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

District Name: CLARENDON ISD
District ID: 065901

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);

			AII	African			American		Pacific		Econ	Special	
_				American	-		Indian	Asian	Islander			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%
Grado Lovor or Albovo,		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22	500 /	400/	400/	000/	5 40/	700/	50 0/	000/	400/	0.40/	000/
		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	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	Mainematics	Rates											
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2026-27	2221	-			222/	2221	222/	222/		400/	 00/
		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											42%
		2021-22 2022-23 through											44%
		2026-27 2027-28 through											46%
		2031-32											
Graduation Rate:4-Year Longitudinal Rate	I	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
. 1410		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
		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);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> 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.

Section Part												Two or		Non								
State Contact Contac												More		Econ								
Reading			State	16	District	tAmericar	nHispani	cWhite	Indian	Asiar	nislande	rRaces	sDisadv	Disadv	CWD	CWODE	L Male	Female	Migran	tHomeles	s Care	Military
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Grade 6																				
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	Students																			
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	CWOD 77%	77%	88%	*	*	91%	-	-	-	*	84%	93%	-	88%	- 77%	95%	*	-	*	-
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	EL 73%	77%	-	_	-	-	_	_	_	_	-	-	_	-		-	_	_	_	_
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	Female 87%		75%	*	*	75%	-	-	_	-	86%	67%	*	000/		75%	-	-	-	-
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	Female 76%	76%	82%		•	83%	-	-	-	-	//%	XU%				82%		_	-	-
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Algebra I	Students CWD 25% CWOD 68% EL 30% Male 57% Female 71% All 66% Students CWD 25% CWOD 71% EL 27% Male 61% Female 72% All 82% Students CWD 47% CWOD 86% EL 67% Male 78% Female 87%	21% 69% 25% 55% 70% 65% 23% 71% 61% 71% 84% 47% 90% 68% 80% 89%	- 73% - 58% 83% 77% * 86% - 78% 77% 95% - 95% - 93% 95%	* * * * * * * * * * * * *	* - * - *	- 81% - 71% 86% 77% * 89% - 77% 78% 96% - 96% - 90% 100%			- - - - * - *	* -* - * -* - *	75% - 75% - 70% 80% 69% - 73% - 70% - 89% - 89% - 89% - 89% 91%	70% - 70% - 88% 87% - 100% - 100% - 100% 100%	· · * * * *	73% - 73% - 58% 83% 86% - 86% - 88% 83% 95% - 95% - 93% 95%	- 58% 58% 58% 78% - * 88% 78% 93% 93% 93% 93% 93%	83% - 83% - 83% 77% * 83% - 77% 95% - 95%				
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Grade 3 Reading	All 43 Students	3%	42%	43%	*	*	48%	-	-	-	*	37%	50%	*	48%	- 46%	41%	-	-	-	*
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	CWOD 48		49% 40%	58% -	*	*	56% -	-	- -	-	*	44% -	73% -	-	58% -	- 58% 	58% -	-	- -	-	*
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Grade 4 Reading	All 45	0/	45%	57%	*	80%	60%					38%	83%	*	59%	- 42%	69%			*	
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		3%	44% 46%	42% 69%	*	*	44% 73%	-	-	-	-	33% 43%	* 89%	- *	42% 73%	- 42% 	- 69%	-	-	*	-
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	Male 48 Female 47	3% 7%	50% 49%	42% 56%	*	*	44% 64%	-	-	-	-	44% *	[*] 78%	*	42% 60%	- 42% 	- 56%	-	-	-	-
Grade 5 Reading	All 53	3%	50%	63%	*	63%	68%	-	_	-	*	46%	84%	43%	67%	- 67%	59%	_	*	*	*
-	Students CWD 30)%	30%	43%	-	*	*	-	_	-	-	*	*	43%	-	- *	*	_	_	_	-
		5%	53% 27%	67% -	*	100% -	67% -	-	-	-	*	53% -	82% -	-	67% -	- 67% 	67% -	-	*	*	*
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Onionas	Female 58			78%	*	71%	86%	-	-	-	-	71%	100%		78%	700/	78%	-	*	*	*
