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);

										Two			EL,
										or	_		(Current
			All .	African			American		Pacific		Econ	Special	
			Students	s Americar	Hispanic	White	Indian	Asian	islander	Races	Disadv	Educ	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	1070	2070		00 /6	7076	3170	1070	1179	0076	02 70	41%
EE 1 logicas		2017-18 through 2021-22											41%
		2022-23 through 2026-27											44%
Condition Date 4 Vocal control Date		2027-28 through 2031-32	0001										46%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rales	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

- a. Academic Achievement Indicator. STAAR Performance Status (Percent at or above Meets Grade Level)
 b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status

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

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

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

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

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

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

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

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

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

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

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

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

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

		State	Region 20		African American H	lispanic		American Indian		Pacific Islander		Econ	Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant He		Foster Care	
STAAR Percent Grade 3	t at Approac	hes Gr	ade Le	rel or Ab	OVE																	
Reading	All Students	77%	73%	92%	•	94%	89%	-	-	٠	-	83%	95%	•	98%	•	90%	92%	•		•	•
	CWOD	51% 79%	46% 77%	98%	:	96%	97%		-	-	B	90%	100%		98%		97%	96%	-	1	•	0.750

											Two or		Non										
		State	Region 20		African Americani	Hispanic		American Indian		Pacific Islander		Econ Disady	Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant Ho		Foster Care	Military	,
	EL Male	70% 74%	68% 71%	90%	:	93%	88%	-	-	•	-	82%	94%	:	97%		90%		-	-	:	-	
	Female	79%	77%	92%	-	94%	80%	•	-	•	-	77%	100%	•	96%	•		92%	-	-	-	-	
Mathematics	All Students	77%	73%	84%	•	75%	89%	•	•	-	-	58%	95%	٠	90%	٠	83%	81%	•	•	•	20	
	CWD	52% 80%	47% 76%	90%		79%	97%	-	-	•	•	67%	100%	•	90%	:	000		*		.00	*	
	EL	74%	69%		-		-	-	-		:	•	-		•	•	92%	83%	ė		23	*	
	Male Female	77% 78%	73% 74%	83% 81%	•	73% 76%	88% 80%	-	•			55% 57%	94% 100%		92% 83%	:	83%	81%				•	
	t omale		1470	01.70			5574					0.70	10070		0070			Q170		0.5%	•		
Grade 4 Reading	All	72%	69%	79%		71%	90%					57%	95%		80%		81%	76%				22	
	Students CWD	46%	42%																				
	CWOD	75%	72%	80%		73%	89%	:			-	57%	95%	-	80%		82%	78%	-		- 51		
	EL Male	60% 70%	58% 66%	81%	:	80%	87%				-	60%	95%	Ţ	82%		81%		93	0.400	4	+31	
	Female	75%	72%	76%	•	60%	93%	•	-	-	-	54%	94%	*	78%	*	•	76%	•		*		
Mathematics	All	77%	74%	84%		75%	93%	•	-	-		68%	95%		87%	•	89%	77%	4	343	2.7	46	
:	Students CWD	49%	45%		_			_	_		_								_	_		_	
	CWOD	81%	77%	87%	*	81%	93%	•	-		•	74%	95%		87%	•	94%	79%	-	25.0	*:	0.00	
	EL Male	72% 77%	68% 73%	89%	;	85%	93%	:	-	-		73%	100%	ī	94%	•	89%						
	Female	78%	75%	77%	-	63%	93%	-	-	-	-	62%	88%	•	79%	•	•	77%	2.1	2	23	-	
Grade 5																							
Reading	All Students	83%	82%	94%	-	91%	97%	-	•	•	•	89%	98%	73%	98%	٠	94%	94%	•	•	•	•	
`	CWD	54%	54%	73%	-	102	83%	-	-	•	-	71%	•	73%	-	-	•	86%		-	•	-	
	CWOD	87% 73%	86% 73%	98%	-	96%	100%		:			95%	100%	-	98%	:	100%	97%	31				
	Male	81%	80%	94%	-	93%	95%	-	:	•	:	86%	100%		100%	:	94%	-	50	oese.	:		
	Female	86%	85%	94%	•	89%	100%	•		•		92%	96%	86%	97%		•	94%			-	-	
Mathematics	All Students	90%	89%	99%	•	97%	100%	•	•	-	•	96%	100%	91%	100%	•	97%	100%	*		•	•	
`	CWD	70%	67%	91%	-		100%	-	-	-	-	86%		91%		-	•	100%	0.7	-	•	224	
	CWOD EL	92% 86%	91% 85%	100%	-	100%	100%	-	:	-	-	100%	100%	-	100%		100%	100%			***		
	Male Female	89%	88% 89%	97% 100%		93% 100%	100%	•	:	-	-	93%	100%	100%	100%	:	97%	1000/	-		-		
		91%			•		100%	•		-		100%	100%	100%	100%		200000	100%					
Science	All Students	75%	73%	86%	-	82%	89%	-	•	-	•	65%	98%	55%	92%	•	91%	81%	*	2	•	•	
	CWD	48%	45%	55%			83%	-	-	-	-		*	55%	-	:	-	****	×.	100	•		
	CWOD EL	78% 62%	77% 60%	92%	0040	93%	90%	-				79%	98%	-	92%	:	97%	86%	-	-	-	-	
	Male Female	76% 75%	74% 72%	91% 81%	-	87% 78%	95% 80%	•	:	•	:	71% 54%	100% 96%		97% 86%		91%	81%	-	•	:	*	
	i emaic	1370	1210	0174	-	1070	0078	-		•		J-4 /0	30 /8		00 /6		•	0176	•	•			
Grade 6 Reading	Ali	68%	67%	90%		86%	96%					86%	94%	55%	98%		90%	91%	_				
	Students	35%	35%	55%													000/						
	CWOD	71%	70%	98%	:	96%	100%					95%	100%	55%	98%	•	63% 100%	97%	:	-		:	
	EL Male	42% 63%	42% 63%	90%		83%	100%		:		-	87%	94%	63%	100%		90%		:	-			
	Female	72%	71%	91%	-	88%	93%	-	-		-	85%	95%	•	97%	•	-	91%		•	-	-	
Mathematics	All	76%	74%	94%	-	94%	93%	-				93%	94%	82%	96%	•	90%	97%			-		
5	Students CWD	50%	47%	82%		88%					_	86%		82%			75%						
	CWOD	79%	77%	96%	-	96%	96%	-	-	•	-	95%	97%		96%	•	96%	97%	-	-	-	•	
	EL Male	61% 76%	58% 74%	90%	-	89%	92%		-		-	87%	94%	75%	96%	:	90%	-		-	-	•	
	Female	77%	74%	97%	•	100%	93%	-	-	-	-	100%	95%	*	97%	•	-	97%	-	-	-	•	
Grade 7																							
Reading	All Students	73%	72%	98%	•	95%	100%	-	•	•	•	100%	97%	•	98%	-	96%	100%	-	•	•	-	
	CWD	37%	37%	4 0.08/	:	0.497	1000/	•	-	•	-	4008/	070/	•	-	-	-	4000/		:	•	•	
	EL	77% 44%	76% 45%	98%	•	94%	100%		-		-	100%	97% -	-	98%		96%	100%	-	-		-	
	Male Female	69% 79%	68% 77%	96% 100%	-	89% 100%	100% 100%		-	:	-	100% 100%	94% 100%	:	96% 100%	-	96%	100%	•	•	-	-	
																				-			
	All Students	71%	68%	96%	•	92%	100%	-	-	•	-	91%	100%		98%	•	100%	92%	-	•	-	•	
	CWD	42% 75%	39% 72%	98%	-	95%	- 100%	-	-	•	-	0.497	100%	•	98%		-	000	. •	:	-	-	
	EL	52%	50%	*	-	*	-		-			94%	-	÷		•	100%	95%	-		-	-	
	Male Female	69% 73%	66% 70%	100% 92%		100% 86%	100% 100%	-	-	-	-	100% 80%	100% 100%		100% 95%	:	100%	92%	-	•		•	
Grado 9																							
Grade 8 Reading	All	85%	84%	84%	-	72%	94%	-	-			68%	94%		98%	4	84%	83%			_	*	
	Students	49%	50%		_			_	_	_	_	•	•				•	•					
	CWOD	88%	88%	98%	-	100%	97%	-	-	-	-	100%	97%	-	98%	-	100%	96%	-	-	-	:	
	EL Male	58% 82%	58% 82%	84%	-	75%	94%	-	-	-	-	76%	93%	•	100%		84%	-	-		-	-	
	Female	88%	87%	83%	-	69%	94%	-	-	•	-	*	95%	٠	96%	•	-	83%	-	•	-	•	
Mathematics	All	85%	82%	91%	-	82%	100%		-		-	83%	100%	56%	100%		93%	88%				_	
	Students CWD	53%	54%	56%					_					56%									
	CWOD	89%	86%	100%		100%	100%	-	-	•	-	100%	100%	30%	100%	-	100%	100%	-		-		

											Two or		Non									
			Region		African	Manania		American		Pacific	More	Econ	Econ	CMD	CWOD	E1	Mala	Famala	fill annual l		Foster	
	EL	State 73%	20 69%	DISTRICT	American -	Hispanic	AAUISE	Indian -	Asian	Islander -	Kaces	Disadv	Disadv	CMD	CWOD	ĒL	Male	remale	Migrant i	Homeless -	Care	Military
	Male	82%	80%	93%	59	86%	100%	-		•	-	87%	100%		100%	•	93%	-	-	-	-	-
	Female	87%	84%	88%	-	75%	100%	•	-	•	•	75%	100%	•	100%	•	•	88%	-	*	•	•
Science	All	75%	73%	84%	•	79%	88%	-	-	92	0	76%	89%	*	94%	*	91%	76%	-		-	*
	Students CWD	39%	38%		_			_	_	_	_				_				_	*		_
	CWOD	78%	77%	94%		100%	90%			•		100%	91%	-	94%	-	100%	88%				
	EL	46%	41%	*	-		•	•	-	-	•		-	•		•	*	•		-	•	-
	Male Female	74% 76%	72% 73%	91% 76%	•	88% 69%	94% 81%	:	-	•		88%	93% 86%		100% 88%	:	91%	76%		-	-	
		. 0,0	.0%		-	00,0	0.70	-	-	-	-		0070		00%		_	1070	_		•	
End of Course	-	0.40/	can	808/		670/	040/					050	000/	4.084	0001		7.00	0.001				
English I	All Students	64%	63%	80%	•	67%	91%	•	•	-	-	63%	92%	46%	96%	-	74%	86%	•	•	-	-
	CWD	25%	26%	46%	-			-	_		96	•	•	46%	-	*	•	•	-	-	-	
	CWOD	68%	68%	96%	-	100%	95%	•	-		9.5	100%	95%	:	96%	-	100%	93%	•	-	•	-
	EL Male	57%	25% 57%	74%		56%	90%	-	- :		1.5	56%	90%		100%		74%			-	-	-
	Female	71%	70%	86%	-	78%	92%	-	-			71%	93%	•	93%	-	-	86%	-	-	-	-
English II	All	66%	00%	0.49/		79%	999/					609/	0.20/		020/		709/	909/				
English II	Students	00%	66%	84%	-	1976	88%	-	-	-	•	59%	93%		92%		79%	89%	-		•	
	CWD	25%	26%		•	•				•		•	•		-	•		•	-	-	-	•
	CWOD	71%	71%	92%	-	94%	89%	•	•	•		86%	93%	:	92%		89%	94%	-	•	•	-
	EL Male	27% 61%	25% 61%	79%	-	71%	86%		-			56%	93%		89%	•	79%	-	-			:
	Female	72%	72%	89%	-	89%	89%	-	-	12		•	93%		94%	-	•	89%	-	-	-	-
Alexander I	AIII	920/	70%	0.28/		0.70/	040/					750/	000/	670/	008/		0.407	40007				
Algebra I	All Students	82%	79%	92%	-	87%	94%	•	•	•		75%	98%	67%	96%		84%	100%	-	-	•	-
	CMD	47%	48%	67%	-	•	•		-	-		•	•	67%	-	•	•	•	-		•	
	CWOD	86%	84%	96%	•	94%	97%	•	•	•	•	82%	100%	:	96%	:	92%	100%	•	-	•	•
	EL Male	67% 78%	63% 75%	84%	-	75%	89%	-	:	-	:	64%	95%	•	92%		84%		-			-
	Female	87%	84%	100%	-	100%	100%					100%	100%		100%	-	•	100%	-			•
Biology	All	86%	86%	90%		83%	049/					750/	079/	£78/	0.49/		000/	000/				
Biology	Students	00%	00%	80%	•	03%	94%	•	•	•		75%	97%	67%	94%		88%	92%	•	•	•	•
	CMD	56%	57%	67%		•	•			•	•		•	67%	-	•	•	٠		-	•	-
	CWOD	89%	90%	94%	-	88%	97%	-	-	(2)	•	80%	100%	-	94%	-	90%	100%	-	-	-	
	EL Male	64% 83%	63% 84%	88%	-	81%	94%	•		•	-	71%	100%		90%		88%	-	•	•	•	-
	Female	88%	88%	92%		86%	94%	_	_	196		83%	94%	•	100%			92%	-	-	-	-
STAAR Percen	t at Maata G	rada I a	val ar i	Abovo																		
Grade 3	it at modes o	1200 E0	701017	1000																		
Reading	All	43%	39%	59%	•	58%	57%	-	-	1.0	9.	39%	68%		66%	•	64%	48%	- 9	-	*	-
	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%	-	-	•	-
Mathematic	s All	46%	42%	60%	•	50%	66%					33%	73%		64%		55%	65%	-	-	•	-
	Students	000/																				
	CWD	30% 48%	28% 43%	64%	•	52%	73%	-		-	•	38%	77%		64%		61%	67%	-	-	-	•
	EL	39%	35%	4		3270						3076	1170	-	0470		• 170	01.70	-	-	-	-
	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%	•		•	-	-	54	1.5	100	*	-	-		•		*	-	-	-	-
	Male	43%	40%	41%	•	45%	40%		-	•	-	13%	59%	:	45%		41%	-	-	-	-	-
	Female	47%	44%	55%	•	27%	86%		-	-	-	23%	81%	•	59%		•	55%	-	-	-	-
Mathematic		48%	43%	48%	•	42%	55%	•	-	-	•	21%	67%	•	52%	•	57%	37%	-	-	-	-
	Students	009/	000/																			
	CWD	29% 50%	26% 45%	52%		48%	57%	:	•	•	•	26%	68%		52%	-	64%	39%	-	-	-	-
	EL	38%	35%	4	-	+070	31 70					2070	0070		1 1		0476	22.40		-		
	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%	27.0	64%	72%	-		•	•	52%	80%	36%	75%	•	61%	78%	-	-	•	*
	Students CWD	30%	29%	36%	1.0		50%					29%		36%				43%				
	CWOD	56%	54%	75%		71%	77%	12	:	-		60%	83%	JU 76	75%		66%	43% 86%	-	-		
	EL	35%	35%			•	-		•	-	-	•	•	-	•	•		*	-	-	-	-
	Male	50%	48%	61%	-	53%	67%	-		-	:	43%	73%	4396	66%	:	61%	709/	-	-	-	:
	Female	56%	54%	78%	•	72%	80%	•		-		62%	87%	43%	86%		•	78%	-	-	-	-
Mathematic		57%	56%	81%		73%	89%		•	-	•	63%	91%	27%	90%	•	83%	78%	-	-	•	•
	Students	2401	220	9701			E019					4.487		0701				200				
	CWD	34% 60%	33% 59%	27% 90%	0.20	86%	50% 97%			-	-	14% 80%	95%	27%	90%	:	91%	29% 90%	_	-	-	
	EL	46%	44%	4	•	4070	21 /0	-		5		*	4	-	4	•	4 70	20.70	-	-	-	-
	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%			2.5		31%	53%	18%	50%	*	54%	36%	_	_		4
	Students																C.					
	CMD	25%	24%	18%	•	•	33%	35	-	3.7	:77	-	-	18%	-	-	•	•	-	-	•	-

