School Leaders	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	7.2%
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	5.2	19.3%

\*\* 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%	-	-	-	-
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%	*	*	-	-

	State Number of ALT2 5,677	State Rate of ALT2 1%	District Number of ALT2 -	District Rate of ALT2 -	Campus Number of ALT2 -	Campus Rate of ALT2 -
Mathematics						
Grade 7						
Reading	5,298	1%	-	-	-	-
Mathematics	5,294	1%	-	-	-	-
Grade 8						
Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-
End of Course						
English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-
Biology	4,861	1%	-	-	-	-
All Grades						
All Subjects	99,020	1%	9	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
	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



Grade	Subject	Student Group	%
Grade 8	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
	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.