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Grade 6																					
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	Male 44 Female 42		46% 48%	50% 17%	*	*	40% 18%	- *	- -	-	- *	44% 18%	50% *	*	59% 20%	- 50% 	- 17%	* -	-	- *	-
Grade 7 Reading	All 47	7 %	46%	46%	*	*	54%	-	-	-	*	45%	47%	*	48%	- 43%	48%	*	-	*	_
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		17%	42 % 18%	39 /0			JZ /0	-	-	-		20 /0	57 /0	-	J9 /0	- 30 /0	40 /0		-		-
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	Male	44%	41%	39%	-	*	50%	-	-	-	*	13%	60%	-	39%	- 39%	-	-	-	-	-
	Female	53%	50%	57%	*	*	67%	-	-	-	-	67%	44%	*	60%		57%	-	-	-	-
Mathematics			54%	24%	*	40%	19%	-	-	-	*	21%	27%	*	25%	- 31%	19%	-	-	-	-
	Students																				
	CWD	25%	25%	*	-	-	*	-	-	-	-	-	*	*	-		*	-	-	-	-
	CWOD	53%	58%	25%	*	40%	20%	-	-	-	*	21%	29%	-	25%	- 31%	20%	-	-	-	-
	EL	30%	32%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	48%	52%	31%	-	*	22%	-	-	-	*	29%	33%	-	31%	- 31%	-	-	-	-	-
	Female			19%	*	*	17%	-	-	-	-	14%	22%	*	000/		19%	-	-	-	-
Science	All	50%	49%	54%	*	*	65%	-	-	-	*	60%	47%	*	55%	- 50%	55%	-	-	-	-
	Students																				
		23%	20%	*	_	_	*	_	_	_	-	_	*	*	_		*	_	_	_	_
	CWOD		53%	55%	*	*	67%	_	_	_	*	60%	50%	_	55%	- 50%	57%	-	_	_	_
	EL	19%		-	_	_	-	_	_	_	-	_	-	-	-		-	_	_	_	_
	Male	51%		50%	_	*	64%	_	_	_	*	*	70%	_	50%	- 50%	_	_	_	_	_
	Female			55%	*	*	61%	_	_	_	_	77%	22%	*	0/		55%	_	_	_	_
End of Course																					
English I	All	43%	40%	57%	*	*	71%	_	_	*	_	55%	60%	_	57%	- 33%	72%	_	_	_	_
	Students																				
	CWD	14%	10%	-	_	_	_	_	_	_	_	_	_	_	_		_	-	_	_	_
	CWOD		44%	57%	*	*	71%	_	_	*	_	55%	60%	_	57%	- 33%	72%	_	_	_	_
	EL	10%	6%	-	_	_	_	_	_	_	_	-	_	_	_		_	-	_	_	_
	Male	37%	33%	33%	*	*	57%	_	_	_	_	40%	*	_	33%	- 33%	_	-	_	_	_
	Female			72%	*	*	79%	_	_	*	_	70%	75%	_	700/		72%	_	_	_	_
English II	All	47%	44%	68%	*	*	73%	_	_	_	*	50%	87%	*	75%	- 61%	77%	_	_	_	_
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	CWOD		48%	75%	*	*	84%	_	_	_	*	53%	100%	_	75%	- 69%	83%	_	_	_	_
	EL	9%	6%	-	_	_	-	_	_	_	_	-	-	_	-		-	_	_	_	_
	Male	41%		61%	*	*	69%	_	_	_	*	40%	88%	*	69%	- 61%	_	_	_	_	_
	Female			77%	*	*	78%	_	_	_	_	*	86%	*	000/		77%	_	_	_	_
	i omaic	0 1 70	0070	, 0			1070						0070		0070		1170				
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`	CWD	19%	17%	-	_	_	_	_	_	_	_	_	_	_	_		_	_	_	_	_
	CWOD			59 %	*	*	70%	_	_	*	*	63%	56%	_	59%	- 67%	55%	_	_	_	_
	EL	29%	24%	-	_	_	. 5 /0	_	_	_	_	-	-	_	-		-	_	_	_	_
	Male	49%		- 67%	*	*	80%	_	_	_	*	63%	71%	_	67%	- 67%	_	_	_	_	_
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	· Cirial	. 50 /0	JJ /0	JJ /U			JJ /U					J → /0	10 /0		JJ /U	•	JJ /0			•	=
Biology	All	57%	57%	70%	*	*	76%	_	_	_	*	64%	78%	*	74%	- 50%	83%	_	_	_	_
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		55%		- 50%	*	_	- 50%	_	_	_	*	60%	*	*	- 57%	- 50%	_	_	_	_	_
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STAAR Percent	at Maste	ers Gr	ade I e	vel																	
Grade 3	at maste	01	ado EU																		
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		22%		<u>-</u> 38%	*	- -	- 42%	_	_	-	-	- 29%	- 50%	*	- 42%	- 38%	_	-	-	-	*
	Female			36% 27%	*	*	42% 35%	_	_	_	*	29% 17%	40%	*	000/	- 30% 	- 27%	-	- -	<u>-</u> -	
	i Ciliale	, <u>~</u> U /0	2 J /0	= 1 /0			JJ /0	_	_	-		17 /0	- T∪ /0		JZ /0	-	~ 1 /0	-	_	_	-
Mathematics	ΔII	22%	22%	23%	*	*	24%	_	_	_	*	26%	19%	*	26%	- 31%	18%	-	_	_	*
	Students		 /0	∠ ⊌ /0			<u>∠</u> → /∪	_	_	-		2 0 /0	19/0		_U /0	J 1 /0	10 /0	-	_	_	
`		12%	11%	*	_	_	*	_	_	_	_	*	*	*	_	- *	*	_	_	_	-
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	EL	17%			_	_		_	_	_	_	- -	-0 /0	_	-0 /0		_ 1 /0	_	_	<u>-</u>	_
		23%		- 31%	*	_	33%	_	_	_	_	- 43%	- 17%	*	33%	 - 31%	_	_	_	_	*
	Female			18%	*	*	18%	_	_	_	*	17%	20%	*		- 3170	- 18%	_	_	_	_
	. Siliale	- 1 /0	<u>~</u> 1 /0	/ / /			10 /0					11/0	_0 /0		_ 1 /0		10/0				_