													N									
			Region	,	African			American	1	Pacific	Two or More	Econ	Non Econ								Foster	
		State	20		American	Hispanic				Islander				CWD	CWOD	EL	Male	Female	Migrant He	ometess		
	CWOD	42%	39%	50%	-	36%	66%	*		-	*	37%	56%	-	50%	*	58%	41%		-	-	
	EL	24%	21%	£ 48/	•	400/	CEN/	•	•	-	-	200/	0.40/	-	500/	:	* 404	•	•	•	-	:
	Male Female	42% 38%	40% 35%	54% 36%		40% 22%	65% 53%	-		-		36% 23%	64% 43%		58% 41%		54%	36%		-	-	
) dillalo	3076	3376	50 /4	-	22 /0	3378	-		-		2370	4376		4170		-	30 /6	-	-		
Grade 6																						
Reading	All	38%	37%	54%	•	46%	64%	-	-	-	-	39%	66%	9%	63%	•	52%	56%	-	-	-	•
	Students CWD	22%	22%	9%										9%			13%					
	CWOD	40%	39%	63%	-	56%	72%			-		52%	71%	370	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%	-	-	-	-
Mathematic	s All	43%	40%	73%		69%	79%	_	_	_	_	68%	77%	18%	85%		74%	72%		_	_	
	Students					***						00.0			0070			12,0				
	CWD	23%	22%	18%	-	25%	•	-	-	-	-	14%	•	18%	-	•	25%	*	-	-	-	-
	CWOD	46%	42%	85%	•	81%	88%	•	-	-	-	86%	84%		85%	•	91%	79%	•	-	-	•
	EL Male	24% 44%	21% 41%	74%	-	67%	85%	-	-	-	-	60%	88%	25%	91%		74%	-			-	-
	Female	42%	38%	72%	_	71%	73%				-	77%	68%	-	79%		1 470	72%	_	-	-	
Grade 7	411	470/				700	7004					0.004	0.451							_		
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	s All	39%	36%	87%		75%	97%			-	•	73%	97%		92%		93%	81%				
	Students	22.10		2								/4	//				/4	70				
	CWD	20%	19%	*	:	•		-	-	-	-		-	•			-	•	-	-	-	-
	CWOD	41%	38%	92%	•	85%	97%	-	-	•	-	83%	97%	:	92%	:	93%	91%	-	•	-	-
	EL Male	17% 38%	16% 35%	93%	1	90%	94%	-	-	-		92%	94%		93%	_	93%		•	-	-	•
	Female	40%	36%	81%	•	64%	100%	-	_	-	-	50%	100%	•	91%		3570	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%	62%	•	54%	69%	•	-	•	•		76%		72%		-	62%	•		-	
Mathematics	s All	50%	45%	79%		68%	90%		-			70%	90%	11%	97%		85%	69%		-	-	-
	Students																					
	CWD	25%	24%	11%	•	400%	0.50/	•	•	•	•	4000/	0.40/	11%	-	*	****	*	•	•	-	•
	EL	53% 30%	48% 24%	97%	•	100%	95%	-	-	3.75	175	100%	94%		97%		100%	92%	•	-	-	
	Male	48%	43%	85%	-	79%	92%	22	1.0	_	2	80%	92%		100%		85%		-	-	-	-
	Female	53%	47%	69%		50%	88%	-	-	-	-	50%	88%	•	92%	•		69%		•	-	
	***						7004						7001									301
Science	All Students	50%	49%	64%	•	55%	72%	-	-	-	-	44%	78%	•	75%	•	63%	66%	•	•	-	•
	CWD	23%	23%			•		_	_		10							4			_	
	CWOD	53%	52%	75%	•	76%	73%		-	-	•	65%	79%	-	75%	-	73%	76%		-	-	
	EL	19%	17%	*	-		-	100		3.7	-	4			-	*	*	•	-	-	-	-
	Male Female	51% 50%	50% 48%	63% 66%	•	56% 54%	69% 75%	-	्रे	•	•	47%	80% 76%	•	73% 76%	:	63%	-	•	:	-	
	remore	30 /8	4076	007	-	J-178	7370	-		_	•		1070		1070		•	66%	-		-	
End of Course	•																					
English I	All	43%	42%	70%		61%	77%	-	-	-	•	56%	79%	31%	89%	•	58%	81%	-	-	-	-
	Students CWD	4.40/	14%	31%										240/								
	CWOD	14% 47%	46%	89%		100%	84%		-	-		86%	90%	31%	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	47%	47%	76%		72%	80%					50%	86%		83%		67%	86%				
Citylisii ii	Students	→1 70	47 70	10%	•	1210	0070	-	-	-	-	30 /0	0070		0376		01 76	0076	•		•	
	CWD	14%	15%	•		•	*	-	-	-	•		-	*	-	•	•	•			-	•
	CWOD	51%	51%	83%		85%	82%	-	100	-	-	71%	86%	-	83%	-	76%	91%	-	•	-	•
	EL	9%	8%	67%	-	• 57%	77%	-	-	-	-	4.49/	0.10/		700/	:	670/	•	-		-	:
	Male Female	41% 54%	41% 53%	86%	-	89%	83%	-	-	-	-	44%	81% 90%		76% 91%		67%	86%	-	_	-	
		Q-70	0070			0070	0070						0070		3170			0074				
Algebra 1	All	53%	50%	69%	-	65%	74%	-	-	-	•	50%	77%	22%	78%	*	52%	89%	-	-	-	*
	Students	400/	400/	204										224								
	CWD	19% 58%	18% 54%	22% 78%	-	76%	81%	-	(%	-		64%	82%	22%	78%	-	62%	96%	-	-		:
	EL	29%	25%	76%	:	10%	Q 1 70 •	-		-		U-7/0	- 10	•	7 67 78		UZ /6	- O M				_
	Male	49%	45%	52%	-	42%	61%	-	-	-	•	36%	60%	•	62%	•	52%	-	-	-	-	-
	Female	58%	54%	89%	•	91%	88%	-	•	-	•	80%	91%	*	96%	-	-	89%	-	-	•	•
Riology	All	57%	57%	69%		48%	85%					45%	970/	330/	76W		500/	9294				
Biology	Students	J176	J1 70	J 576	•	+0 76	03%	•	•	•		43%	82%	33%	76%		59%	83%	-	-	•	•
	CWD	22%	24%	33%			•	-		-		•	•	33%	-			•	-	-		
	CWOD	61%	62%	76%	-	53%	90%	-	-	-	•	47%	88%	-	76%	-	62%	95%	•	-	-	-
	EL	20% 55%	19%	EQ9/.	•	38%	929/	-	•	-		29%	80%		629/	•	509/	•	•	•	•	•
	Male Female	59%	56% 58%	59% 83%		71%	82% 88%	-		-		29% 83%	83%		62% 95%		59%	83%		-		-
	. 0111010	J-70	5070	3478			J 0 / 0					-070	J 0 /0		UU /8	-	-	AA 10	-	-	-	-

STAAR Percent at Masters Grade Level Grade 3

											Two or		Non									
		State	Region 20		African American i	Hisnanic		American Indian		Pacific Islander	More	Econ Disarty	Econ Disadv	CWD	CWOD	EL	Mala	Famala N	ligrant Ho		Foster Care	
Reading	All	24%	21%	38%		29%	46%	-	-	-		13%	50%	1	43%	·	38%	36%	-	-	- are	
	Students CWD	9%	7%		_		•	_		_	_									-		_
	CWOD	26%	23%	43%	*	32%	53%	•	-	-		15%	56%	-	43%	•	44%	39%	-		•	
	EL Male	15% 22%	14% 19%	38%	:	27%	- 46%	-	-	-	*	9%	48%	:	44%	*	38%	*	•	-	4	-
	Female	26%	23%	36%		31%	40%		-			15%	54%	•	39%	*	-	36%	÷		-	
Mathematics	All	22%	19%	25%		229/	29%					4%	36%		200/		249/	270/				
	Students	2270	1376	2376		22%	2570	•	•	-	•	4 70	30%		29%		24%	27%	•	•		•
	CWD	12%	10%	*	:		*	•	•	-	•	•		•	-	-	•		•	•	-	-
	EL	24% 17%	20% 15%	29%		24%	33%		-	-	-	5%	41%	-	29%	:	28%	29%	:	:		2.50
	Male	23%	20%	24%	•	33%	19%	•	-	-	-	0%	32%		28%	•	24%	•			•	123
	Female	21%	18%	27%	-	12%	50%	•	•	-	•	7%	46%	•	29%	•	-	27%	•	•	•	•
Grade 4																						
Reading	All	23%	21%	21%	*	11%	34%	*	-	-	•	4%	34%	•	23%	•	16%	28%	-	04	-33	-
	Students CWD	9%	8%		_	•		-	-	-		•		•	-				_	_	w	
	CWOD	25%	22%	23%	•	13%	36%	•	-	-	-	4%	35%	•	23%	•	18%	30%	-	-	-	
	EL Male	12% 22%	11% 19%	16%	-	20%	13%	:	-	-	•	0%	27%	:	18%		16%	•	-	-	20	806
	Female	25%	22%	28%	-	0%	57%		-	-	-	8%	44%	*	30%	•	1079	28%	-	-		
Mathematics	All	26%	23%	25%		19%	34%					7%	200/		205/		200/	209/				
	Students	20%	2376	2376		1370	34 76		•	•	•	1 76	38%		28%		30%	20%	-		-	
	CWD	11%	10%	*	-	•	*	-	-	•	•			*		•	•	•	-	-	7	•
	CWOD	28% 18%	24% 16%	28%		23%	36%		:		:	9%	39%	-	28%		33%	21%	•			
	Male	27%	24%	30%		30%	33%	•	-		-	13%	41%	•	33%	•	30%		-		•	
	Female	25%	21%	20%	-	6%	36%	-	-	-	•	0%	35%	•	21%	•	-	20%	•	-	-	-
Grade 5																						
Reading	Ali	26%	24%	31%	*	12%	42%	-	•	-	•	15%	40%	0%	36%	•	28%	33%	•	-	•	•
	Students CWD	9%	9%	0%	_		0%	_	-	_	_	0%		0%				0%	_	2		323
	CWOD	27%	25%	36%	-	14%	50%	•	*	-	•	20%	44%	-	36%	•	31%	41%	•		•	*
	EL Male	12% 24%	12% 22%	28%	-	7%	43%	-	•	-	•	14%	36%		31%	:	28%	•	-			225
	Female	28%	25%	33%	-	17%	40%	-	•	-	•	15%	43%	0%	41%	•	2070	33%	-	-	•	*
t dath amatica	A.II	30%	29%	408/		27%	50%					400/	E30/	00/	400/		400/	201/				
Mathematics	All Students	30%	2976	40%	•	2176	DU 76	•		•		19%	53%	0%	48%		42%	39%	•	•		
	CWD	13%	13%	0%	-	•	0%	-	-	-	-	0%		0%	-	-		0%	-	÷	*	*
	CWOD EL	31% 19%	31% 18%	48%	-	32%	60%	-		•		25%	59%	•	48%		47%	48%	•	•	•	•
	Male	29%	29%	42%		27%	52%	-		-		21%	55%		47%	*	42%			Ģ.	357	-7
	Female	30%	30%	39%	-	28%	47%	-	•	-	•	15%	52%	0%	48%	•	-	39%	-	-	•	•
Science	All	16%	14%	20%		9%	31%	-		-		15%	22%	0%	23%		26%	14%			•	
	Students											_									_	
	CWD	9% 17%	8% 15%	0% 23%		11%	0% 38%	-		-		21%	24%	0%	23%	-	29%	17%	-		•	
	EL	7%	6%	*	-	•	•	-	•	-		- 1,0		-			+	*	-		-	-
	Male	18% 15%	16% 13%	26% 14%	•	13% 6%	35% 27%	-	-	-	-	21%	27% 17%	•	29% 17%		26%	1.407	-	•	:	
	Female	1370	1370	1470	•	0 76	2170			•		8%	17.70		1776		•	14%	•	•		
Grade 6	4.11	4.00/	400/	248/		170/	220/					050/	000/	00/	0.70/		ace	000				
Reading	All Students	18%	18%	24%	•	17%	32%	-	-	-	•	25%	23%	9%	27%	•	26%	22%	-	5	-	•
	CWD	8%	8%	9%	-	•	•	-	-	-		•	*	9%	-	•	13%	•		-	-	
	CWOD	20% 4%	19% 4%	27%	•	19%	36%	-	-	-	-	33%	23%		27%	:	30%	24%	•	•	-	*
	Male	15%	15%	26%		17%	38%	-	-	-	-	13%	38%	13%	30%		26%		-			•
	Female	22%	21%	22%	•	18%	27%	-	-	-	-	38%	11%	•	24%	•	-	22%	*	-	•	-
Mathematics	All	18%	15%	27%	-	17%	39%	_	-	-		14%	37%	9%	31%		35%	19%	-			
	Students	001	001			400/						001		-001								
	CWD	9% 19%	8% 16%	9% 31%	-	13% 19%	44%	- :				0% 19%	39%	9%	31%		13% 43%	21%	-		-	:
	EL	6%	6%		-	*	-	-	•	•	-	*		•	•	•	•	-	-	-		
	Male Female	18% 17%	16% 14%	35% 19%	-	28% 6%	46% 33%		•	•	•	20% 8%	50% 26%	13%	43% 21%		35%	19%	-	•		
	, 4,,,4,0	,	, .			•						0,0	2010		2170				-	-		
Grade 7	All	28%	27%	53%		48%	59%				_	42%	59%		56%		41%	67%				
	Students	2078	21 /0	3370		4076	3576	-	•	•	-	4270	35/9		30 /8	•	4170	01.70	•		•	•
	CWD	10%	10%	*	:	*	-	-	-	-	-		-	•	508/	•		700	-	:	-	-
	EL CWOD	30% 6%	28% 5%	56%		56%	59%				:	50%	59%	-	56%	-	41%	76%	•	:	100	1.5
	Male	24%	23%	41%	-	33%	44%	-	•	•	•	36%	44%	-	41%		41%	•	-	•	-	
	Female	33%	31%	67%	•	58%	82%	•	•	-	•	50%	75%	•	76%	-	-	67%	•	•	350	7.
Mathematics		18%	15%	56%		50%	62%		-		-	32%	72%	•	58%	•	54%	58%	-	•	-	100
	Students CWD	7%	6%																			
	CWD	19%	17%	58%	:	55%	62%			-	-	33%	72%		58%	*	54%	64%	-		-	-
	EL	5%	4%	*	•	* 30	-	-	-	H	-	•	-	•		•	-	•	-	4		-
	Male Female	17% 18%	15% 16%	54% 58%	•	60% 43%	50% 82%	-	•	-	-	33% 30%	69% 75%		54% 64%		54%	58%	-	į.	9.0	-
			/4															**		67		
Grade 8 Reading	All	26%	25%	49%		34%	63%	_	_	_	_	24%	67%		57%		47%	52%	_		_	
	Students				-			-	-	-	-				J, 19		-110		-		-	
	CWD	8%	7%	* 579/	•	409/	630/	-	-	-	-	250/	e 09/.	•	C70/	•	E 49/	e00/	-	•	-	17
	CWOD EL	28% 4%	27% 3%	57%	-	48%	63%	-	:	-		35%	68%		57%	:	54%	60%		-		100
	Male	22%	21%	47%	-	31%	63%	-	-	-	-	29%	67%	•	54%	•	47%		-	-	-	-
	Female	30%	29%	52%	•	38%	63%	-	-	-	-	•	67%	•	60%	•	-	52%	-	•	•	•

											Two or		Non									
			Region		African	Ulanania	VAUL-14-	American		Pacific	More	Econ	Econ	CMD	CWOD	5 1	Beats.	C1-	881		Foster	
Mathematics	All	State 15%	20 11%	District	American -	Hispanic 27%	10%	Indian	Asian	Islander	Races	30%	Disadv 5%	CWD	CWOD 24%	EL	Male 22%	Female 13%	Migrant H	omeless	Care	Military
	Students																					
	CWD	9% 16%	8% 12%	0% 24%	-	40%	11%	-	•	•	-	44%	6%	0%	24%	•	27%	17%	-	•	•	•
	EL	6%	4%	2474	-	***	- 1178	-	-	-	-	44 78		÷	-		2170	17.70	:	-	:	
	Male	14%	11%	22%	•	36%	8%	-	-	-	-	33%	8%		27%	•	22%	-	-	-		•
	Female	16%	12%	13%	-	13%	13%	-	•	•	-	25%	0%	•	17%	•	-	13%	-	•	•	•
Science	All	27%	26%	30%	-	24%	34%					20%	36%		33%		28%	31%				•
	Students																					
	CWD	8% 29%	8% 28%	33%	•	33%	33%	-	•	•	•	29%	35%	•	33%	•	31%	36%	•	•	-	-
	EL	6%	5%	#		3376	33/0	-			-	2576	-		3370	:	3 1 70	3076	-	-		
	Male	29%	28%	28%	-	19%	38%	-	-	-	-	24%	33%	•	31%	*	28%	-	-	-	•	-
	Female	25%	24%	31%	-	31%	31%	•	•	-	-	•	38%	•	36%	•	•	31%	•	•	•	•
End of Course					4.3																	
English I	All	7%	6%	18%	-	6%	27%	•	•	•	-	6%	25%	0%	26%	•	11%	24%	-	-	•	-
	Students CWD	3%	3%	0%										09/								
	CWOD	7%	7%	26%	-	13%	32%	-	-		-	14%	30%	0%	26%	_	17%	33%	-	-	:	
	EL	0%	0%	*	-	•	•		-	-	-	•	-	•	-	•	*	•		-	-	-
	Male Female	5% 9%	4% 9%	11% 24%	-	11% 0%	10%	-	-	-	-	11% 0%	10%		17%	•	11%		~	-	•	-
	remale	970	976	2470	•	U 76	42%	-	-	-	-	076	36%		33%	-	•	24%	-	-	•	-
English II	All	8%	7%	11%	-	5%	18%				-	5%	14%	*	11%	•	9%	14%		*		•
	Students	404	501													_						
	CWD	4% 8%	5% 8%	11%	-	6%	16%	•	-	•	-	0%	14%	ij	11%		8%	15%		:	•	•
	EL	0%	0%	*		*					-	*	-	*	71170		*	-		-	-	-
	Male	5%	5%	9%	-	0%	18%	-	-	-	-	6%	11%	•	8%	•	9%	-	-	•	-	•
	Female	10%	10%	14%	•	11%	17%	•	•	•	-	•	17%	*	15%	•	-	14%	•	-	-	-
Algebra I	All	31%	28%	51%		43%	57%					31%	58%	0%	60%		35%	68%			_	
rugosia	Students	0174	2010	01,0		40,0	0.1 70					0.70	0070	070	0070		0070	00 /8	-	_	-	
	CWD	7%	7%	0%	•	•		•	•	-	-	*	*.	0%	-	•	•	*	•	-	-	-
	CWOD EL	34% 12%	31% 9%	60%	-	59%	63%	-	-	-	•	45%	64%	-	60%	-	42%	79%	-	•	•	•
	Male	28%	26%	35%	-	33%	39%					27%	40%		42%		35%	-	-	-		
	Female	34%	30%	68%		55%	76%	-		-	-	40%	74%	•	79%	•		68%	-	_		•
Oi-t	A.II	000	000/	0.007		400/	250				_	4504	2001	4400	2011	1.0	400/	0001				
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% 22%	3%	4007	•	4 20/	240/	•	-	•	:	4.49/	-	•	2407		400/	-	-	-	•	-
	Male Female	23%	23% 24%	18% 38%		13% 14%	24% 47%			-	_	14% 17%	20% 44%		21% 40%		18%	38%	-	-	:	-
													, .		1070			0070				
STAAR Percent	at Anaraa	then Gr	ada Las	al as Ab																		
All Grades	at Approac	Alies Ol	aue co	ALOI MD	1044																	
All Subjects	All	77%	75%	89%	100%	83%	94%	•	•	-	100%	77%	96%	55%	94%	67%	89%	89%	-	•	100%	92%
	Students CWD	AEW	4.49/	55%		48%	700/					400/	749/	CEN/			E00/	049/				
	CWDD	45% 80%	44% 78%	94%	100%	92%	70% 96%			-	100%	46% 88%	74% 97%	55%	94%	88%	50% 95%	61% 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	73%	72%	88%	•	82%	93%			-		76%	95%	47%	94%	58%	87%	89%	_	•		
•	Students																					
	CWD	39%	38%	47% 94%	:	40%	64%	:	-	-	:	40%	65%	47%	-	0501	41%	55%	-	•	•	
	EL	77% 52%	75% 51%	58%		93% 56%	96%	-		-		89% 56%	97%		94% 85%	85% 58%	95% 50%	94% 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	80%	77%	91%		86%	96%					81%	97%	67%	95%	77%	91%	92%				
matricinatios	Students	0070	7 1 70	3176		0070	30 /4			-		0170	31 /0	Q1 70	3376	7 1 70	3 I 7e	32.70	•			
	CWD	52%	50%	67%	•	63%	75%	•		-	-	61%	80%	67%	-	•	56%	81%	-		•	-
	CWOD	83% 70%	81%	95%	•	91%	98%	•	•	•	•	88%	99%	-		88%	96%	93%	•	•	•	•
	EL Male	70% 78%	67% 76%	77% 91%		76% 86%	94%			-	-	75% 81%	97%	56%		77% 67%	67% 91%	85%	-	-		:
	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%	001/	•	050/	0.402	-	•	•	:	000/	*	000/	*	•		•	•	-	-	-
	Male Female	78% 80%	77% 78%	90% 82%		85% 76%	94% 85%		•	-		80% 59%	98% 92%	60% 40%	95% 91%		90%	82%	-	-	*	
												4476	0270		0170			0270				
STAAD D	at Maste *	- الماموم	wale-	Masse																		
STAAR Percent All Grades	at meets G	rade Le	441 OF A	ANOVE																		
All Subjects	All	47%	45%	66%	67%	57%	74%	•	*	-	38%	47%	77%	18%	73%	38%	64%	68%		•	60%	92%
	Students																					
	CWD	23% 50%	23%	18%	67%	12%	30%	:	:	•	399/	12%	32%	18%	720/	E00/	17%	20%	•	-		100%
	EL CWOD	26%	48% 24%	73% 38%	6/%	68% 33%	79%		•	:	38%	59% 34%	80%		73% 56%	56% 38%	72% 32%	75% 42%		-		100%
	Male	45%	43%	64%	•	57%	70%	•				47%	76%	17%	72%	32%	64%	4270		:	:	83%
	Female	50%	47%	68%	•	56%	80%	•	•	•	50%	48%	78%	20%	75%	42%	-	68%	-	*	*	100%
Reading	All	46%	44%	64%		57%	72%		*	_		4.49/	770/	179/	720/	379/	610/	609/				
neauing	Students	40%	44 70	₩		Q176	1270			-		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 Male	21% 41%	21% 40%	37% 61%	•	33% 55%	66%	-		-	-	33% 42%	74%	15%		37% 20%	20% 61%	56%	-			-
		70		-170		2078	-070		-	-	-		, ,0	. 470	~~ 10	20 /6	G 1 70	-	-			