Grade 4																					
Reading	All	23%	21%	29%	*	20%	35%	-	-	-	-	13%	50%	*	30%	- 17%	38%	-	-	*	-
	Students	00/	440/	ı.			*														
	CWD CWOD	9% 25%	11% 23%	* 30%	- *	- 20%	37%	-	-	-	-	- 13%	55%	^	- 30%	 - 17%	40%	-	-	- *	-
	EL	12%	23% 9%	30 % -	_	20%	31 70 -	-	_	_	_	13%	55%	-	30%	- 1/%	40%	_	_	_	-
	Male	22%	21%	17%	*	*	22%	_	_	_	_	11%	*	_	17%	- 17%	_	_	_	*	-
	Female			38%	*	*	45%	-	-	-	-	14%	56%	*	40%		38%	-	-	-	-
Mathematics		26%	27%	21%	*	40%	20%	-	-	-	-	19%	25%	*	22%	- 8%	31%	-	-	*	-
	Students	110/	120/	*			*						*	*			*				
	CWD CWOD	11% 28%	12% 29%	22%	- *	- 40%	21%	_	_	_	-	- 19%	27%	_	- 22%	- 8%	33%	_	_	- *	-
	EL	18%	15%	- 70	_	-	-	_	_	_	_	-	-	_			-	_	_	_	_
	Male	27%	28%	8%	*	*	0%	-	-	-	-	11%	*	-	8%	- 8%	-	-	-	*	-
	Female	25%	26%	31%	*	*	36%	-	-	-	-	*	33%	*	33%		31%	-	-	-	-
Grade 5	A II	000/	220/	400/	*	200/	450/				*	470/	CO0/	200/	400/	200/	440/		*	*	*
Reading	All Students	20%	22%	40%		38%	45%	-	-	-		17%	68%	29%	42%	- 38%	41%	-			
	CWD	9%	9%	29%	_	*	*	_	_	_	_	*	*	29%	_	_ *	*	_	_	_	_
	CWOD		24%	42%	*	60%	44%	_	_	_	*	16%	71%	-	42%	- 39%	44%	_	*	*	*
	EL	12%	7%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	24%	20%	38%	-	*	39%	-	-	-	*	13%	54%	*	39%	- 38%	-	-	*	*	-
	Female	28%	24%	41%	*	29%	54%	-	-	-	-	19%	100%	*	44%		41%	-	*	*	*
Mathamatica	. All	200/	200/	440/	*	250/	470/				*	240/	620/	120/	470/	200/	420/		*	*	*
Mathematics	S All Students	30%	29%	41%		25%	47%	-	-	-		24%	63%	13%	47%	- 38%	43%	-			
	CWD	13%	14%	13%	_	*	20%	_	_	_	_	0%	*	13%	_	_ *	0%	_	_	_	_
	CWOD		31%	47%	*	40%	52%	_	_	_	*	32%	65%	-	47%	- 39%	56%	_	*	*	*
	EL	19%		-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male		27%	38%	-	*	39%	-	-	-	*	25%	46%	*	39%	- 38%	-	-	*	*	-
	Female	30%	31%	43%	*	29%	57%	-	-	-	-	24%	100%	0%	56%		43%	-	*	*	*
Colonna	ΛII	160/	4.40/	240/	*	00/	260/				*	470/	200/	4.40/	220/	200/	220/		*	*	*
Science	All Students	16%	14%	21%		0%	26%	-	-	-		17%	28%	14%	23%	- 20%	23%	-			
	CWD	9%	8%	14%	_	*	*	_	_	_	_	*	*	14%	_	_ *	*	_	_	_	_
	CWOD		15%	23%	*	*	26%	_	_	_	*	16%	31%	-	23%	- 24%	22%	-	*	*	*
	EL	7%	4%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	18%	16%	20%	-	-	17%	-	-	-	*	25%	17%	*	24%	- 20%	-	-	-	*	-
	Female	15%	13%	23%	*	0%	38%	-	-	-	-	13%	50%	*	22%		23%	-	*	*	*
0																					
Grade 6 Reading	All	18%	16%	14%	*	14%	17%	*			*	0%	26%	*	16%	- 16%	12%			*	
rteaurig	Students	10 /0	10 /0	14/0		1 70	17 /0		_	_		0 70	20 /0		10 /0	- 1070	12 /0	_	_		_
	CWD	8%	6%	*	*	*	*	_	_	_	_	*	*	*	_	_ *	*	_	_	*	_
	CWOD		17%	16%	*	17%	18%	*	_	_	*	0%	29%	_	16%	- 18%	13%	_	_	_	_
	EL	4%	4%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	15%	13%	16%	*	*	14%	-	-	-	-	0%	25%	*	18%	- 16%	-	-	-	-	-
	Female	22%	20%	12%	*	*	20%	*	-	-	*	0%	29%	*	13%		12%	-	-	*	-
Mathanatia	. A II	400/	400/	20/	*	00/	40/	*			*	00/	- 0/	*	20/	5 0/	00/	*		*	
Mathematics	S All Students	18%	19%	3%		0%	4%		-	-		0%	5%		3%	- 5%	0%		-		-
	CWD	9%	9%	*	*	*	*	_	_	_	_	*	*	*	_	_ *	*	*	_	*	_
	CWOD		20%	3%	*	0%	5%	*	_	_	*	0%	6%	_	3%	- 6%	0%	_	_	_	_
	EL	6%	6%	-	_	-	-	_	_	_	_	-	-	_	-		-	_	_	_	_
	Male	18%	18%	5%	*	*	7%	-	-	-	-	0%	8%	*	6%	- 5%	-	*	-	-	-
	Female	17%	19%	0%	*	*	0%	*	-	-	*	0%	*	*	0%		0%	-	-	*	-
o .																					
Grade 7	ΛII	200/	260/	200/	*	*	220/				*	450/	400/	*	270/	260/	100/	*		*	
Reading	All Students	28%	26%	26%			33%	-	-	-		15%	40%		27%	- 36%	19%		-		-
	CWD	10%	9%	*	_	*	*	_	_	_	_	*	*	*	_	- *	*	_	_	_	_
	CWOD			27%	*	*	35%	_	_	_	*	16%	43%	_	27%	- 38%	20%	*	_	*	_
	EL	6%	4%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	24%	22%	36%	*	*	40%	-	-	-	-	13%	67%	*	38%	- 36%	-	*	-	*	-
	Female	33%	30%	19%	*	*	29%	-	-	-	*	17%	22%	*	20%		19%	-	-	-	-
NA atla a va ati a a		400/	470/	4.40/	*	+	040/				+	5 0/	070/	*	450/	040/	400/	+		+	
Mathematics	Students		17%	14%			21%	-	-	-		5%	27%		15%	- 21%	10%		-		-
	CWD	7%	7%	*	_	*	*	_	_	_	_	*	*	*	_	_ *	*	_	_	_	_
	CWOD		18%	15%	*	*	22%	_	_	_	*	5%	29%	_	15%	- 23%	10%	*	_	*	_
	EL	5%	3%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	17%	15%	21%	*	*	30%	-	-	-	-	0%	50%	*	23%	- 21%	-	*	-	*	-
	Female	18%	18%	10%	*	*	14%	-	-	-	*	8%	11%	*	10%		10%	-	-	-	-
O == = 1 = 0																					
Grade 8 Reading	All	26%	22%	26%	*	0%	31%	_	_	_	*	20%	32%	*	26%	- 28%	2/10/	_	_	_	
reading	Students	_ U /0	44 /0	20 /0		U 70	J 1 /0	=	_	_		20 /0	JZ /0		∠∪ /0	2 0 /0	∠ → /0	-	=	_	_
	CWD	8%	8%	*	_	-	*	-	-	_	_	_	*	*	-		*	_	_	_	_
	CWOD	28%	24%	26%	*	0%	32%	-	-	-	*	20%	33%	-	26%	- 28%	25%	-	-	-	-
	EL	4%	2%	_	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	22%	19%	28%	-	*	36%	-	-	-	*	13%	40%	-	28%	- 28%	-	-	-	-	-
	Female	30%	26%	24%	*	*	28%	-	-	-	-	25%	22%	*	25%		24%	-	-	-	-
Mathematics	: ΔII	15%	16%	7%	*	0%	5%	_	-	-	*	7%	7%	*	7%	- 0%	13%	_	-	_	-
iviatii c iiiatics	Students		10/0	1 /0		U /0	J /0	-	_	-		ı /0	1 /0		1 /0	U /0	10/0	-	=	-	-
	CWD	9%	9%	*			*	-	-	-	_	-	*	*	-		*	-	-	-	_