	Female	State 50%	Region 20 48%		African t American	Hispanio 59%	: White 79%	Americar Indian		Pacific Islander		Есол	Non Econ Disadv 80%	CWD 21%	CWOD 76%	EL 56%	Male	Female f	Migrant Ho	meless	Foster Care	
	Tomas	0470	4070	0374		5576	1070					4070	0070	2170	. 470	0070		0370				
Mathematics	All Students	48%	45%	70%	•	62%	78%	*	•	-	٠	54%	81%	19%	78%	41%	70%	70%	-	•	*	*
	CWD	26%	24%	19%	_	16%	25%	0.094	-		-	11%	35%	19%	-		16%	23%	-	•	*	
	CWOD	51%	48%	78%	•	72%	84%	•				67%	84%		78%	56%	79%	78%				
	EL	33%	31%	41%	_	38%	_	2.7		-		40%			56%	41%	44%	38%		_		
	Male	47%	44%	70%	•	65%	74%	1.2				56%	79%	16%	79%	44%	70%	-				
	Female	49%	45%	70%		58%	84%	2.4				51%	82%	23%	78%	38%	-	70%	2	•	•	
Science	All Students	49%	48%	58%	-	44%	72%	-	•	•	٠	39%	70%	20%	66%	•	58%	58%	0	٠		•
	CWD	23%	24%	20%		11%	36%	_				15%	30%	20%			27%	13%	107			
	CWOD	52%			•			•		•			73%	2070					- 63			- :
			51%	66%	•	53%	77%	•		•		49%	13%	-	66%		64%	68%	•	•	- 0	
	EL	21%	19%		-		TOP:	•	-	•		-		070/	-		E00:	-	*		*	-
	Male	50%	49%	58%	-	45%	72%		•	•		39%	74%	27%	64%	-	58%		-	-		
	Female	49%	47%	58%	-	42%	73%	•	•	•	·	41%	66%	13%	68%	Ċ	-	58%		•	•	•
STAAR Percent All Grades	at Masters	s Grade	Level																			
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%	67			
	CWOD	23%	21%	35%	0%	26%	43%			-	38%	22%	42%	770	35%	25%	33%	38%	-			82%
					0.76	13%				•			4270	:					*			6279
	EL	9%	8%	17%	:		050/	7				16%			25%	17%	14%	19%		•	-	
	Male	20%	18%	29%		23%	35%	250	-			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%	٠	19%	40%	•	•	95	•	17%	38%	4%	34%	11%	27%	33%	*	*	*	•
	CMD	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%	-	0.75	10.0			11%	•		15%	11%	0%	22%		1000	900	0.00
	Male	16%	15%	27%	•	17%	36%					15%	35%	7%	31%	0%	27%	-			•	
	Female	22%	20%	33%	*	21%	45%	-	•	-	•	19%	41%	0%	38%	22%		33%	25	•		•
Mathematics	All Students	23%	21%	35%		28%	42%	•	•	-	•	19%	45%	3%	40%	27%	34%	36%			•	•
		C4.004	001	001		601	007					001	E0/	001				404				
	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%		-	7	•	22%	42%	3%	39%	33%	34%	•		•		
	Female	24%	21%	36%	•	22%	51%	•	*	-	*	15%	49%	4%	41%	23%	-	36%	•	٠	•	•
Science	All Students	22%	21%	25%	-	15%	34%	10	٠	•	•	17%	29%	7%	28%	•	24%	26%	25	•	•	٠
	CWD	7%	7%	7%	_	5%	9%		-		-	5%	10%	7%	-	•	7%	7%	80	4	4	100
	CWOD	24%	23%	28%	_	18%	37%	(12				22%	31%		28%		27%	30%	2		43	
	EL	5%	5%	4		4											4	*	8	32	22	2.5
	Male	23%	22%	24%	_	15%	32%	18	_	-		20%	26%	7%	27%		24%				- 31	
		21%	20%		-		35%			•				7%	30%		£4 76	269/	5	4		
	Female	2176	20%	26%	-	16%	35%	-	•	-		11%	32%	170	30%	*	-	26%		-	-	•

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Academic Growth Score	Othounts		тиоринно	*******	matan	7,51017	131411401	110003	Digadi	0110	
Reading											
All Students	70	•	61	78	•	•	-	•	62	61	63
CWD	61		53	81		400	20	-	57	61	2.5
CWOD	71	•	63	78	•	•	-	•	64	-	65
EL	63	•	61	-	-	•	-		64	•	63
Male	66	•	55	77	•	•	-		59	56	
Female	74	•	68	79	-	•	70	•	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	•	•	4.5	*	68	63	63
Female	81	•	78	84	-	•		•	73	80	56

Part (iii)(ii): Graduation Rate
This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Aslan	Pacific Islander	Two or Mora Races	Econ Disadv	CWD	e EL	Homeless	Foster Care
4-year Longitudinal Cohort G	raduation Rate	(Gr 9-12):	Class of 26	317									
All Students	95.7%	•	93.1%	97.6%	-	-	-		88.9%	77.8%	•	•	•
CMD	77.8%	170	•	80.0%	-		-	-	66.7%	77.8%	90		
CWOD	98.4%	-	96.0%	100.0%	-		-		100.0%		•		
EL	•			-	-				•	-	•		-
Male	91.7%	-	85.7%	95.5%	-		-		83.3%	75.0%	•	•	
Female	100.0%	21	100.0%	100.0%	-	-		-	100.0%		97.	•	•

Indicates zero observations reported for this group.

Αlī African Pacific Two or More American Econ Foster Students American Hispanic White Indian Asian Islander Disadv CWD EL Homeless

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.

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

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

Student Success (Student Achie		African American nain Score		White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
STAAR Component Score	62	•	54	69	•	•		•	47	26	41
School Quality (College, Career,	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	82%	4	74%	88%				•	68%	•	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Istander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Υ	Υ					Υ	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Υ					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	Υ
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Mel	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		Υ	Υ					Y	N	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y	Υ					Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		Y	Υ					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 Prof	iciency Statu	s									
Interim Goals (2018-2022) Target Met											42%
Interim Goals (2023-2027)											44%
Target Met											44% Y
Interim Goals (2028-2032)											46%
Target Met											40% Y
Long-Term Goals											46%
Target Met											Y
Federal Graduation Status											·
Interior Carda (004.0 2000)	90%	90%	90%	90%	90%	90%	90%	0.00	0014	0014	000
Interim Goals (2018-2022)	90%	90%	90% Y	90% Y	90%	90%	90%	90%	90%	90%	90%
Target Met	92%	92%	92%	92%	92%	92%	92%	000	00#	000	Ant-
Interim Goals (2023-2027) Target Met	92% Y	92%	92% Y	92% Y	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	0.484	0.450	0.484	0.40/
Target Met	94% Y	D4 70	94% N	9476 Y	5476	3476	94 %	94%	94%	94%	94%
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	94% Y	54.76	94% N	9476 Y	3470	9470	94 70	9476	9476	9470	94%
rungus reius			••	,							

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.

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

Indicates zero observations reported for this group.

Indicates there are no students in the group, "n/a" Indicates the student group is not applicable to this report,

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	Non Econ Disady	CWD	CWOD	EL	Male	Female	Microst
Participation Rate	е	DISTITUT	Amençan	ruspanic	wille	mulan	Malari	istanuet	Races	DISSGA	DISAGA	CWD	CWOD	EL	maie	remate	Migrant
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%	.0070	100%	100%	100%	100%	100%	_
	Male	100%		100%	100%					100%	100%	100%	100%	100%	100%	10076	
	Female	99%		100%	98%			102	100%	98%	100%	100%	99%	100%		99%	
			•					-	,00%								-
Reading	All Students	100%		100%	99%		•	-	•	99%	100%	100%	100%	100%	100%	99%	•
	CWD	100%		100%	100%	57	17		-	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%		•	.50	-	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%		-	25		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%	2	100%	99%	-			4	99%	100%	100%	99%	100%	99%	100%	
30	CWD	100%	_	100%	100%	52	-		-	100%	100%	100%		*	100%	100%	
	CWOD	99%		100%	99%			-	•	98%	100%		99%	•	99%	100%	_
	EL	100%		100%	_	10	*		-	100%	•		•	100%	•	*	
	Male	99%		100%	98%					98%	100%	100%	99%		99%	_	_
	Female	100%		100%	100%		•	-		100%	100%	100%	100%		3370	100%	
Non-Participation		10070								100.0	10070	10014	10070			10070	-
All Subjects	All Students	0%	0%	0%	1%			32	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%		1.0	2		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%	•		77	-	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	•	0%	2%	•	•	•	•	2%	0%	0%	1%	0%	-	1%	•
Mathematics	All Students	0%	•	0%	1%	•	*	1	•	1%	0%	0%	1%	0%	0%	1%	
	CMD	0%	•	0%	0%	-	-	•	•	0%	0%	0%	-	0%	0%	0%	•
	CWOD	1%	•	0%	1%	*	*	7.	•	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%		-	(i) •		0%	0%	0%	-	- 1	0%	0%	-
	CWOD	1%	-	0%	1%		•	-	*	2%	0%		1%	•	1%	0%	-
	EL	0%	1.7	0%	•	7.	*	•	•	0%	*	•		0%	•	•	-
	Male	1%		0%	2%	1	3.5	7	•	2%	0%	0%	1%	•	1%	•	-
	Female	0%	100	0%	0%	-	*	-	•	0%	0%	0%	0%	•	-	0%	-

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

Part (viii): Civil Rights Data

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

Students Without Disabilities In-School Suspensions		Totai students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students	udents with abilities tion 504)
III-SCHOOL SUSPERSIONS	Male	40		18	18							
	Female	12		10	8			•	•			
		52		22	26				•			
Out-of-School Suspensions	Total	52		22	20				•	-		
Out-or-school Suspensions	Male											
	Female			•								
	Total	•	•						•			
Expulsions	TOTAL											
With Educational Services	Male						•					
Will Educational Services				•	•				•			
	Female		•									
Without Educational Services	Total Male			•	•				•			
Williout Educational Services	Male Female			•	•			•				
			•						•	-		
Under Zero Tolerance Policies	Total								•			
Under Zero Tolerance Policies	Male	•		•					•			
	Female Taxat			•	•							
Cohool Deleted Assets	Total	-	-	-		-	•	•	•	•		
School-Related Arrests	A4-4-											
	Male	•							•	-		
	Female								:			
D-4	Total	-	-	-	-			•	•	•		
Referrals to Law Enforcement												
	Male					:			:			
	Female	-					:		:	:		
## - 1 - 4 - 14 MAN ## - 4 MIN	Total	•	•	-	•	•	•	•	•	•		
Students With Disabilities												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (S	Students with Disabilities Section 504)
In-School Suspensions					2.5							52
	Male	15		9	6		•	:		:		6
	Female		:				**	:	12	:		190
	Total	17	•	11	6	•	*	•	•	•		6
Out-of-School Suspensions												
	Male									_		•
	Female	•	•	•	•	•	•	•	•	•		•
	Total	•	•	•	*	•	*	•	•	•		•
Expulsions												
With Educational Services	Male	6	•	•	•	•	•	•	•	•		•
	Female		•	•	•	•	*	•	•	•		•
	Total	6	•	•		•	•	•		•		•
Without Educational Services	Male	•	•	*	*	•	•	•		•		•
	Female	•	•	•	•	•	•	•		•		•=3
	Total	•	•	•	•	•	•	•	•	•		•
Under Zero Tolerance Policies	Male	•	•	•			•	•	•	•		•
	Female	•	•	•	•	•		•	•	•		•
	Total	•	•	•	•	•	•	•		•		•
School-Related Arrests												
	Male					•			• 0			
	Female	,				•			•			
	Total		•			•			• 2			
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	
	1014				- 4							

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

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

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
r rescribor riograms	Male	12		5	5					5	
	Female	10		8	•			•			•
	Total	22		13	7	•	*	•		7	
Accelerated Coursework											
Advanced Placement Courses	Male	•	•	•	•	•	•		•	•	•
	Female	5	. ·	•	5	•	•		•		•
	Total	9	•	•	7	•			•		•
International Baccalaureate Courses	Male		-	-	-	-					2
	Female	•	-	-	2000	0.000		7.3	7.7	1.50	
	Total	-	-	-	25.00	-	-	-	2-3		-

- Indicates results are masked due to small numbers to protect student confidentiality.
- When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School		High-Poverty Schools		Low-Pover	ty Schools
Inexperienced Teachers, Principals, and Other School Leaders	Number 3.0	Percent 4.4%	Number	Percent	Number 3.0	Percent 4.4%
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

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

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.

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

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	•	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	•	52	•	28	•	17	•	3

Indicates zero observations reported for this group.

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		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 Disady	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	4
		English Language Learners	03	00	25	23	"	0	'	'
	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 Disady	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14		3
									2 4	
		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	ĭ	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	i
		English Language Learners	62	68	33	27	5	5	n/a	n/a
		cilgiisti catiguage ceattlets	02	00	33	21	3	3	ma	ina
	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 Disady	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
		English Canguage Leanlers	01	"	32	23	,	J		'

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

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

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

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

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 coals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2):

				African					187	Two			EL (Current
			All	African American	Hlononio	Miles	American	Anton	Pacific		Econ	Special	and
Academic Performance (At Meets Grade Level			Students	American	ruspanic	White	Indian	Asian	Islandel	Races	Disadv	Educ	Former)
or Above)	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	E C 0/	220/	400/	200/
OI MDOTE)	Reading/ELA	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%		56%	33%	19%	29%
		2022-23 through 2026-27	52%	42%	46%	66%	51%		45%	56%	33%	19%	29%
			62%					78%	53%	62%	43%	31%	39%
		2027-28 through 2031-32		54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	Markanaka	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 Leamer Language Proficiency Status
 e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without **Annual Graduates**

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

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

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

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

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

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

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

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

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

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

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

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both

reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	African American		c White	Americar Indian		Pacific Islander			Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
STAAR Percer Grade 3	nt at Approa	ches G	rade Lev	el or Abo	IVE																	
Reading	All Students	77%	92%	92%	•	94%	89%		-	-	•	83%	95%	•	98%	•	90%	92%	•		•	•
	CWD	51%	*	•	•	•	•	10.50	-	-	-	•	*	•	400	-		•	-			

											Two ar		Non									
		State	District	C	African American	Minnenia		American		Pacific Islander		Econ	Econ	CWD	CWOD	E1	Mata	Famala	. Billiona ma I	lamalaa	Foster	
	CWOD	79%	98%	98%	• American	96%	97%	Indian	MSIBII	-	- Races	Disadv 90%	Disadv 100%	CWD	CWOD 98%	EL	Male 97%	96%	Migrant I	-	Care	Military
	EL	70%	008/	*	:	020/	- 000/	•	-	-	-	0-70/	0.49/		070/		000/	•	7.	. 70	:	•
	Male Female	74% 79%	90% 92%	90% 92%	-	93% 94%	88% 80%	-	-	140	341	82% 77%	94% 100%		97% 96%		90%	92%		-	2	1
Mathematics	Students	77%	84%	84%	•	75%	89%	-	-	-	-	58%	95%	•	90%	•	83%	81%	•	•	•	
	CWD	52%	•	•	-	•	•	-				•	4	•		-	*	٠	•	-	-	25
	CWOD	80% 74%	90%	90%	•	79%	97%	•	-	p.000	5.0	67%	100%	-	90%		92%	83%	50	-	•	
	EL Male	77%	83%	83%	•	73%	88%	-	-		-	55%	94%	*	92%		83%					-
	Female	78%	81%	81%	-	76%	80%	-	-			57%	100%	*	83%	*	-	81%			7.0	-
Grade 4																						
Reading	All	72%	79%	79%	•	71%	90%	•	-	20	2	57%	95%	•	80%	*	81%	76%	-	-		
	Students CWD	46%																				
	CWOD	75%	80%	80%		73%	89%	•	-	35.0	0.0	57%	95%		80%	÷	82%	78%	Ġ	983		
	EL	60%	0.40/	*	-	*		-	-	-	-	-		-				•	-			-
	Male Female	70% 75%	81% 76%	81% 76%	-	80% 60%	87% 93%	-	-	2000	2.0	60% 54%	95% 94%		82% 78%		81%	76%	2		5	-1
Mathematics	Students	77%	84%	84%	•	75%	93%	•	-		•	68%	95%	•	87%	•	89%	77%	*		-	¥1.
	CWD	49%	•	*					-		-	•	•	•	-	-			*.	0.80	-	
	CWOD	81%	87%	87%	•	81%	93%	•	-			74%	95%	-	87%	:	94%	79%	-	-	-	+ 0
	EL Male	72% 77%	89%	89%	:	85%	93%		-		10.0	73%	100%		94%		89%	_	5		(5)	20
	Female	78%	77%	77%	•	63%	93%		-		-	62%	88%	•	79%	•	•	77%	-	956		-
Grade 5																						
Reading	All	83%	94%	94%		91%	97%	-	•	-	•	89%	98%	73%	98%		94%	94%			*	•
	Students	E 40/	720/	729/			020/					740/		720/				ncai				
	CWD	54% 87%	73% 98%	73% 98%	:	96%	83% 100%				0	71% 95%	100%	73%	98%	•	100%	86% 97%	w/	3040	40	
	EL	73%	•		•	•	-	•	•	-	-	*	•	-		*	*		-			
	Male Female	81% 86%	94% 94%	94% 94%	-	93% 89%	95% 100%			-		86% 92%	100% 96%	86%	100% 97%		94%	94%				:
																		5470				
Mathematics	Students	90%	99%	99%	-	97%	100%	-	•	-	•	96%	100%	91%	100%	•	97%	100%	*		•	•
	CWD	70%	91%	91%	-	•	100%	-	-	2	12	86%	•	91%			•	100%		-	٠	
	CWOD	92%	100%	100%	-	100%	100%	•	*			100%	100%	•	100%	•	100%	100%	-		7	
	EL Male	86% 89%	97%	97%	-	93%	100%	-				93%	100%	:	100%		97%		- 2	1	2	
	Female	91%	100%	100%		100%	100%		•		•	100%	100%	100%	100%	•	-	100%	-			
Science	All	75%	86%	86%		82%	89%			_		65%	98%	55%	92%		91%	81%	_			
Gunnica	Students	1070	0070	00%	-	0270	0370	-		-		0370	3074	2370	32.10		3170	0176	7.1	•		
	CWD	48% 78%	55% 92%	55% 92%	-	0.29/	83% 90%	•	:	•	-	700/	000/	55%	0.20/	-	0.70/	000/	-	95	•	:
	EL	62%	32%	32 /6	-	93%	50 %	-		12.5		79%	98%	_	92%		97%	86%		7	- 5	
	Male	76%	91%	91%	*	87%	95%		-	-	-	71%	100%	•	97%		91%	-		3	40	
	Female	75%	81%	81%		78%	80%		•	5.0	•	54%	96%	•	86%	•	-	81%		-	•	•
STAAR Percent Grade 3	t at Meets G	irade L	evel or A	bove																		
Reading	All	43%	59%	59%	*3	58%	57%	5.0		2.4		39%	68%		66%	٠	64%	48%	23	12	• 1	0.2
	Students	208/																				
	CWD	28% 44%	66%	66%	÷	64%	63%			1	1	45%	74%		66%		72%	52%			÷	
	EL	32%	•	•		*	-	-	-	- 1	9	*	-	:	•	•	•	•		-		
	Male Female	40% 45%	64% 48%	64% 48%		73% 44%	58% 50%				-	45% 31%	71% 62%		72% 52%		64%	48%	-			
Mathematics	All Students	46%	60%	60%		50%	66%					33%	73%	•	64%	ै	55%	65%			•	
	CWD	30%	•	•	2	•	•					•	•	•	-	100					-	
	CWOD	48%	64%	64%		52%	73%			•		38%	77%	•	64%	:	61%	67%			•	
	EL Male	39% 47%	55%	55%		47%	58%			3	1	27%	65%		61%		55%	_		1		
	Female	45%	65%	65%		53%	80%			12	2	36%	92%	•	67%	•	-	65%	2	2	-	
Grade 4																						
Reading	All	45%	47%	47%		37%	62%				19.	18%	68%	•	52%	*	41%	55%		13	-	
	Students CWD	28%					*															
	CWD	47%	52%	52%	9 (1)	43%	64%	:		1	-	22%	70%		52%		45%	59%	:	1		
	EL	29%	•	•	100	•	-					*	-	-	•		•					-
	Male Female	43% 47%	41% 55%	41% 55%	0	45% 27%	40% 86%			10		13% 23%	59% 81%		45% 59%	:	41%	55%		7		
	· omaic	4170	0070	5574		2	0010					2070	0170		9370			5570	-	-		
Mathematics		48%	48%	48%	•	42%	55%	•	5.0	224	12	21%	67%	•	52%		57%	37%	*			
	Students CWD	29%			23	•		200		- 2							•		22	1.5	- 20	
	CWOD	50%	52%	52%		48%	57%			-		26%	68%	•	52%	•	64%	39%	5%	17		
	EL Male	38% 48%	57%	57%	7	60%	53%	:		12	7	33%	73%	:	64%		57%	•	•	•		
	Female	47%	37%	37%	0	19%	57%					8%	59%	•	39%	•	J F /6	37%		-		
Oac do F																						
Grade 5 Reading	All	53%	69%	69%	-	64%	72%	9401		0.4		52%	80%	36%	75%		61%	78%				
3	Students																		70		ROSE NO.	
	CMOD	30% 56%	36% 75%	36% 75%	0	71%	50% 77%		:	3.5	:	29% 60%	83%	36%	75%	:	66%	43% 86%	-	1		:
	EL	35%	•	•	3		-			-	i.x	•	*		1570		4	00%		1		
	Male	50%	61%	61%		53%	67%		:		:	43%	73%	4301	66%	:	61%	700	•	-	:	:
	Female	56%	78%	78%		72%	80%	0.475	2007	3.0	10.7	62%	87%	43%	86%	100	•	78%			2.626	V2.755

											Two or		Non									
		.			African			American		Pacific	More	Econ	Econ								Foster	
Mathematics	s All	State 57%	District 81%	t Campu 81%	sAmericar -	n Hispanic 73%	White 89%	indian -	Asian	Islander -	Races	Disadv 63%	Disadv 91%	27%	90%	EL	Male 83%	Female 78%	Migrant H	omeless	Care	Military
	Students					•																
	CWD	34% 60%	27% 90%	27% 90%		86%	50% 97%		:	:	:	14% 80%	95%	27%	90%	- :	91%	29% 90%	-	:		:
	EL	46%	000/	*	•	000/	000/	-	•	-	-	F70/	4000/	:	049/	•		•	-	•	-	±0]
	Male Female	57% 58%	83% 78%	83% 78%	-	80% 67%	86% 93%			:		57% 69%	100% 83%	29%	91% 90%	•	83%	78%	-	-		
Science	All	40%	45%	45%	_	30%	60%					219/	53%	100/	E09/		54%	269/				
Science	Students				-		60%	•		•		31%		18%	50%		34 76	36%	-	-		
	CWD	25% 42%	18% 50%	18% 50%	:	36%	33% 66%	•	:		:	37%	56%	18%	50%	:	58%	41%	-	-	•	-
	EL	24%	•	*		•	-		*		-	•	•	-	•	•	•	4170		-	-	
	Male Female	42% 38%	54% 36%	54% 36%	•	40% 22%	65% 53%		:		-	36% 23%	64% 43%	•	58% 41%	:	54%	36%	:	-	-	•
		3010	3015	••••		22.70	0010					20.4	7070		7179			0070				
STAAR Percent	t at Masters	Grade	Level																			
Grade 3				000		0001	4001					4000	E04/		100/		0001	2004				
Reading	All Students	24%	38%	38%	-	29%	46%	-26		33	100	13%	50%	-	43%	•	38%	36%	63		•	
	CWD	9% 26%	43%	43%	9	32%	53%					15%	56%	•	43%	-	4.49/	39%	±0	-	:	4.76.2
	EŁ	15%	4370	4374		\$2.70	33 70	:		•		12.00	30 %	-	+370	٠	44%	3976	-	1		
	Male Female	22% 26%	38% 36%	38% 36%	120	27% 31%	46% 40%	100				9% 15%	48% 54%		44% 39%	٠	38%	36%			•	0.000
								1.73	075	9.7	-										-	
Mathematics	Students	22%	25%	25%	•	22%	29%					4%	36%	•	29%	•	24%	27%	20		•	
	CWD	12%	•		7.5	•	•	240				•	*	•		-	•		4			
	CWOD	24% 17%	29%	29%	•	24%	33%	990	200	3.5		5%	41%	-	29%		28%	29%	5		26	
	Male	23%	24%	24%	•	33%	19%		•	-		0%	32%	•	28%	•	24%	. •	-		•	
	Female	21%	27%	27%	77	12%	50%		•	•	*	7%	46%	•	29%	•	-	27%	**		*	•
Grade 4		004/	0.407			4404	0.101					401	0.484		2221			2041				
Reading	All Students	23%	21%	21%	•	11%	34%	•				4%	34%	-	23%	•	16%	28%	-			-
	CWD	9%	220	220/	:	420/	2001	868			10	49/	250/	•	2204	:	400/	200/	5	2.	*:	
	CWOD	25% 12%	23%	23%		13%	36%		1900		•	4%	35%		23%	•	18%	30%	3	1	2	
	Male	22% 25%	16%	16%	•	20%	13%	•	-			0%	27%	:	18%	•	16%	200/	-		- 2	•
	Female	20%	28%	28%		0%	57%	850			10	8%	44%		30%		•	28%			7.7	
Mathematics	Students	26%	25%	25%	•	19%	34%	•		- 12		7%	38%	•	28%	•	30%	20%	-		23	
	CWD	11%	•			10.	8.5		100	0.7					-	-	•	•	*0	2.6	-0	2.50
	CWOD	28% 18%	28%	28%	•	23%	36%	25227			*	9%	39%	•	28%	•	33%	21%				•
	Male	27%	30%	30%	•	30%	33%	•		-	2	13%	41%	:	33%	٠	30%	-	2		33	
	Female	25%	20%	20%	-	6%	36%	10	-			0%	35%	•	21%	•	•	20%	*	15	73	27/2
Grade 5											_			-4.								
Reading	All Students	26%	31%	31%	•	12%	42%	•	•	•	•	15%	40%	0%	36%	•	28%	33%	-		•	•
	CWD	9%	0%	0%	-	•	0%		-	-	•	0%	•	0%			•	0%	51	1.5	•	
	CWOD	27% 12%	36%	36%	70	14%	50%			· **	æ	20%	44%	-	36%		31%	41%				:
	Male	24%	28%	28%	-	7%	43%	-	•		:	14%	36%	•	31%	*	28%	_	Ş-	-	•	
	Female	28%	33%	33%	-	17%	40%	•	•		•	15%	43%	0%	41%		•	33%	-	*	•	•
Mathematics		30%	40%	40%	70	27%	50%	-	•		•	19%	53%	0%	48%	•	42%	39%	-	4	•	•
	Students CWD	13%	0%	0%	-2		0%	-		32		0%		0%			٠	0%	23		•	1.0
	CWOD	31% 19%	48%	48%	-	32%	60%	•	•	-	*	25%	59%	-	48%	•	47%	48%	-		•	10.
	EL Male	29%	42%	42%	:	27%	52%	-	_	1		21%	55%	-	47%	•	42%	_	20	1	340	:
	Female	30%	39%	39%	•	28%	47%	•	•	100	•	15%	52%	0%	48%	•	-	39%	•	-	*	•
Science	All	16%	20%	20%		9%	31%		•	2.5	•	15%	22%	0%	23%	•	26%	14%	40			
	Students CWD	9%	0%	0%			0%	77			93			0%					38			700
	CWOD	17%	23%	23%	2	11%	38%			•		21%	24%	- 0 76	23%	÷	29%	17%		0	2.0	
	EL Male	7% 18%	26%	26%	-	13%	35%	-	•	17	27	21%	27%	-	29%		26%	•	50	-		(353)
	Female	15%	14%	14%	3	6%	27%	-	:	69	-	8%	17%	•	17%	•	2070	14%	- 8		:	•
STAAR Percent	t at Approa	ches G	rade Le	vel or At	oove																	
All Grades All Subjects	All	77%	89%	88%		83%	93%	•		52	100%	75%	97%	62%	92%	84%	89%	87%	400		100%	100%
	Students	45%	£5%	639/		E29/	720/					E49/	70%	630/			E20/	700/				
	CWOD	45% 80%	55% 94%	62% 92%	0 4	52% 88%	73% 96%	•	:	20	100%	51% 81%	79% 98%	62%	92%	84%	53% 94%	72% 89%	54	-	•	100%
	EL	60%	67%	84%	-	82%	-	-	•	-	-	81%	079/	-	84%	84%	71%	89%	* :		100	-
	Male Female	74% 79%	89% 89%	89% 87%		86% 81%	92% 94%		:		100%	75% 7 4%	97% 96%	53% 72%	94% 89%	71% 89%	89%	87%	-			
Reading	All	73%	88%	89%		85%	93%			_		77%	96%	64%	92%	80%	89%	89%				
reading	Students									-					32 /9	GO 78			-	•		
	CWD	39% 77%	47% 94%	64% 92%	:	62% 88%	67% 97%	:	:			60% 81%	70% 98%	64%	92%	80%	57% 93%	73% 91%			•	-
	EL	52%	58%	80%		78%	-	•	•	80	_	78%	•	-	80%	80%		91% 86%	[9]	•		-
	Male Female	69% 77%	87% 89%	89% 89%		88% 82%	90% 97%	•	-	16	-	75% 78%	96% 96%	57% 73%	93% 91%	86%	89%	89%	5.0			:
								•		•		6.00					٠		•	-		
Mathematics	S All Students	80%	91%	89%	*	82%	95%	•	•	•	•	76%	97%	64%	92%	83%	90%	88%	•	13	*	•
	CWD	52%	67%	64%	•	54%	75%	•	•	•	:	53%	80%	64%	-	-	50%	82%			*	
	CWOD EL	83% 70%	95% 77%	92% 83%		86% 82%	98%	•	:	:	•	81%	98%	-	92% 83%	83% 83%	95%	89% 89%	:	-	*	
															/0	/0						

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	Male	State 78%	District (Campus 90%	African American	Hispanic 84%	: White 94%	Americar Indian		Pacific Islander		Econ Disadv 75%	Non Econ Disadv 97%	CWD 50%	CWOD 95%	EL	Male 90%	Female	Migrant Ho	meless	Foster Care	
61	Female	82%	92%	88%	-	80%	97%	-	•		•	76%	96%	82%	89%	89%	-	88%	Α	350	•	•
Science	All Students	79%	86%	86%	-	82%	89%	•	•		٠	65%	98%	55%	92%	٠	91%	81%	•		•	•
	CMD	48%	50%	55%	12	•	83%	20		-	200	•	•	55%	-	-	•	95.40		-	•	-
	CWOD	82%	93%	92%		93%	90%	-	•	-	•	79%	98%	-	92%	*	97%	86%	7.	7.7	*:	•
	EL Mate	58% 78%	90%	91%		87%	95%	5.0			3.00	71%	100%		97%		91%	•			•	
	Female	80%	82%	81%	- 2	78%	80%	-	*		÷	54%	96%	•	86%	•	5170	81%	- 2		-	
STAAR Percent All Grades	t at Meets (Grade L	evel or A	bove																		
All Subjects	All Students	47%	66%	59%	•	50%	67%	•	•		50%	37%	72%	20%	64%	56%		58%	•	•	60%	100%
	CWD	23%	18%	20%	7	6%	33%	0.903	*0	3.5	500/	11%	33%	20%		-	16%	24%	-		•	40001
	CWOD	50% 26%	73% 38%	64% 56%	325	57% 50%	72%	-36			50%	44% 52%	75%		64% 56%	56% 56%	65% 43%	63% 61%				100%
	Male	45%	64%	59%		57%	62%	•	-			37%	72%	16%	65%	43%	59%	-	-			
	Female	50%	68%	58%		44%	75%				50%	38%	72%	24%	63%	61%	-	58%			•	•
Reading	All Students	46%	64%	59%		53%	65%	•	•			36%	72%	20%	64%	60%	56%	63%	20	÷	•	•
	CWD	22%	17%	20%		8%	33%					13%	30%	20%	_	_	14%	27%			•	
	CWOD	48%	72%	64%	•	59%	69%	•			•	42%	76%	-	64%	60%	61%	68%	2	-	•	
	EL	21%	37%	60%		56%	-		•	•		56%	11.	-	60%	60%		71%			-	
	Male	41%	61%	56%	•	56%	56%		-	•	:	33%	68%	14%	61%		56%	-	-		•	•
	Female	50%	69%	63%	- 0	49%	78%	*	•	•	•	41%	79%	27%	68%	71%	•	63%	D.	•	•	•
Mathematics	All Students	48%	70%	63%	•	54%	72%		•		•	40%	77%	20%	69%	50%	64%	62%	*	•	•	•
	CWD	26%	19%	20%	12	8%	33%	7.	-	-	-	7%	40%	20%	-		14%	27%		-	•	-
	CMOD	51%	78%	69%	•	61%	77%	•	•	*	•	48%	81%	-	69%	50%	71%	66%			•	•
	EL Male	33% 47%	41% 70%	50% 64%		45% 62%	66%	200	1028			50% 40%	77%	14%	50% 71%	50%	64%	56%	1	4000	:	:
	Female	49%	70%	62%	-	47%	81%	2				39%	77%	27%	66%	56%	-	62%	0		•	•
Science	All Students	49%	58%	45%	100	30%	60%		•		•	31%	53%	18%	50%	٠	54%	36%	52	Sc.	٠	•
	CMD	23%	20%	18%	•	•	33%						•	18%	-	-	•	•		33	•	
1.40	CWOD	52%	66%	50%	-	36%	66%	-	•	-	•	37%	56%	-	50%	•	58%	41%			-	•
	EL Male	21% 50%	58%	54%	100	40%	65%			- 200	1	36%	64%		58%		54%	-	3	3	7.00	2.0
	Female	49%	58%	36%	2	22%	53%				1.0	23%	43%	•	41%	•	34170	36%	2	1		•
STAAR Percent	at Masters	s Grade	Level																			
All Grades All Subjects	All	21%	31%	29%	•	18%	39%	•			50%	11%	39%	0%	33%	24%	29%	28%		5.	0%	100%
	Students	8%	4%	0%		0%	0%					0%	0%	0%	111111111	-	0%	0%			•	
	CWOD	23%	35%	33%		21%	44%	•	-	9342	50%	14%	43%	-	33%	24%	33%	33%	45		*	100%
	EL	9%	17%	24%		18%	-	-	•		-	24%		-	24%	24%	14%	28%	-		-	
	Male	20%	29%	29%	•	23%	35%	•	-		-	12%	38%	0%	33%	14%	29%	-		100	•	•
	Female	22%	33%	28%	20	14%	44%	100		- T	50%	10%	41%	0%	33%	28%	•	28%	57	•	-	,
Reading	All Students	19%	30%	30%	•	17%	41%		•		•	10%	42%	0%	34%	20%	28%	33%	*		*	•
	CWD	7%	4%	0%	-	0%	0%	-	-		-	0%	0%	0%			0%	0%	85		*	•
	CWOD	20%	34%	34%	•	20%	47%	•	•		•	13%	45%	-	34%	20%	32%	37%	•		•	
	EL Male	7% 16%	11% 27%	20% 28%	8 : ₅	11% 18%	37%	:	152.0	(7a)	-	22% 8%	39%	0%	20% 32%	20%	28%	29%	7	-		30.55
	Female	22%	33%	33%		16%	49%		•		•	14%	46%	0%	37%	29%	-	33%	0	i.	•	•
Mathematics	All Students	23%	35%	31%	٠	23%	38%	٠	•		•	10%	43%	0%	35%	33%	31%	30%		9		•
	CWD	10%	3%	0%	_	0%	0%	100	_			0%	0%	0%	-		0%	0%	23	22		
	CWOD	25%	40%	35%	•	26%	44%	•	•			13%	47%		35%	33%	36%	34%			•	•
	EL	13%	27%	33%	•	27%	-	1.0	*		-	30%	•	-	33%	33%	•	33%	-		-	-
	Male	23%	34%	31%	•	30%	34%	•	-	-	-	13%	41%	0%	36%	•	31%	-	•	-		•
	Female	24%	36%	30%	-	16%	46%	-	•	-	•	8%	45%	0%	34%	33%	•	30%	~	-	•	•
Science	All Students	22%	25%	20%		9%	31%	•	•	•	•	15%	22%	0%	23%	٠	26%	14%			•	•
	CWD	7% 24%	7% 28%	0% 23%		11%	0% 38%	990		50 <u>0</u> 00		21%	24%	0%	23%		29%	17%	**	100	1944	:
	EL	24% 5%	2070	23%		1 70	3076		•			2 1 70	2476	-	23%	*	2370	17.70	20			-
	Male	23%	24%	26%	-	13%	35%	0.50	050	-	-	21%	27%	•	29%	•	26%	-	-		D 30	•
	Female	21%	26%	14%		6%	27%	•	•	-	•	8%	17%	*	17%	*	-	14%	•	-	٠	•