	CWOD 16%	17%	7%	*	0%	5%	-	-	-	*	7%	7%	-	7%	- 0%	13%	-	-	-	-
	EL 6% Male 14%	6% 16%	- 0%	-	- *	- 0%	-	-	-	- *	- 0%	- 0%	-	- 0%	- 0%	-	-	-	-	-
Saionaa	Female 16% All 27%	17%	13% 18%	*	*	8%	-	-	-	-	14% 20%	11%	*	13% 18%	 - 22%	13% 14%	-	-	-	-
Science	All 27% Students CWD 8%	25% 7%	10 7 ₀	_	_	23%	-	-	-	_	2070	16%	*	-	- 2270	1 4 70 *	-	_	-	-
	CWOD 29% EL 6%	27% 3%	18%	*	*	23%	-	-	-	*	20%	17%	-	18%	- 22%	14%	-	-	-	-
	Male 29%	26%	22%	-	*	29%	- -	-	-	*	*	30%	-	22%	- 22%	-	-	-	-	-
	Female 25%	23%	14%	*	*	17%	-	-	-	-	23%	0%	*	14%		14%	-	-	-	-
End of Course English I	e All 7%	4%	0%	*	*	0%	_	-	*	-	0%	0%	_	0%	- 0%	0%	-	-	-	-
	Students CWD 3%	3%	-	_	-	_	-	-	-	-	-	_	-	-		-	-	_	-	-
	CWOD 7% EL 0%	5% 0%	0% -	*	*	0% -	-	-	*	-	0% -	0% -	- -	0% -	- 0% 	0% -	-	-	-	-
	Male 5% Female 9%	3% 6%	0% 0%	*	*	0% 0%	-	-	- *	-	0% 0%	* 0%	-	0% 0%	- 0% 	- 0%	-	-	-	-
English II	All 8%	5%	6%	*	*	9%	_	-	-	*	6%	7%	*	7%	- 11%		-	-	-	_
	Students CWD 4%	3%	*	_	-	*	-	-	-	-	*	*	*	-	- *	*	-	_	-	-
	CWOD 8% EL 0%	6% 0%	7% -	*	*	11% -	-	-	-	*	7% -	8% -	-	7% -	- 13% 	0% -	-	-	-	-
	Male 5% Female 10%	4% 7%	11% 0%	*	*	15% 0%	-	-	-	*	10%	13% 0%	*	13% 0%	- 11% 	- 0%	-	-	-	-
Algebra I	All 31%		30%	*	*	41%	_	_	*	*	37%	22%	_		- 33%		_	_	_	_
J	Students CWD 7%	7%	-	_	_	_	_	_	_	_	_	_	_	_		_	_	_	_	_
	CWOD 34% EL 12%	34% 8%	30%	*	*	41%	-	-	*	*	37%	22%	-	30%	- 33%	27%	-	-	-	-
	Male 28% Female 34%	27%	33% 27%	*	*	50% 35%	-	-	- *	*	25% 45%	43% 9%	-	33% 27%	- 33%	- 27%	-	-	-	-
Biology	All 23%		20%	*	*	24%	_	_	_	*	27%	11%	*		 - 13%		- -	-	- -	_
33	Students CWD 5%	4%	*	-	-	*	-	-	-	-	_	*	*	-	- *	-	-	-	-	_
	CWOD 25% EL 3%	22% 1%	21% -	*	*	25% -	-	-	-	*	27% -	13% -	-	21%	- 14% 	25% -	-	-	-	-
	Male 22% Female 23%	19% 20%	13% 25%	* -	- *	17% 27%	-	-	-	*	20% 33%	* 17%	*	14% 25%	- 13% 	- 25%	-	- -	-	-
STAAR Percent All Grades	t at Approache	s Grad	e Level (
All Subjects		78%	83%	48%	85%	87%	*	-	*	80%	78%	89%	51%	86%	- 84%	82%	*	*	53%	*
	Students											55%	51%							