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

Part (iii): Academic Growth and Graduation Rate

Part (ili)(i): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Academic Growth Score				*******		* 101017					
Reading All Students	72		62	84	•		50	•	61	69	٠
CWD	69		61	79	•				59	69	1
CWOD	72	•	62	84	•	•	2.7	•	61	_	

Indicates zero observations reported for this group.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
EL		-	•			•		-			•
Male	69	•	57	83	•	_	-		57	63	
Female	76	-	66	84			-	•	65	75	•
Mathematics											
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		•	5.		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 Disady	CWD	EL	Homeless	Foster Care
Federal Graduation Rates 4-year Longitudinal Cohort Grad			•	17									
All Students	-	- 12,			52	-		•	•				
CWD	v:	•	-	÷	- 4	-	35	35	-				
EL	- 2	1				•		•		2	-		-
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,

Student Success (Student Ach			Hispanic e: STAAR C	White ompone	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	59	•	50	66	•	•	•	•	41	•	55
School Quality (College, Caree	r, and Militar	y Readines	ss Performa	nce)							
%Students meeting CCMR	25	(2)	-0						2	2.5	2

- 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 Disady	CWD	EL+
STAAR Performance Status	012201713	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	торито			2.0(0.0	1010110101	***************************************	0,3224	0	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ		Υ	Υ					Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Υ	N					N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N		
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Υ	Y					Y		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Υ	Y					N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		N	N					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		

English Learner Language Proficiency Status

Interim G ^o als (2 ⁰ 18-2022) Target Met	42%
Interim Goals (2023-2027)	44%
Target Met 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 Long-Term Goals Target Met			, , .	•							46%
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Camous	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	0	ОВПОРИЗ	Allerican	парато	***********	пові	Asiaii	131011001	114003	DISECT	Disady	OND	CHOD	4-1-	141610	remaie	migrant
All Subjects	All Students	99%		100%	98%	•			100%	97%	100%	100%	99%	100%	100%	98%	_
,	CWD	100%		100%	100%	-	_	_	-	100%	100%	100%			100%	100%	
	CWOD	99%	•	100%	98%		4		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%	107	100%	96%			-	100%	96%	100%	100%	98%	100%	-	98%	-
		***		40.04													
Reading	All Students	99%		100%	98%		-	-		97%	100%	100%	99%	100%	100%	98%	-
	CWD	100%	:	100%	100%	139	:	-	:	100%	100%	100%		-	100%	100%	-
	CWOD	99%		100%	98%			-		97%	100%	-	99%	100%	100%	98%	-
	EL	100%	:	100%		27	•	•	•	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%	134	100%	100%	100	-	-	-	100%	100%	100%	-	•	100%	100%	-
	CWOD	99%		100%	98%	•	•	-	•	97%	100%	-	99%	100%	100%	98%	-
	EL	100%	-	100%	-	2.00	•	-	-	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%	1
	CWD	100%	_	100%	100%	_	1	12	9	100%	*	100%			*	100%	
	CWOD	98%	-	100%	97%	-	•			95%	100%	10070	98%		97%	100%	
	EL	*	_					_	_				•				100
	Male	97%	-	100%	95%					93%	100%		97%	•	97%	_	
	Female	100%		100%	100%	_	•			100%	100%	100%	100%	•	31 70	100%	
Non-Participation		10076	_	10076	10070	_				10074	10070	10070	10070		-	10070	-
All Subjects	All Students	1%		0%	2%				0%	3%	0%	0%	1%	0%	0%	2%	
All Subjects	CWD	0%		0%	0%	-		.70	0.76	0%	0%	0%	170	076	0%	0%	•
	CWOD	1%		0%	2%		:		0%	3%			1%				-
	EL	0%		0%	270			-	0.74	0%	0%	-		0%	0%	2%	•
		0%	T.	0%	1%			•	:	1%	0%	0%	0% 0%	0% 0%	0%	0%	
	Male Female	2%		0%	4%			•	0%	4%	0%	0%	2%	0%	0%	2%	
	remaje	274	•	0%	470	•		-	U79	470	0%	U%	270	0%	-	2%	•
Reading	All Students	1%	•	0%	2%	•	•		•	3%	0%	0%	1%	0%	0%	2%	•
	CWD	0%	•	0%	0%	•	•	-	•	0%	0%	0%	-	-	0%	0%	(8)
	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%	15
Mathematics	All Students	1%	•	0%	2%	•	•	-		3%	0%	0%	1%	0%	0%	2%	
	CMD	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%	12
Seicasa	All Students	1%		0%	3%					4%	0%	0%	2%		3%	0%	
Science		0%	-	0%	0%	-		100		0%	0.70				376		17
	CWD					-		•			00/	0%	20/	:	20/	0%	•
	CWOD EL	2%	•	0%	3%	25		-		5%	0%	•	2%		3%	0%	697
		3%	•	0%	5%			•	•	7%	0%		3%				-
	Male Female	3% 0%	•	0%	0%	•		•	:	7% 0%	0%	0%	3% 0%		3%	0%	
	Female	U 76		U70	070	•		•		U 70	U70	U 76	U7a		•	U76	170

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

Part (viii): Civil Rights Data

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

Indicates zero observations reported for this group.

34		Total	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with	Students with Disabilities (Section 504)
Students Without Disabilities In-School Suspensions		0.00011.0	runenoun	тиорино	***************************************		Aumi	ioioii a oi	744000		Disabilities	(Occion cov)
In-School Suspensions	Male	10		5	5					20		
	Female	10										
	Total	12	•	7	5				•			
Out-of-School Suspensions	iotai	12										
Out-of-Outloof Suspensions	Male	•	•	•								
	Female											
	Total	•	•	•						•		
Expulsions	10101											
With Educational Services	Male											
Trial Cododional Golffood	Female					•	•					
	Total											
Without Educational Services	Male								× .			
THE OUT COSSISTING SOTTION	Female								**			
	Total							•				
Under Zero Tolerance Policies	Male					•			**			
	Female										-	
	Total								•			
School-Related Arrests												
***************************************	Male	•				•	•	•	•			
	Female								•			
	Total	3.5				•		*	*			
Referrals to Law Enforcement												
	Male					*	•					
	Female					•			•	•		
	Total					•			*			
Students With Disabilities In-School Suspensions												
	Male						•					9.
	Female									•		
	Total						*		*			
Out-of-School Suspensions												
	Male					•		•	•	•		
	Female		•	•		•	•		•	•		•
	Total	1.5			•	•	•	•		•		
Expulsions									55.75			
With Educational Services	Male			:		•	*	•	*			×.
	Female		i.		:	•			*			1
	Total			:	:				3			3.
Without Educational Services	Male		17				- 3	Ç.				5 <u>.</u>
	Female					35			- 5			
	Total	- 1			10.0	- 1		0	- 3			- 6
Under Zero Tolerance Policies	Male	- 13	- 1				- 35		1			- 1
	Female		- 1			- 2	2	9	72	3000		A.
Cohood Doloned Associa	Total		-			-			-			-
School-Related Arrests	h4-4-											-
	Male											
	Female						-					
Referrals to Law Enforcement	Total	107	1.5	30716		7.00	200		=.0	3,70		10.7
Referrals to Law Enforcement	Mala	1.0										
	Male											
	Female											
All Students	Total	507					(3)		70-	0,000		
Chronic Absenteeism												
Unionic Ausenteersm	Male	7			5							
	Female	7		5								
	Total	14		7	7							
	= Wide	1-4										

	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 light 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.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Aslan	Pacific Islander	Two or More Races	EL.	Students with Disabilities
rieschool riogiams	Male Female Total	12 10 22	•	5 8 13	5 7	•	:	•	•	5	•

		Total students	African American	Hispanic	White	Indian or Alaska Native	Aslan	Pacific Islander	Two or More Races	EL	Students with Disabilities
Accelerated Coursework				•							
Advanced Placement Courses	Male	-	-	-		-					
	Female	-	-	-	•		-		-	-	
	Total		-	-		-	-	-	-		
International Baccalaureate Courses	Male	1.0	-		40	-		-	-		-
	Female		-			2.0		-			
	Total		-				-			9.7	0.00

- 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).
- 1.0 Indicates there are no students in the group.
 - Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders, (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty

	All S	School	
Inexperienced Teachers, Principals, and Other School Leaders	Number 0,0	Percent -	
Teachers Teaching with Emergency or Provisional Credentials	0.0	-	
Teacher Who Are Not Teaching in the Subject or Field for Which the	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	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Grade 3 Reading	6,019	1%	•		•	
Mathematics	6,020	1%	-	-	-	-
Grade 4 Reading	6,061	1%	12	-		-
Mathematics	6,056	1%			-	
Grade 5 Reading	6,162	2%		•	•	•
Mathematics	6,160	1%	•	•	•	•
Science	6,164	1%	•	*	*	•
Grade 6 Reading	5,678	1%	•	•		-
Mathematics	5,677	1%	•	•	•	
Grade 7 Reading	5,298	1%				-
Mathematics	5,294	1%		•	•	-
Grade 8 Reading	5,088	1%			•	-
Mathematics	5,087	2%		•		
Science	5,087	1%		•	•	-
End of Course English I	4,868	1%		•		•
English II	4,556	1%	•	•	-	•
Algebra I	4.884	1%		•		

Biology	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
All Grades All Subjects	99,020	1%	9	1%	•	
Reading	43,730	1%	**	*		
Mathematics	39,178	1%	1.4		3.4	•
Science	16,112	1%	•	27.		5.5

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

State Level: 2017 Percentages at NAEP Achievement Levels

			51.							
				w Basic		bove Basic				ove Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	•	52	•	28	•	17	•	3
		Aslan	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
7774		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	S: 1	29		42	*	25	34	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disady	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
Q1206 Q	resoung	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	11/a	1
		White	17	16	43	39	37	39	3	6
		American Indian	¥	37	43	41	37	20	•	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	•	35	29	42	33	22	10	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	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	
		English Language Learners	02	00	33	21	3	3	IIVa	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

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

Source: TEA Division of Student Assessment

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

Jacombar 2019

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);

										Two			EL
			All	African			American		Pacific	More	Faan	Smanlal	(Current
				American	Hienania	White	Indian	Anlan	Islande		Econ	Special Educ	_
Academic Performance (At Meets Grade Level			atuuenu	Minericari	riispaniic	MILITO	malan	Asian	ISIAIIGGI	Kaces	DISSUV	Educ	Former)
or Above)	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
or Above)	Reading/ECA			32%	37%	60%	43%	74%	45%				29%
		2017-18 through 2021-22	44%					1000		56%	33%	19%	
		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%
and desired the control of the contr		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%
				94%	94%		94%						
		2027-28 through 2031-32	94%	2479	J476	94%	3476	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 Rale	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

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

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

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

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

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

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

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

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

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

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the Indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	African America	n Hispanio	: White	Americar Indian	-	Pacific Islander		Econ	Econ Disadv	CWD	CWOD	EL	Male	Female (Migranti	Homeless	Foster Care	
STAAR Percer Grade 6	nt at Approa	ches G	rade Lev	vel or Abi	ove																	
Reading	All Students	68%	90%	90%		86%	96%	•	•	-	•	86%	94%	55%	98%	•	90%	91%	50			•
	CWD	35%	55%	55%		•	•					•	•	55%	-	•	63%		20		-	-

											_											
					African			American	1	Pacific	Two or	Econ	Non Econ								Foster	
		State	District	Campus	American	Hispanic				Islander			Disadv	CWD	CWOD	EL	Male	Female	Migranti	Homeless		Military
	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%	-	-	-	-
Mathematics	s All	76%	94%	94%		94%	93%					93%	94%	82%	96%		90%	97%				
Manifilland	Students	1070	34 /8	3478	•	34 /6	3370	-	•	•	-	3376	34 70	0276	30%		30%	9176	-	-	-	
	CWD	50%	82%	82%		88%	•				_	86%	•	82%		•	75%	*	_	_	-	
	CWOD	79%	96%	96%	•	96%	96%				-	95%	97%	-	96%		96%	97%		-		
	EL	61%	•	•	•	•	-	-	-	•	-	*			•	•		-	- 107	-	-	•
	Male	76%	90%	90%	•	89%	92%	•	-	•	-	87%	94%	75%	96%	•	90%	-	-	-	-	•
	Female	77%	97%	97%	•	100%	93%	•	-	•	-	100%	95%	•	97%	-	-	97%	-	•	-	-
Cond. 7																						
Grade 7 Reading	All	73%	98%	98%		95%	100%					1009/	97%		000/		000/	1000/				
reading	Students	1378	30 /6	30 /6		3370	10079	•	•	•	•	100%	31 76		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%	-	•	-	-
A 4-15	. AH	748/	000	0.007		0.007	4000					040/	4000		0001		40004	0801		_		
Mathematics	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%	*			*	. 30 70					- 70			*		.0076	3370	-	_		
	Male	69%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	_	100%	-	100%		-		_	_
	Female	73%	92%	92%		86%	100%	•	-	•		80%	100%	•	95%	•		92%	-	-		
_					225																	
Grade 8	4.0																					
Reading	All	85%	84%	84%	-	72%	94%	•	•	•	•	68%	94%	•	98%	•	84%	83%	-	•	-	•
	Students	400																				
	CWD	49%		D.P.47	-			•	•	-	-	1009/	070/	-	Date	-	1000	0694	•	-	-	:
	EL	88% 58%	98%	98%		100%	97%	-	-	-	-	100%	97%		98%		100%	96%	-	-	•	
	Male	82%	84%	84%		75%	94%	•	-	•	•	76%	93%		100%		84%	_	-	-	-	•
	Female	88%	83%	83%		69%	94%		-		_	*	95%		96%		0476	83%			- 1	:
Mathematics	All .	85%	91%	91%		82%	100%	•			-	83%	100%	56%	100%	٠	93%	88%	-		-	
	Students																					
	CWD	53%	56%	56%	•	•	•	•	-	-	-	•	•	56%	- 65		•	•	-	*	-	•
	CWOD	89%	100%	100%	-	100%	100%	-	-	•	•	100%	100%	-	100%	-	100%	100%	-	-	-	-
	EL	73%			•	•		-	-	-	-	•		*		•	•	•		-	-	-
	Male Female	82%	93%	93%	•	86%	100%	-	-	-	-	87%	100%		100%		93%	-	•	:	•	•
	remale	87%	88%	88%	-	75%	100%	•	-	•	•	75%	100%		100%		•	88%	•		-	-
Science	All	75%	84%	84%		79%	88%	_	_		_	76%	89%		94%		91%	76%				•
	Students	1070	0470	5476		7370	0070	-	-	-	_	1079	0378		3476		3170	1078	-		-	
	CWD	39%	*						-		-						4	•	_		_	_
	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		2021	0004	4000/		4000/	40004															
Algebra I	All Students	82%	92%	100%	-	100%	100%	•	-	•	-	•	100%	-	100%	-	•	100%	-	-	-	
	CWD	47%	67%		_	10.5	_	_	_													
	CWOD	86%	96%	100%		100%	100%	_	_	_		•	100%		100%	-		100%		- 0		
	EL	67%	*						-		_	_						10070	_		-	
	Male	78%	84%		-	•		-	-		-	•		_			•			_	_	_
	Female	87%	100%	100%	•	100%	100%	•	-	-	-	-	100%	-	100%	-	-	100%		-	-	
074177																						
STAAR Percent	at Meets G	rade L	evel or a	Above																		
Grade 6	AP	2001	E 401	£401		400	0.401					200	000	04/	0004		F04:	E00:				_
Reading	All Students	38%	54%	54%	•	46%	64%	-	-	-	-	39%	66%	9%	63%	•	52%	56%	•	•	-	•
	CWD	22%	9%	9%	. 57		*	_	_					9%	_		13%		_	_	_	-
	CWOD	40%	63%	63%	-	56%	72%					52%	71%	370	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%	-	-	-	-
Mathematics		43%	73%	73%	-	69%	79%	-	•	-	-	68%	77%	18%	85%	•	74%	72%	•	-	•	•
	Students	220	400/	452		054						4.451		4001			000					
	CWD	23%	18%	18%	-	25%		-	•	-	•	14%		18%	950/	:	25%	7001	-	-	•	:
	EL	46% 24%	85%	85%		81%	88%	-	-	-	-	86%	84%		85%		91%	79%	•	•	-	_
	EL Male	44%	74%	74%	-	67%	85%	-			:	60%	88%	25%	91%		74%	-	-	-	-	
	Female	42%	72%	72%		71%	73%	-	-		-	77%	68%	2376	79%		. 7/0	72%	-	-	_	
		/ 0	/-	/*			. = . •						22.0		. 574							
Grade 7																						
Reading	All	47%	76%	76%		76%	79%	-		-	-	68%	81%		81%	-	74%	79%			•	-
-	Students																					
	CWD	23%		*		•		-	-	40 -	-		-	*		-		•	•	•	-	-
	CWOD	50%	81%	81%	•	89%	79%	-	-	•	-	81%	81%	-	81%	-	74%	90%	-	•	-	-
	EL	16%	749/	749/	•	700/	720/	•	*	-	-	700	7CW	-	740'	•	-	-	-	:	-	-
	Male Female	42%	74%	74%		78%	72%	-	•		-	73%	75%	-	74%	-	74%	709/	•	•	-	-
	remale	53%	79%	79%		75%	91%	-	-	- 40	-	63%	88%	-	90%	-	-	79%	-	-	•	-
Mathematics	All	39%	87%	87%		75%	97%			_		73%	97%		92%	*	93%	81%	_		_	_
	Students	J 70	J1 /0	J. 76		. 0 /0	J 1 /Q	-	-	-	-	. 9 /0	J: 78		3£ /q		JJ 70	0170	•		•	-
	CWD	20%	•			•			_	-	-		-	•			-				-	-
	CWOD	41%	92%	92%	•	85%	97%	-		-	-	83%	97%	-	92%	٠	93%	91%	-	*		-
	EL	17%	•	*	•	•	•	-	-	-	-	•	-		*		-	•	-	-	-	-
	Male	38%	93%	93%	-	90%	94%	-	•	-	-	92%	94%	-	93%	-	93%	•	-	•	-	-
	Female	40%	81%	81%	•	64%	100%	-	-	-	-	50%	100%	*	91%	•	-	81%	-	•	-	-
Cando																						

											Two or		Non									
		.		_	African			American		Pacific	More	Econ	Econ								Foster	
Reading	All Students	State 48%	District 66%	Campus 66%	s American	Hispanic 52%	White 78%	Indian	Asian	Islander -	Races	Disadv 44%	Disadv 81%	CWD	76%	EL	Male 69%	Female 62%	Migrant Ho	meless	Care	Military
	CWD	23%	•			•			-						-			•				
	CWOD	51%	76%	76%	-	71%	80%	-	-	3.5	1.7	65%	82%	-	76%	-	81%	72%	-	-	-	•
	EL Male	13% 44%	69%	69%	-	50%	88%	-	50	5556		53%	87%		81%	:	69%	•	-	-		0.00
	Female	53%	62%	62%	-	54%	69%		-			4	76%	•	72%		-	62%			-	•
		CON	2004	=			000/													_		
Mathematics	s All Students	50%	79%	79%	•	68%	90%	•	-	•	•	70%	90%	11%	97%	•	85%	69%	•	•	•	•
	CWD	25%	11%	11%	-								•	11%	-		٠	•		*	-	
	CWOD	53%	97%	97%	-	100%	95%	•	•	*		100%	94%	:	97%	:	100%	92%	•	-	55	7.5
	EL Male	30% 48%	85%	85%	-	79%	92%	-		0.467	44	80%	92%	•	100%	•	85%	-	-	-	50	•
	Female	53%	69%	69%	-	50%	88%	•	•	•	•	50%	88%	*	92%	•	-	69%	-	•		
Colores	AII	500/	E 40/	C 407		EE9/	700/					4.40/	700/		760/		000/	000/				
Science	All Students	50%	64%	64%	•	55%	72%	•	•	7	•	44%	78%	-	75%	_	63%	66%	•	-	*	-
	CWD	23%	•	•	•	•	•	•	-		-				-	•	•	• 93	-	•	20	-
	CWOD EL	53% 19%	75%	75%	-	76%	73%	-	3628	950	4	65%	79%		75%		73%	76%	-	-	*	•
	Male	51%	63%	63%	-	56%	69%	:		350	1	47%	80%		73%		63%	_	-	-	3	30
	Female	50%	66%	66%	-	54%	75%	-		1.39	/6	•	76%	*	76%	•	•	66%	-	*	40	*
End of Course																						
Algebra I	All	53%	69%	100%	-	100%	100%	-	119.5			•	100%	-	100%		•	100%	_	_	**	
•	Students																					
	CWD	19% 58%	22% 78%	100%	•	100%	100%	-		•	•	-	100%	-	100%	•	-	100%	-	-	•	-
	EL	29%	*	-		10070							-	-	10070	-	_	-	-			
	Male	49%	52%	*	•	40001	40004	-	•	-	3.5	•		-		-	•	-	-	-	*	170
	Female	58%	89%	100%	•	100%	100%	•	-	• 10	•	•	100%	•	100%	-	-	100%	•	-	•	•
STAAR Percent	t at Masters	Grade	Level																			
Grade 6 Reading	All	18%	24%	24%	_	17%	32%	_	3320-	34		25%	23%	9%	27%		26%	22%	51	14.0		
(COSSING	Students		2470	E-170		17.70	OL 70					2079	2070	370	2.1 70		2070	2270				
	CWD	8%	9%	9%	-	*	*	-			•	*	•	9%	-	•	13%	*	5		5,3	1.70
	EL CWOD	20%	27%	27%	-	19%	36%			225		33%	23%		27%		30%	24%				0.00
	Male	15%	26%	26%		17%	38%	_	-	0-	1,0	13%	38%	13%	30%	•	26%	-			-	
	Female	22%	22%	22%	-	18%	27%	•		-	•	38%	11%	*	24%	2	-	22%	-			-
Mathematics	s All	18%	27%	27%		17%	39%		100			14%	37%	9%	31%		35%	19%				
The state of the s	Students	1070	2770			*****	0070					1470	01 70	570	3170		JJ 70	1370	100		6.0	
	CWD	9%	9%	9%	-	13%	*	-	-	•	•	0%	•	9%			13%	*				
	CWOD EL	19% 6%	31%	31%		19%	44%	-	:		:	19%	39%		31%	:	43%	21%		10000		10.00
	Male	18%	35%	35%		28%	46%			2,5	-	20%	50%	13%	43%	•	35%		-		327	•
	Female	17%	19%	19%	-	6%	33%	•	•	-	•	8%	26%	*	21%	-	-	19%	-	-	-	
Grade 7																						
Reading	All	28%	53%	53%	•	48%	59%	•	-	-	-	42%	59%	•	56%	-	41%	67%		•		
	Students	400																				
	CWD	10% 30%	56%	56%		56%	59%				-	50%	59%	Ī	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	s All	18%	56%	56%	•	50%	62%		-			32%	72%	•	58%	•	54%	58%		•		0.50
	Students	70/				•										_						
	CWD	7% 19%	58%	58%		55%	62%	-	-	-	-	33%	72%	Ċ	58%		54%	64%		:		0.000
	EL	5%	***	*			-	-	-	-	-	*	-		*	•	-			-		
	Male	17%	54%	54%	-	60%	50%	•	-		•	33%	69%	:	54%	-	54%	-	•	*	-	
	Female	18%	58%	58%	-	43%	82%	-	-		-	30%	75%	•	64%	-	•	58%	-	-	•	•
Grade 8																						
Reading	All	26%	49%	49%	•	34%	63%	-	•	•	•	24%	67%	•	57%	*	47%	52%	-	•	•	•
	Students CWD	8%		•		•									_				_			_
	CWOD	28%	57%	57%	-	48%	63%		-			35%	68%	-	57%	_	54%	60%	-	-	-	•
	EL	4%			•	•		-	-	•	•	•	-	*		*		•	-		•	
	Male Female	22% 30%	47% 52%	47% 52%		31% 38%	63% 63%		-	•	•	29%	67% 67%		54% 60%	*	47%	52%	•	:	-	
	, emaio	0070	32.10	JA 70	-	0070	0070	-	_	-	=		01 70		00%		-	3276	-		•	
Mathematics		15%	19%	19%	•	27%	10%	-	-	-	-	30%	5%	0%	24%	*	22%	13%	-	•	•	
	Students CWD	9%	0%	0%					_				•	0%					_			
	CWOD	16%	24%	24%		40%	11%		-		-	44%	6%	-	24%	-	27%	17%				
	EL	6%	*	*	-	*		-	•	•	-	•	-	*		•	*	•	-	-	-	
	Male Female	14% 16%	22% 13%	22% 13%	-	36% 13%	8% 13%	•	-	-	•	33% 25%	8% 0%		27% 17%		22%	13%	-		•	27
	1 Gillare	1076	1370	1574		1370	1076	-	•	•	-	2070	070		11.70		_	1376	•		-	-00
Science	All	27%	30%	30%	•	24%	34%	-	-		-	20%	36%	•	33%	*	28%	31%	-	*	-	•
	Students CWD	8%			_			_	_		_				_					*	_	_
	CWOD	29%	33%	33%	-	33%	33%	-	-	65	-	29%	35%		33%		31%	36%	-	7		
	EL	6%	•	•		•	-	-	-	12	-	*		•	-	•	•	•	-	0.5	-	-
	Male Female	29% 25%	28% 31%	28% 31%	-	19% 31%	38% 31%	•	-	•	•	24%	33% 38%		31% 36%	:	28%	219/	•	:	-	•
	CHIAR	£J70	51/0	J 1 74	-	31/0	3170	-	-	(5)	35		30%		3076		•	31%	-		•	
End of Course				40000		4000																
Algebra I	All Students	31%	51%	100%	•	100%	100%	•	-	-	-	•	100%	-	100%	-	•	100%	•	-	-	•
	CWD	7%	0%		-	80.50	-			-	-			_		_	_				_	
	CWOD	34%	60%	100%	•	100%	100%	-	-	-	-	•	100%		100%	-	•	100%	-	1411	•	•
	EL Male	12%	35%	-	•	:	:	-	-	-	J.	:	-	-	:	•	-	•	•	(7	-	
	MICHAE	28%	33%		-				-		-			•		-	-	-	-	-	-	-

											Two or		Nan	-								
					African			American		Pacific		Econ	Non Econ								Foster	
	Female	State 34%	District 68%	Campus / 100%	American	Hispanic 100%	White 100%	Indian	Asian	Islander	Races	Disadv	Disadv 100%	CWD	100%	EL	Male	Female 100%	Migrant	Homeless	Care	Military
	гоппан	34 /0	UO /0	100 /6	•	10076	100 /6	•	•	-	•	•	100%	•	100%	-	-	100%	•	•	•	
STAAR Danser		-b 6	nada Lai	al an Aba																		
STAAR Percen All Grades	it at Approa	cnes G	rade Lev	/el or ADC	ove.																	
All Subjects		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%	000		100%	53%	64%	•	-	:	-	-
	Male Female	74% 79%	89% 89%	92% 90%		86% 86%	97% 94%		-	-	•	88% 79%	95% 95%	55% 48%	99% 96%	64%	92%	90%	-		•	
	romato	1010	0070			0070	0.770						00,0	4076	0070			5076				
Reading	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%	*	-	*		•	•	-	-	*	-	****		*	*	•	-	•	-	-
	Male Female	69% 77%	87% 89%	90% 91%		81% 86%	98% 95%	-	•			86% 79%	94% 96%	43%	99% 97%		90%	91%			•	*
												1070	0070		0,70			01,0				
Mathemalic		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%	-		-	
	EL	70%	77%	78%	-	78%		•	-	-	-	78%	-	•	*	78%		•	-	-	•	-
	Male Female	78% 82%	91% 92%	94% 94%	-	91% 91%	98% 98%	-	•	•	-	91% 87%	98% 98%	69% 73%	99% 97%	:	94%	94%	-	•	-	:
	i ciliale	U2 /6	32 /0	0476		3170	3070	-	-	-		07.76	3076	13/0	31 /6		•	34 M	•		-	
Science	All	79%	86%	84%	-	79%	88%	-	-	-	-	76%	89%	*	94%	•	91%	76%	-	*	-	•
	Students	400	E00/																			
	CWD	48% 82%	50% 93%	94%	-	100%	90%	-	-	-	-	100%	91%	-	94%	-	100%	88%	-	-	-	:
	EL	58%		4	-	*	-	-			-	*			5470		10078	*	-	-		-
	Male	78%	90%	91%	-	88%	94%	-		•	•	88%	93%	*	100%	•	91%	-	-		•	-
	Female	80%	82%	76%	-	69%	81%	•	•	•	•	•	86%	•	88%	•	-	76%	-	•	•	•
STAAR Percen	it at Meets G	irade L	evel or A	Above																		
All Grades All Subjects	Ali	47%	66%	72%		63%	80%					57%	82%	12%	D 19/	21%	73%	71%				100%
All Subjects	Students	41 /0	00 /6	12/0		0374	00 %	•	•	-	-	3/76	0276	1276	81%	2176	1370	/ 170	•		•	100%
	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 Male	26% 45%	38% 64%	21% 73%		21% 64%	81%	•	•	•	-	21% 60%	84%	18%	57% 83%	21% 36%	36% 73%		•		•	:
	Female	50%	68%	71%	•	62%	80%			-	-	53%	80%	4%	80%	*	-	71%				
Reading	All Students	46%	64%	65%	•	55%	74%	•	•	-	-	49%	76%	8%	74%	•	64%	65%	•	*	*	•
	CWD	22%	17%	8%	_	5%		_	-	_	_	0%	•	8%			14%	•		*	_	
	CWOD	48%	72%	74%	*	70%	77%	-			-	65%	78%	•	74%	•	74%	73%		•	-	
	EL	21%	37%	*	-		7.404	-	-	-	-	4000	-	*	*	•	*	•	-	-	-	3-0
	Male Female	41% 50%	61% 69%	64% 65%	-	53% 57%	74% 74%	-	•	•	-	49% 48%	79% 73%	14%	74% 73%		64%	65%	•		-	
	Ciliaro	30 /0	0.570	0070		3. 70	7-7-0	_	=	•	•	4070	7370		1379		-	0376	-		-	
Mathematic		48%	70%	81%	•	72%	90%	-	-	•	-	70%	89%	17%	92%	33%	84%	78%	-	•	-	
	Students CWD	26%	19%	17%		16%						440/	33%	470/			226/	00/				
	CWOD	51%	78%	92%		88%	94%	-			:	11% 89%	93%	17%	92%	*	23% 95%	9% 88%				
	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%	•	•	-	•
Science	All	49%	58%	64%	-	55%	72%		-		-	44%	78%		75%	•	63%	66%		•	-	•
	Students																					
	CWD	23% 52%	20% 66%	75%	-	76%	73%	-	-	-	-	65%	79%	•	75%	•	720/	76%	-	*	•	:
	EL	21%	00%	13%	-	70%	1376	-	-	-	:	05%	1970		15%		73%	70%	-	-	-	_
	Male	50%	58%	63%	-	56%	69%	-	-	•	-	47%	80%	*	73%		63%	-	-	-		-
	Female	49%	58%	66%	-	54%	75%	-	-	-	•	•	76%	•	76%	•	•	66%	-	*	-	•
STAAR Percen	t at Masters	Grade	Level																			
All Grades All Subjects	All	21%	31%	39%		31%	47%		_		_	26%	48%	9%	440/	11%	270	410/				60%
All Subjects	Students	£ 170	Q1/0	33 /4		J 1 70	·*1 /6	-	-	-	-	∠076	4076	3/70	44%	r 1.76	37%	41%	-		•	0076
	CMD	8%	4%	9%	-	7%	17%	-,-	-	-	-	2%	29%	9%	-	•	12%	4%	-		-	to
	CMOD	23%	35% 17%	44%	•	39%	49%	-	-	-	-	35%	50%	:	44%	29%	42%	47%	-	*	•	60%
	EL Male	9% 20%	29%	11% 37%	:	11% 30%	44%	-	-	-	-	11% 27%	47%	12%	29% 42%	11% 18%	18% 37%		-		-	•
	Female	22%	33%	41%	•	32%	51%	-			-	25%	50%	4%	47%	*	-	41%	-	•	-	•
5																				_		
Reading	All Students	19%	30%	41%	•	31%	52%	•	-	-	-	29%	50%	8%	46%	•	38%	45%	-	•	-	•
	CWD	7%	4%	8%	-	5%	•			-	_	0%	*	8%	-		14%	•	_	•		
	CWOD	20%	34%	46%	•	38%	54%	•	-	•	-	39%	51%	-	46%	•	42%	51%	-	•	-	•
	EL	7%	11%	209/	-	0001	400/	-	-	-	-	2001	4001	4.401	400-		*	٠	-	-	-	-
	Male Female	16% 22%	27% 33%	38% 45%	:	26% 36%	49% 55%		-	-	-	26% 34%	49% 50%	14%	42% 51%		38%	45%	-		:	
												/0	-0.14		-170		_		_		-	
Mathematic		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%	076	46%		45%	46%	-	•		:
	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%	-	-	-	-
Science	All	22%	25%	30%	-	24%	34%	-	-	-		20%	36%	•	33%		28%	31%	-	•		•
	Students																					

										IWO OF		Non										
				African			American	1	Pacific	More	Econ	Econ								Foster	r	
	State	District	Campus	American	Hispanic	: White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
CWD	7%	7%	•	•	•				-	-	•	•	•	-	-	•	•		•	+	-	
CWOD	24%	28%	33%	-	33%	33%		+			29%	35%		33%		31%	36%	-			•	
EL	5%	*				-		-	-	2.5			•	•	*	•	•	-	•	-	-	
Male	23%	24%	28%		19%	38%				-	24%	33%		31%		28%			-	× 1	-	
Female	21%	26%	31%	-	31%	31%	-	-		5.0	•	38%	•	36%	•	-	31%	_	•	-	•	

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispan i c	White	American Indian	Aslan	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Academic Growth Score											
Reading											
All Students	72		63	81		4.0			64	58	71
CWD	58	_	53	•	-	20			58	58	7
CWOD	74		65	81	-	-		_	66		
ĒL	71	_	71						71	*	71
Mate	68	-	54	81				_	61	57	
Female	77	•	71	81					69	60	
Mathematics				• •							
All Students	79	•	83	75			-	_	76	75	75
CWD	75	-	82	•			-		75	75	
CWOD	80	•	83	77			_		77		
EL	75	_	75	35400		-	-	-	75		75
Male	74	-	82	67			_	_	75	69	
Female	85	•	84	85	-		-		78	82	

Part (ili)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates 4-year Longitudinal Cohort Gra			Hispanic Class of 20	White	American Indian	Aslan	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
All Students			-			1000	10.60	•	-	•		19	0.00
CWD					-	-		- 1		-		-	120
CWOD	25	2	-	+	7.0			2	(4)				
EL			2					7				-	
Male	A 2	20.				0.50	5.400		-	,			
Female												- 2	

[&]quot; Indicates results are masked due to small numbers to protect student confidentiality,

Part (iv): English Language Proficiency

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

Total EL In Class Proficiency of EL Rate of Proficiency

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

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

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

Student Success (Student Achie			Hispanic STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	67	•	60	74		•	•	*5	56	24	•
School Quality (College, Career,	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR				100		-					

[&]quot; Indicates results are masked due to small numbers to protect student confidentiality.