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							050/				470/	400/	200/	00/	220/	220/		*	*	220/	*
		20%	18%	22%	0%	13%	25%	-	-	-	17%	13%	30%	9%	23%	- 22%				22%	
	Female	22%	21%	21%	3%	12%	26%	*	-	*	0%	17%	27%	6%	22%		21%	-	*	*	*
Reading	All				0%	15%	28%	*	_	*	0%	12%	35%			- 24%		*	*	*	*
	Students																				
		70/	70/	60/	4	4	400/					4	•	00/		400/				4	
	CWD	7%	7%	9%	*	*	13%	-	-	-	-	*	*	9%	-	- 10%	*	-	-	*	-
	CWOD	20%	18%	24%	0%	18%	29%	*	_	*	0%	12%	37%	_	24%	- 25%	23%	*	*	*	*
											3 / 0	/0	J. /U		/0	_0 /(_0 /0				
	EL	7%	6%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	16%	14%	24%	*	21%	28%	-	-	-	*	10%	38%	10%	25%	- 24%	, <u>-</u>	*	*	*	*
	Female		19%	21%	0%	12%	27%	*		*	*	13%	32%	*			21%		*	*	*
	i emale	ZZ /0	19/0	Z I /0	0 /0	12/0	21 /0		-			13/0	JZ /0		25/0		Z I /0	-			
Mathematic	'c ΔII	23%	23%	21%	5%	14%	25%	*	_	*	13%	17%	25%	5%	22%	- 20%	21%	*	*	14%	*
Mathematic		2070	2070	/0	0 70	1 1 70	20 / 0				1070	11 /0	2070	0 / 0	/0	20 /	2170			1170	
	Students																				
	CWD	10%	10%	5%	*	*	6%	-	_	-	-	0%	13%	5%	-	- 11%	0%	*	_	*	_
					5 0/	160/		*		*	120/			_	220/			*	*	170/	*
	CWOD			22%	5%	16%	26%		-		13%	19%	25%	-	44 70	- 21%	23%			17%	
	EL	13%	11%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
			22%	20%	*	7%	24%	_	_	_	*	15%	26%	11%	21%	- 20%	_	*	*	*	*
								<u>-</u>	-	*	*								4	.	.5.
	Female	∠4%	24%	21%	8%	17%	25%	*	-	*	*	19%	23%	0%	23%		21%	-	*	*	*
Coiones	ΛIJ	220/	100/	200/	*	00/	040/				*	200/	200/	440/	240/	200/	200/		*	*	*
Science		∠ ∠%	19%	20%	- -	0%	24%	-	-	-	••	20%	∠∪%	11%	Z I %	- 20%	2 0%	-			
	Students																				
		7%	6%	11%	_	*	17%	_				*	*	11%	_	_ *	*	_			
					-			-	-	-	-				-			-	-	-	-
	CWOD	24%	21%	21%	*	0%	25%	-	-	-	*	20%	21%	-	21%	- 22%	20%	-	*	*	*
	EL	5%	3%	-	_	_	_	_	_	_	_	_	_	_	_		_	_	_	_	_
					*	*	220/				*	200/	200/	*	220/	000/				*	
		23%	20%	20%	•		22%	-	-	-		20%	20%	**	22%	- 20%		-	-		-
	Famala	240/	400/	20%	*	Λº/ ₂	26%					20%	10%	*	20%		20%		*	*	*