'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	African		American		Pacific	Two or More	Econ		
Students	American Hispanic	White	Indian	Asian	Islander	Races	Disady	CWD	EL+

Indicates zero observations reported for this group.

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

Indicates there are no students in the group.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ		Υ	Y					Υ		
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	Υ		N	Υ					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N		
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Y	Υ					Y		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y	Υ					Y		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		Υ	Υ					Y		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y		Υ	Υ					Y		
English Learner Language Profi	ciency Statu	s									
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											
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		37533									
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vli): STAAR Participation

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

								2450									
Participation Ra	10	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
raincipation Na																	
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%	-	-	2	2.7	100%	100%	100%	100%	100%	100%	•	-
	Female	100%	•	100%	100%	-	-	- 5	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	•	100%	100%		_	-		100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	1.0	100%	100%	-		-	-	100%	100%	100%	-		100%	100%	-
	CWOD	100%	•	100%	100%	-	-	-	-	100%	100%	-	100%	•	100%	100%	
	EL	100%		100%	-	-	-	-		100%	•	•	•	100%	100%	• 3	-
	Male	100%		100%	100%	-	-	-	8.3	100%	100%	100%	100%	100%	100%		-
	Female	100%	•	100%	100%	•	-	•	•	100%	100%	100%	100%	•	-	100%	•
Mathematics	All Students	100%	•	100%	100%	- 1.	-			100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	-	100%	100%	-	27	- 2		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%	-	-	-	23	100%	100%	100%	100%	100%	100%	50.00	•
	Female	100%	•	100%	100%	-	-	•	•	100%	100%	100%	100%	•	-	100%	•
Science	All Students	100%	•	100%	100%		-		•	100%	100%	100%	100%	•	100%	100%	-
	CWD	100%	-	100%	•	-	-	-	-	100%	•	100%	-	•	100%	•	•
	CWOD	100%	-	100%	100%	-	•	-	*	100%	100%	-	100%	•	100%	100%	-
	EL	4000	-			-	-	- 6	-						•	•	-
	Male	100%		100%	100%	-	-	-	*	100%	100%	100%	100%	•	100%	-	-
Market and a second	Female	100%	10-	100%	100%	-	-	-	•	100%	100%	•	100%	•	•	100%	-
Non-Participatio	n Rate																
All Subjects	All Students	0%	•	0%	0%	-			-	0%	0%	0%	0%	0%	0%	0%	
,	CWD	0%	/24	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%	
=	CMD	0%	-	0%	0%				-	0%	0%	0%	-	•	0%	0%	-
	CWOD	0%	•	0%	0%	-	-	•	*	0%	0%	-	0%	• 5	0%	0%	
	EL	0%	-	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%	1.0
	CWD	0%	-	0%	0%	700.000	-	-	•	0%	0%	0%	-	0%	0%	0%	4
	CWOD	0%	•	0%	0%		-	•	•	0%	0%	-	0%		0%	0%	1.2
	EL	0%	-	0%	-	-		-	-	0%	-	0%	•	0%	0%	1.7	
	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%	17	
	CWOD	0%	-	0%	0%	-	•			0%	0%	-	0%	33-	0%	0%	
	EL	*		•	-	-	-		-	•	-		-				1.70
	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,

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	Students with Disabilities (Section 504)
Students Without Disabilities				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	********	***************************************	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		***************************************		2102211110	(000000000000)
In-School Suspensions												
	Male	9		5	•	•	•	•	•	•		
	Female	:		•	•	•	•	•	•	•		
0.1.40410	Total	9	्र	5	•	•	•	•	•	•		
Out-of-School Suspensions	Male											
	Female				31	•		•				
	Total											
Expulsions	TOTOL											
With Educational Services	Male			13.		•35	80	*				
	Female						•					
	Total											
Without Educational Services	Male						•					
	Female			9		*						
	Total					•	* 1	•	•			
Under Zero Tolerance Policies	Male						•					
·	Female								•			
	Total					•	•		•			
School-Related Arrests	-											
	Male					•	•					
	Female			•			•	•				
	Total	•			•	•						
Referrals to Law Enforcement												
	Male	•				•	* 1		•			
	Female	•		•	•	•	*					
	Total	•	2.5			•	*					
Students With Disabilities In-School Suspensions												
	Male	•					•		•			
	Female	•		•	•	•	*	•				
	Total		17				*	•	10.0	*		
Out-of-School Suspensions												
	Male	ं			•	•	7.6		•	*		•
	Female	•	3.5		:	13.3%	*0	*	•			
	Total	•		•	•	•	*	•	•	•		
Exputsions		~	2.2	24		100			17547	113		100
With Educational Services	Male				3.0	112	1	2	:	:		- 0
	Female		32			2.7	7					
1404	Total					1	1	•		1		0
Without Educational Services	Male	9	72	15		2.0				- 1		
	Female		15	- 3		3.5				- 1		
Made Zee Telescop D. V.	Total		10			- 1			10.57			÷
Under Zero Tolerance Policies	Male	- 1	10	1		15.35			2	ु		0
	Female			- 1		13				-		
Cohool Dolated Access	Total	3%	100	435	1300	5.50	0.0	5.1	40.000			100
School-Related Arrests	Adala		54	9.5		11,0						
	Male Comple	9	30	- 1				- 2		1		
	Female		10					- 0				
Referrals to Law Enforces	Total	123	263	35	(10.10)	72.7.0	64	3.5	1170	36		- 10
Referrals to Law Enforcement	Adala		14	٠,								
	Male			:			- 3					
	Female		10									
All Students	Total	375	333	36	050	93	35	- 8	100	35		- 9
Chronic Absenteeism	Male	6	1.0	S.		1721	.0				20	
	Male Female							•		:		0
	Total	10									20	
	TOTAL	10										

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

Indicates zero observations reported for this group.

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.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
•	Male	-	10.00	0.40	-	-		-		400	3.4
	Female	-		-	-			-			
	Total		-	-		-		-	2		
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-		-	_				1.7
	Female	-	-					- 2		-33	-
	Total			-		_		-			
International Baccalaureate Courses	Male	-	-	-						-	
	Female	_	1.2	-				-		-	-
	Total	-	-	-				-	-	-	
	Female Total Male Female	:	12	:	393	• • •	:	:	9		:

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

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 1.0	Percent 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
5,678	1%	(*)		3.0	•
5,677	1%			•	•
5,298	1%	-16	326		
5 294	1%			•	**
5,088	1%				
5,087	2%	270			
5,087	1%	540		929	
4,868	1%	**		(C#2)	¥1;
4,556	1%			•	
4,884	1%				•
4,861	1%				
99,020	1%	9	1%	0.00	
43,730	1%	•			•
39,178	1%				
16,112	1%				
	5,678 5,677 5,298 5,294 5,088 5,087 5,087 4,868 4,556 4,884 4,861 99,020 43,730 39,178	Number of ALT2 Rate of ALT2 5,678 1% 5,677 1% 5,298 1% 5,294 1% 5,088 1% 5,087 2% 5,087 1% 4,868 1% 4,856 1% 4,861 1% 99,020 1% 43,730 1% 39,178 1%	Number of ALT2 Rate of ALT2 Number of ALT2 5,678 1% . 5,677 1% . 5,298 1% . 5,294 1% . 5,087 2% . 5,087 1% . 4,868 1% . 4,868 1% . 4,861 1% . 99,020 1% 9 43,730 1% . 39,178 1% .	Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2 5,678 1% . . 5,677 1% . . 5,298 1% . . 5,294 1% . . 5,087 2% . . 5,087 1% . . 4,868 1% . . 4,868 1% . . 4,861 1% . . 43,730 1% 9 1% 43,730 1% . . 39,178 1% . .	Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2 Number of ALT2 5,678 1% . . . 5,677 1% . . . 5,298 1% . . . 5,294 1% . . . 5,087 2% . . . 5,087 1% . . . 4,868 1% . . . 4,864 1% . . . 4,861 1% . . . 99,020 1% 9 1% . 43,730 1% . . . 39,178 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

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	•	52	•	28	•	17		3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander		42	•	31	•	23		4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disady	50	46	32	32	16	18	ž	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	i	1
	Mathematics	Overall	18	20	40	20	22	22	•	8
	Manuanta	Black	30	37	40 46	39 44	33	32	8	
		Hispanic	21	37 29	45 45		22	17	3	2
		White				44	29	23	5	3
		American Indian	9	12 31	32	37	46	40	13	11
		Asian	8	31 8	18	44 25	40	21		3
		Pacific Islander	•	29	10		40	42	34	25
		Two or More Races	13	29 15		42		25		4
		Econ Disady	23		30	39	41	35	17	11
				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

in Indicates reporting standards not met.

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

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

Campus Name: POTH H \$ Campus ID: 247904001 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);

										Two			EL
										or	_		(Current
			All	African			American		Pacific		Econ	Special	and
			Students	American	Hispanic	White	Indian	Aslan	Islander	Races	Disadv	Educ	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%
				- 1 10	- 100	- 1 100	¥ 1,700	4	- 170	4 - 70	70	A 4 100	G - 70

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)(8) 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%
CA. 17 (1912)	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SOSS: College, Career, and Military Readiness	30%

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

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

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

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

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

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

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

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

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

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	African America	n Hispanio	White	American Indian	Pacific Islander	Econ Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
STAAR Percent End of Course English I		ches Gr	ade Lev 80%	el or Abo	V 0	67%	91%		_	63%	92%	46%	96%		74%	86%				
-	Students CWD	25%	46%	46%		•	•				•	46%				•				

											T			-								
		State	District	Campus	African America	ı ın Hispanic	White	American Indian	Asian	Pacific		Econ	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migrant H	lomeless	Foster	r Military
	CWOD	68%	96%	96%	•	100%	95%	•	-	•	-	100%	95%	:	96%	:	100%	93%	*	0.00	-	-
	EL Male	30% 57%	74%	74%	-	56%	90%	-		-		56%	90%	•	100%		74%		53			-
	Female	71%	86%	86%	-	78%	92%	•	•	-	-	71%	93%	•	93%	•	-	86%	*	750		•
English II	All	66%	84%	84%	•	79%	88%	-		-	-	59%	93%	•	92%	٠	79%	89%		•		
	Students CWD	25%									- 2								_	_	_	
	CWOD	71%	92%	92%	150	94%	89%		-	-	23	86%	93%	-	92%	-	89%	94%	0		- 8	*:
	EL Male	27% 61%	79%	79%	323	71%	86%			-	71	56%	93%		89%		79%	-		:	-	:
	Female	72%	89%	89%		89%	89%		-	-	2	•	93%	•	94%	-	-	89%	20			
Algebra I	All	82%	92%	88%	-	82%	92%	_	_	-2		73%	96%	67%	94%		81%	100%				
	Students											•										
	CWD	47% 86%	67% 96%	67% 94%		91%	95%	:	-	-	:	80%	100%	67%	94%		91%	100%	1			
	EL	67%	0.40/	8.487	•	700/	070/	-	-	300	:	0004		•	-		•	-	- Ç0	2200	-20	
	Male Female	78% 87%	84% 100%	81% 100%		73% 100%	87% 100%	-	-	-		60% 100%	94% 100%	•	91% 100%	:	81%	100%	*1	200		
Distant	.63					000/								0711								
Biology	All Students	86%	90%	90%	•	83%	94%	-	-	•	-	75%	97%	67%	94%		88%	92%	•	•	•	7.7
	CWD	56%	67%	67%	-	000	070	•	-	-	:	0004	4000/	67%		•	•	40001		-	*	
	EL EL	89% 64%	94%	94%	-	88%	97%	-	-	-3		80%	100%	-	94%	•	90%	100%	-		-	
	Male	83%	88%	88%	-	81%	94%	•	•	(5)	•	71%	100%	•	90%	•	88%	-	100		5.0	
	Female	88%	92%	92%	•	86%	94%	-	-	-	-	83%	94%	•	100%	-	-	92%	-	*	-	
071455																						
STAAR Percei End of Cours		orade Lo	evel or A	DOVE																		
English (All	43%	70%	70%	•	61%	77%	-	-	•	2.7	55%	79%	31%	89%	•	58%	81%	20		43	•
	Students CWD	14%	31%	31%			•		-		3	•	•	31%								
	CWOD	47%	89%	89%	-	100%	84%		-	•	ě	86%	90%		89%	-	83%	93%		102	20	2.62
	EL Male	10% 37%	58%	58%	-	56%	60%	•	-	25	60	44%	70%	•	83%	:	58%	-			20	050
	Female	51%	81%	81%		67%	92%	-	-	28	23	71%	86%	•	93%		-	81%	2	-		
English II	All	47%	76%	75%		72%	80%					50%	86%		83%		67%	86%			143	
Ligitation	Students					73					7.0	00 78	0070		0076				200			
	CWD	14% 51%	83%	83%	•	85%	82%	-	-	- 5	20	71%	86%	•	83%	*	76%	91%	•	92		•
	EL	9%	0370	•		40074	- 10	-	-	2		7 1 74	0070	:	-		1076	-	3	-		10.00
	Male Female	41%	67%	67%	-	57% 89%	77% 83%	-	-	-	•	44%	81%	:	76%	•	67%	-		•		5.000
	remaje	54%	86%	86%	•	0376	0370	•	•	-	-		90%		91%	•	-	86%		•	•	
Algebra 1	All	53%	69%	57%	-	53%	63%	•	-	5.	*	47%	63%	22%	67%	•	44%	80%	•	-		
	Students CWD	19%	22%	22%	-			1	4		23			22%							_	_
	CWOD	58%	78%	67%	1.0	64%	71%	•	•	-	•	60%	70%	-	67%	•	55%	91%	-	-		
	EL Male	29% 49%	52%	44%	-	36%	53%	-				30%	53%		55%	:	44%		-0.0			1
	Female	58%	89%	80%	-	83%	78%	40	-	-	-	80%	80%	•	91%	-	+	80%	•			
Biology	All	57%	69%	69%		48%	85%	0.5				45%	82%	33%	76%	٠	59%	83%	2.0	0		
	Students																00.4	0070				
	CWD	22% 61%	33% 76%	33% 76%	<u></u>	53%	90%	-		-	:	47%	88%	33%	76%	•	62%	95%	971	9	3.75	- 1
	EL	20%	•	•	-	•			1	-		•	-	•		•	*	-				
	Male Female	55% 59%	59% 83%	59% 83%		38% 71%	82% 88%	-		-	•	29% 83%	80% 83%	•	62% 95%	•	59%	83%		0	•	
	Tonian	0070	0070	0072			0070	-	-	-	-	0078	0070		33 /0	•	•	0376	70	100		10.5
STAAR Percer	nt at Masters	Grada	Level																			
End of Cours	e																					
English I	All Students	7%	18%	18%	•	6%	27%	-	•	*		6%	25%	0%	26%	•	11%	24%		•		
	CMD	3%	0%	0%	-	•		1.		20	-	•	•	0%	-	•	•	•	20			100
	CWOD	7% 0%	26%	26%	-	13%	32%					14%	30%	:	26%		17%	33%	•	-	•	•
	Male	5%	11%	11%	-	11%	10%	+	-	-	2.763	11%	10%	•	17%	•	11%	-	-	16		
	Female	9%	24%	24%	•	0%	42%	-	-,	20		0%	36%	•	33%	-	-	24%	•	-	-	•
English II	All	8%	11%	11%		5%	18%	**		-		5%	14%	•	11%		9%	14%	-			
100	Students CWD	.40/	•																			
	CMOD	4% 8%	11%	11%	100	6%	16%		-		:	0%	14%		11%		8%	15%				10
	EL	0%	•	*	-	•	-	-	-	•		*	-	•	-		•	•	•	:	-	:
	Male Female	5% 10%	9% 14%	9% 14%		0% 11%	18% 17%	43	1		9.0	6%	11% 17%		8% 15%		9%	14%	-	i.		
When to see t	4.11	0.407	E 487			0.484	0001															
Algebra I	All Students	31%	51%	31%		24%	38%	•	-	•	-	27%	33%	0%	39%	•	26%	40%	•		•	•
	CWD	7%	0%	0%		2004	408/	•	-	*0	936	4004	•	0%		٠	•					/9
	CWOD EL	34% 12%	60%	39%		36%	43%	:	\$20	23	50300	40%	39%		39%	:	32%	55%	583			
	Male	28%	35%	26%		27%	27%	-	-	-	*	20%	29%		32%	٠	26%		170			
	Female	34%	68%	40%	•	17%	56%	•	*	7.7		40%	40%	•	55%	-	-	40%	-	-	•	
Biology	All	23%	26%	26%	•	13%	35%	90	-	40	•	15%	32%	11%	29%	•	18%	38%	-	-	-	
	Students CWD	5%	11%	11%						-				11%	_				-	_	_	_
	CWOD	25%	29%	29%	-	12%	39%	-	-			13%	35%	1170	29%	-	21%	40%	0.90	-	980	/8
	EL Male	3% 22%	18%	18%		13%	24%	80	*	+1		14%	20%	:	21%		199/	•	0.5%	•	1350	75
	Female	23%	38%	38%	:	14%	47%	2				17%	44%		40%	_	18%	38%		:		
							-					7.0										

											Two or	_	Non									
		State	District	Campu	African s American	Hispanic		American Indian		Pacific Islander		Econ Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant H		Foster Care	
All Grades	a ri																					
All Subjects	Ali Students	77%	89%	85%	•	78%	91%	•	-	-	-	67%	95%	49%	93%	٠	81%	91%	-	•	•	•
	CWD	45%	55%	49%	-	43%	64%	-	-	-		37%	75%	49%	-	•	39%	63%	-	-	14.0	•
	CWOD EL	80% 60%	94% 67%	93%	-	93%	94%				Ċ	85%	96%	:	93%		91%	96%	-			:
	Male	74%	89%	81%		72%	89%	-	-	-	•	61%	95%	39%	91%	•	81%	-	-			
	Female	79%	89%	91%	-	88%	93%	-	•	-	-	79%	94%	63%	96%	-	-	91%	•	-	50	•
Reading	All	73%	88%	82%	-	75%	89%	-				61%	93%	33%	93%	٠	77%	88%			2	
, and	Students																					
	CWD	39% 77%	47% 94%	33% 93%	-	95%	91%	•	•	•	-	90%	94%	33%	93%	•	92%	94%	•	:	- 5	
	EL	52%	58%	*	-		-					*	-		-	•		-		-		
	Male	69%	87%	77%	-	67%	88%	-	-	-	-	56%	92%	•	92%		77%	-	•	•	-	•
	Female	77%	89%	88%	•	85%	90%	•	•	•	•	69%	93%	•	94%	-	•	88%	-	- 0		-
Mathematics	s All	80%	91%	88%	-	82%	92%				•	73%	96%	67%	94%	•	81%	100%	-	-		
	Students CWD	52%	67%	67%										C70/								
	CWOD	83%	95%	94%	-	91%	95%				•	80%	100%	67%	94%		91%	100%	-	-	2	
	EL	70%	77%	*	-	*	-	•	-	-	-		-	*	-	•		-	-	-	-27	-
	Male Female	78% 82%	91% 92%	81% 100%	-	73% 100%	87% 100%	-	•	•	•	60% 100%	94% 100%		91% 100%	•	81%	100%	-	-	-	5 E E
	, omaio	92.0	02.10			10070	10070		-	-	-	10070	10074		10070	-	•	10078	•	•	-	
Science	All	79%	86%	90%	•	83%	94%	-	•	•	•	75%	97%	67%	94%	•	88%	92%	-	-	•	-
	Students CWD	48%	50%	67%										67%				11.		_		_
	CWOD	82%	93%	94%	-	88%	97%	-	-	-	•	80%	100%	-	94%	-	90%	100%	-	-		828
	EL Male	58% 78%	90%	68%		0.10/	94%	-	-	-		740/	4000/	•	-	•	•	-	-	-	-	-
	Female	80%	82%	92%	-	81% 86%	94%	-	-	-	_	71% 83%	100% 94%		90% 100%		88%	92%		-		3.5
STAAR Percent	t at Meets G	rade Le	evel or A	hove																		
All Grades																						
All Subjects	All Students	47%	66%	69%	-	61%	78%	•	-	•	*	49%	79%	26%	79%	11	59%	83%	*	*		•
	CWD	23%	18%	26%		25%	27%					26%	25%	26%	-		17%	38%	-	_	_	•
	CWOD	50%	73%	79%	-	75%	83%	-	-	-	•	63%	84%	-	79%	-	68%	93%		•	•	180
	EL Male	26% 45%	38% 64%	59%	-	47%	70%	-	•	•		37%	73%	17%	68%		59%	•	-	-	-	-
	Female	50%	68%	83%		80%	86%		-	-	-	75%	86%	38%	93%		3370	83%	-	-	-	
Dondina	AII	400/	C 407	7.45		CON	700/					5001	0.407	0.484	0501		050					
Reading	All Students	46%	64%	74%	•	68%	79%	•	•	•	•	53%	84%	24%	85%	-	65%	84%	•	-		•
	CWD	22%	17%	24%	•	•	•				-	•	•	24%	-	٠	•		_	-	2.5	
	CWOD EL	48% 21%	72% 37%	85%	•	88%	82%	-	-	-	•	76%	87%	:	85%	:	78%	92%	•	•	-	-
	Male	41%	61%	65%		57%	72%	-	-	-		44%	78%		78%	٠	65%	-		÷	:	:
	Female	50%	69%	84%	-	81%	87%	•	-	-	-	69%	89%	•	92%	-	•	84%	-		•	-
Mathematics	. All	48%	70%	57%		53%	63%		_	_		47%	63%	22%	67%		44%	80%				
***************************************	Students				_		0070		_	_		71.70	0078	22/0	01.70		7770	00%	_	•	•	•
	CWD	26%	19%	22%	•		7404	-	-	-	-	*	-	22%		•			•	-	•	-
	CWOD	51% 33%	78% 41%	67%	-	64%	71%	-	-			60%	70%		67%		55%	91%	:	:	:	-
	Male	47%	70%	44%	-	36%	53%	-	-			30%	53%	•	55%	•	44%	-		-	•	-
	Female	49%	70%	80%	-	83%	78%	-	-	-	-	80%	80%	•	91%	-	-	80%	•	-	•	-
Science	All	49%	58%	69%		48%	85%	-				45%	82%	33%	76%	٠	59%	83%		_		
	Students																					
	CWD	23% 52%	20% 66%	33% 76%	-	53%	90%	•	•	-	:	47%	88%	33%	76%	•	62%	95%	•	•	•	-
	EL	21%	0070	*	-	*	-		-		_	41.70	0078		-	•	0278	-		-	:	
	Male	50%	58%	59%	-	38%	82%	•	-	-	•	29%	80%		62%	٠	59%	-	-	-	•	-
	Female	49%	58%	83%	•	71%	88%	•	•	-	-	83%	83%	•	95%	•	•	83%	-	-	•	-
STAAR Percent All Grades	ı at Masters	Grade	revel																			
All Subjects		21%	31%	20%	•	10%	28%			-	•	12%	24%	5%	23%	•	15%	26%	-	*	-	*
	Students CWD	8%	4%	5%		4%	9%	_				7%	0%	5%			4%	6%				
	CWOD	23%	35%	23%	•	13%	30%	-	-		÷	15%	26%	2%	23%	_	18%	30%		:		-
	EL	9%	17%	455/		•	-	-	-	-	-	•	-	404	-		•	-	-	:	-	-
	Male Female	20% 22%	29% 33%	15% 26%		11% 10%	20% 38%	-	-			12% 13%	18% 31%	4% 6%	18% 30%	:	15%	26%	-	-	•	-
														0.74	00,0			2070		-	-	-
Reading	All Students	19%	30%	13%	•	5%	21%	-	-	-	-	5%	17%	5%	15%	•	10%	18%	-	•	-	•
	CWD	7%	4%	5%		٠		-	-	•			•	5%	_				-	-		
	CWOD	20%	34%	15%	-	7%	21%	-	-	-	-	5%	18%	-	15%	-	10%	20%	-	•	-	-
	EL Male	7% 16%	11% 27%	10%		3%	16%	-	-	-	-	8%	- 11%		10%		10%	-	-	:		
	Female	22%	33%	18%		7%	27%			•	-	0%	23%	•	20%		.570	18%	-	-		-
B.d. attached														001			004					
Mathematics	s All Students	23%	35%	31%	•	24%	38%	•	•	•	-	27%	33%	0%	39%	•	26%	40%	-	-	-	-
	CWD	10%	3%	0%		•	•		-		-	•	•	0%		•	•	•	-	-	-	-
	CWOD	25%	40%	39%	-	36%	43%	-	•	-	•	40%	39%	-	39%	:	32%	55%	-	-	-	-
	EL Male	13% 23%	27% 34%	26%	-	27%	- 27%	:		-	-	20%	29%	:	32%		26%		-	-	-	-
	Female	24%	36%	40%	•	17%	56%	-	-	-	-	40%	40%		55%	-	2070	40%	•		-	-
Science	ΔII	22%	25%	26%		120/	3E0/					169/	229/	140	209/		100/	200/				
ocience	All Students	4470	43%	20%	•	13%	35%	•	-	-	-	15%	32%	11%	29%		18%	38%	•	•	-	-
	CWD	7%	7%	11%		*	*	•	-	-	-		*	11%		٠			•	-	-	-
	CWOD EL	24% 5%	28%	29%		12%	39%	-	-	-	•	13%	35%	-	29%	:	21%	40%	-	-	•	-
	Male	23%	24%	18%		13%	24%		-		•	14%	20%		21%		18%		-	-	-	

Pacific More Econ Econ African American Foster State District Campus American Hispanic White Indian Asian Islander Races Disady Disady CWD CWOD EL Male Female Migrant Homeless Care Military 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	CMD	EL
Academic Growth Score											
Reading											
All Students	59	-	58	60	-		-	_	58	•	•
CWD	•	-	*		-	-	-			•	
CWOD	60	-	61	59	-		-	-	63	-	
EL	•	-	*		-	-	-	-	•		
Male	55	-	55	56	-	-		-	58	•	
Female	63	-	62	65	-		_	-			-
Mathematics											
All Students	72	-	67	80	-	-	_	•	63	•	•
CWD				•	-	-	-		•		
CWOD	77		68	86	•	0.00	-	•	67	-	-
EL			-		-		-	- 11	•		
Male	59		•	71	-	-	-		•	•	•
Female	93	- 2	92	94	-	-	_	20	•		-

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort	Graduation Rate	(Gr 9-12):	Class of 2	017									
All Students	95.7%	-	93.1%	97.6%	-	-	-		88.9%	77.8%			
CWD	77.8%	-	•	80.0%	-	-			66.7%	77.8%	-	0.2	
CWOD	98.4%	-	96.0%	100.0%	-				100.0%	-			
EL	•	_	•	-	-	-	-			-			
Male	91.7%	-	85.7%	95.5%	-			5.0	83.3%	75.0%			0.0
Female	100.0%	-	100.0%	100.0%	-	•	2000	2	100.0%	•		•	33

- 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,

Student Success (Student Achi			Hispanic : STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	58		50	66			•	•	43	•	•
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%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+
STAAR Performance Status Reading											
Interim Goals (2018-2022) Target Met	44% Y	32%	37% Y	60% Y	43%	74%	45%	56%	33% Y	19%	29%

		African American		White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Interim Goals (2023-2027) Target Met	52% Y	42%	46% Y	66% Y	51%	78%	53%	62%	43% Y	31%	39%
Interim Goals (2028-2032) Target Met	62% Y	54%	58% Y	73% Y	62%	82%	63%	70%	55% N	45%	52%
Long-Term Goals Target Met	72% Y	66%	69% N	80% Y	72%	87%	73%	78%	67% N	60%	65%
Mathematics	•								• • •		
Interim Goals (2018-2022) Target Met	46% Y	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Interim Goals (2023-2027) Target Met	54% Y	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Interim Goals (2028-2032) Target Mel	63% N	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Long-Term Goals Target Met	73% N	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
English Learner Language Prof	iciency Statu	8									
Interim Goals (2018-2022) Target Met											42%
Interim Goals (2023-2027) Target Met											44%
Interim Goals (2028-2032) Target Met											46%
Long-Term Goals Target Met											46%
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90% Y	90%	90% Y	90% Y	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92% Y	92%	92% Y	92% Y	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94% Y	94%	94% N	94% Y	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94% Y	94%	94% N	94% Y	94%	94%	94%	94%	94%	94%	94%

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

Participation Rat	e	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	2.	100%	100%	12	- 2	4		100%	100%	100%	100%	100%	100%	100%	
	CWD	100%		100%	100%		-	020	227	100%	100%	100%	10070	100%	100%	100%	- 3
	CWOD	100%		100%	100%					100%	100%		100%	* *	100%	100%	-
	EL	100%	0	100%	100 %	1				100%	-	100%	10076	100%	100%	10075	-
	Male	100%	7.2	100%	100%	_	200	.554	-	100%	100%	100%	100%	100%	100%	_	100
	Female	100%	117	100%	100%		92	30		100%	100%	100%	100%	10076	100%	100%	-
	Tombio	100/1		10070					•	10070	10070	10076	100%		-	100 %	
Reading	All Students	100%	•	100%	100%	57	125			100%	100%	100%	100%	100%	100%	100%	370
	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%	27	100%	100%	-	•	15	-	100%	100%	100%	100%	•	•	100%	•
Mathematics	All Students	100%	10	100%	100%	-				100%	100%	100%	100%	•	100%	100%	
	CWD	100%		100%	*	-		2	2.0	100%	•	100%		•	100%		
	CWOD	100%		100%	100%					100%	100%	•	100%	•	100%	100%	
	EL	•	-				_	100	20			•	-		*	-	
	Male	100%		100%	100%	-		-		100%	100%	100%	100%	•	100%		
	Female	100%		100%	100%	•	12	2	7	100%	100%	•	100%	-	•	100%	
Science	All Students	100%		100%	100%		14			100%	100%	100%	100%	•	100%	100%	200
	CWD	100%	•	100%	•	-	-		-	100%	•	100%	-	•	100%	*	•
	CWOD	100%	•	100%	100%	-	-		*	100%	100%	-	100%		100%	100%	50
	EL	•	•	•	-	-	-		574	*	-	*	-		•	-	•
	Male	100%	-	100%	100%	-		-		100%	100%	100%	100%		100%	_	-
	Female	100%	-	100%	100%	-	-	.00	90	100%	100%	*	100%	-		100%	•
Non-Participation	n Rate																
All Subjects	All Students	0%	-	0%	0%	-	-		•	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	1.0	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%	2/20	-	-	*	0%	0%	0%	0%	0%	0%	-	
	Female	0%	- 1	0%	0%	•	-	•	-	0%	0%	0%	0%	•	-	0%	
Reading	All Students	0%	1.0	0%	0%	-	-		-	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	-	0%	0%	-	-	-	200	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%	•
Mathematics	All Students	0%	22	0%	0%	-	-	•	•	0%	0%	0%	0%	٠	0%	0%	
	CWD	0%	•	0%	•	-			*	0%	*	0%	-	•	0%	•	-
	CWOD	0%	1.0	0%	0%	-	-		•	0%	0%	-	0%	•	0%	0%	•

			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus	American	Hispanic	White	Indian	Asian	fslander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	EL		-	•	-	-	-		-	•	-	•	-				7.4
	Male	0%	-	0%	0%	•	•	-	•	0%	0%	0%	0%		0%	-	
	Female	0%	•	0%	0%	•	-	•	-	0%	0%	•	0%	101	-	0%	
Science	All Students	0%	100	0%	0%	-	-	-	•	0%	0%	0%	0%		0%	0%	100
	CWD	0%		0%	•		•	•	-	0%	•	0%	-		0%	2.5	8.4
	CWOD	0%	-	0%	0%	-	-	-	•	0%	0%	•	0%	-	0%	0%	-
	EL		•	•			•	-	-		-		-			-	-
	Male	0%	-	0%	0%		-		•	0%	0%	0%	0%		0%		2.4
	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	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with	Students with Disabilities (Section 504)
Students Without Disabilities		aruuunta	Airiericai	r mapanit	********	IASTIAS	Malali	istalidel	Races	EL	Disabilities	(Section 504)
In-School Suspensions												
•	Male	21		8	11	*			•			
	Female	10	•		8	•			•			
	Total	31		10	19				•			
Out-of-School Suspensions				30.00	-60							
	Male		9.4		•			•	4.5			
	Female					•						
	Total					•			•			
Expulsions	TOTAL											
With Educational Services	Male	54				***			**			
THE COLCEGORAL SELECTS	Female	-										
	Total					23						
Million & Education of Consistent						2						
Without Educational Services	Male					15	2	- 8	7			
	Female	15	- 0		30.00	20	1	- 9				
	Total	- 3			100		20	-	23	100		
Under Zero Tolerance Policies	Male			:		30		3	1	-36		
	Female	•		•			1		•			
*9	Total			•	•	•	*		•			
School-Related Arrests												
	Male				•	•	•					
	Female					•						
	Total					13	*	•	•			
Referrals to Law Enforcement												
	Male					6 %						
	Female					•						
	Total											
Students With Disabilities	10101											
In-School Suspensions												
In-action adspansions	Male	7		5			63					
	Female											
	Total	9		7				-				
Out of Cabani Comments	I D(d)	9										
Out-of-School Suspensions						• 0	4.5	20	20	0.0		15
	Male						- 50	- 0	100	100		45
	Female	12	- 0		200	7.5	- 61	- 0	38	32		37
2	Total	-	•			7.0		•	•	- 7		
Expulsions												
With Educational Services	Male					•	•	•	•			
	Female	•	•	•		•	*	•	*30			
	Total			•	•		•	•	•			
Without Educational Services	Male				3.0	•	•		•			
	Female		*	•	•	•	•		•			
	Total					•		•	•			
Under Zero Tolerance Policies	Male		•	•			*3		•			
	Female				•		•		•			
	Total								• 2			
School-Related Arrests	7-1-1											
OCHOOL-ROBIOG FORGAS	Male			2.6								34
	Female		3.2									
	Total											
Defends to Lew Enforcement	POLAT											
Referrals to Law Enforcement	Mala						40		-			
	Male		- 0						10	1		
	Female	35	3			11.5	10		26			Ģ.
	Total		2.7			•	7	•	* 6			-
All Students												
Chronic Absenteeism												
	Male	7	•	5	•	•	*		*	*		
	E a series	10		5	-						•	
	Female	17		10	5 7	2.00	7.6			3.5	76	

	TORY .	Total	
- 1	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 atlack or fight with a firearm or explosive device		
	Incidents of physical attack or light without a weapon	•	
	Incidents of threats of physical attack with a weapon	•	
	Incidents of threats of physical attack with a firearm or explosive device		

Total 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.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
-	Male	-	-	-	-				4	4	1.7
	Female	-	1.0	3.00	1000	-	-				
	Total	-	-		•		-				100
Accelerated Coursework											
Advanced Placement Courses	Male	•	•								
	Female	5		•	5	•				•	
	Total	9	•	•	7	•			•		
International Baccalaureate Courses	Male	-	-	-		23	_				
	Female	- 2		-	-	-					100
	Total	-	-	-	_			100	-	W-01	

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

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

Indicates there are no students in the group,

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty

	All S	chool
inexperienced Teachers, Principals, and Other School Leaders	Number 2.0	Percent 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-oupil 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

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%	•	4	-	
Science	6,164	1%	•	•	-	
Grade 6						
Reading	5,678	1%	•	•	•	-

Mathematics	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
Grade 7 Reading	5,298	1%		-		
Mathematics	5,294	1%			1.55	
Grade 8 Reading	5,088	1%	150		121	(2)
Mathematics	5,087	2%		3.5	7.5	(*)
Science	5,087	1%		32.7	94.5	
End of Course English I	4,868	1%	85	4		7.50
English II	4,556	1%			•	
Algebra I	4.884	1%		•		•
Biology	4,861	1%	1.0	139	\$.	•
All Grades All Subjects	99,020	1%	9	1%		10.
Reading	43,730	1%	•			•
Mathematics	39,178	1%	3	•	1.0	
Science	16,112	1%	100	3.3	•	•

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

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	us
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	-	52	*	28		17		3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander		42	25	31	42	23	13	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disady	50	46	32	32	16	18	2	3
			70	68	20	20			1	2
		Students with Disabilities			20 25		9	10		
		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 Disady	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
0.000	Landonid	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	-3	41	31	20	3	1
		Asian	8	13	29	30	53	45	10	12
			•	35	29	42	33	22	10	2
		Pacific Islander Two or More Races	22	18	42	40	31		5	6
			23 38	35	42 45	40		36	5 1	0
		Econ Disady					16	20		1
		Students with Disabilities	65	61	29	29	6	9	n/a	•
		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	8
	_	Limited English Profisions	0.

Grade	Subject	Student Group	%
	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.

Source: TEA Division of Student Assessment

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

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

Data are not available.

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