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

20%

Female 21% 18%

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.

20%

19%

20%

20% - -

26%

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	71	56	68	73	*	-	-	86	70	77	-
CWD	77	*	*	75	-	-	-	-	88	77	-
CWOD	70	60	63	73	*	-	-	86	68	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	67	*	55	70	-	-	-	*	66	*	-
Female	74	65	75	75	*	-	-	*	72	89	-
Mathematics											
All Students	67	62	63	69	*	-	*	*	66	63	-
CWD	63	*	*	55	-	-	-	-	67	63	-

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

CWOD	67	66	57	70	*	-	*	*	66	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	66	*	54	69	-	-	-	*	63	*	-
Female	67	73	68	68	*	_	*	*	69	60	_

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All	African			American		Pacific	Two or More	Econ				Foster
		American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
Federal Graduation Rates			•										
4-year Longitudinal Cohort Gr	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	96.9%	*	*	100.0%	-	-	-	*	92.9%	*	-	*	-
CWD	*	-	-	-	-	-	-	*	*	*	-	-	-
CWOD	96.8%	*	*	100.0%	-	-	-	-	92.3%	-	-	*	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	94.4%	*	*	100.0%	-	-	-	*	85.7%	*	-	-	-
Female	100.0%	*	_	100.0%	_	-	_	-	100.0%	_	-	*	_

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

Part (iv): English Language Proficiency

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

There is no data for this district.

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 Co	White omponen	American Indian <mark>t Only)</mark>	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	52	*	46	57	*	-	*	*	46	*	-
School Quality (College, Career,	, and Military	Readines	s Performai	nce)							
%Students meeting CCMR	47%	*	*	58%	-	-	-	*	*	*	-

^{*&#}x27; 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	African			American		Pacific	Two or More	Econ		
	Students	A merican	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ		Υ	Ν					Υ		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	Ν					N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	Ν					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	Ν					N		
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Υ	Ν					Υ		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		Υ	Ν					N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	Ν					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	Ν					Ν		

English Learner Language Proficiency Status

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

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

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

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

^{&#}x27;+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		District	African American	L ienanie	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Eomalo	Migrant
Participation Ra	ate	District	American	пізрапіс	vviiite	IIIuiaii	Asiaii	isiailuei	Naces	Disauv	Disauv	CVVD	CWOD	LL	Wate	remale	wiigiani
All Subjects	All Students	100%	96%	100%	100%	*	-	*	100%	99%	100%	96%	100%	-	99%	100%	*
	CWD	96%	*	100%	100%	_	_	_	_	94%	100%	96%	_	_	91%	100%	*
	CWOD EL	100%	100% -	100%	100%	*	-	*	100%	100%	100%	-	100%	- -	100%	100%	*
	Male	99%	91%	100%	100%	_	_	_	100%	98%	100%	91%	100%	_	99%	_	*
	Female	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	-	-	100%	-
Reading	All Students	100%	96%	100%	100%	*	-	*	100%	99%	100%	96%	100%	-	99%	100%	*
	CWD	96%	*	100%	100%	_	_	_	_	92%	100%	96%	_	_	90%	100%	_
	CWOD EL	100%	100%	100%	100%	*	-	*	100%	100%	100%	-	100%	-	100%	100%	*
	Male	99%	92%	100%	100%	_	_	_	*	99%	100%	90%	100%	_	99%	_	*
	Female	100%	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	-	-	100%	-
Mathematics	All Students	100%	95%	100%	100%	*	-	*	100%	99%	100%	96%	100%	-	99%	100%	*
	CWD	96%	*	100%	100%	_	_	_	_	93%	100%	96%	_	_	89%	100%	*
	CWOD EL	100%	100%	100%	100%	*	-	*	100%	100%	100%	-	100%	-	100%	100%	*
	Male	99%	88%	100%	100%	_	_	_	*	98%	100%	89%	100%	_	99%	_	*
	Female	100%	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	-	-	100%	-
Science	All Students	99%	100%	100%	99%	-	-	-	*	98%	100%	100%	99%	-	98%	100%	-
	CWD	100%	_	*	100%	_	_	_	_	100%	*	100%	_	_	*	100%	_
	CWOD EL	99%	100%	100%	99%	-	-	-	*	98%	100%	-	99%	-	98%	100%	-
	Male	98%	*	*	97%	_	_	_	*	95%	100%	*	98%	_	98%	_	_
Non-Participation	Female	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	-	-	100%	-
All Subjects	All	0%	4%	0%	0%	*	-	*	0%	1%	0%	4%	0%	-	1%	0%	*
	Students	407	J.	201	201					20/	201	407			-01	201	
	CWD	4%	*	0%	0%	- *	-	- *	-	6% 0%	0%	4%	-	-	9%	0%	*
	CWOD EL	0% -	0% -	0% -	0% -	- -	-	-	0% -	0% -	0% -	-	0% -	-	0% -	0% -	- -
	Male	1%	9%	0%	0%	-	-	-	0%	2%	0%	9%	0%	-	1%	-	*
	Female	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	-	-	0%	-
Reading	All Students	0%	4%	0%	0%	*	-	*	0%	1%	0%	4%	0%	-	1%	0%	*
	CWD	4%	*	0%	0%	-	-	-	-	8%	0%	4%	-	-	10%	0%	-
	CWOD EL	0% -	0% -	0% -	0% -	*	-	*	0% -	0% -	0% -	-	0% -	-	0% -	0% -	*
	Male	1%	8%	0%	0%	-	-	-	*	1%	0%	10%	0%	-	1%	-	*
	Female	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	-	-	0%	-

Mathemati	cs All	0%	5%	0%	0%	*	-	*	0%	1%	0%	4%	0%	-	1%	0%	*
	Students																
	CWD	4%	*	0%	0%	-	-	-	-	7%	0%	4%	-	-	11%	0%	*
	CWOD	0%	0%	0%	0%	*	-	*	0%	0%	0%	-	0%	-	0%	0%	*
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	1%	13%	0%	0%	-	-	-	*	2%	0%	11%	0%	-	1%	-	*
	Female	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	-	-	0%	-
Science	All Students	1%	0%	0%	1%	-	-	-	*	2%	0%	0%	1%	-	2%	0%	-
	CWD	0%	_	*	0%	-	-	-	-	0%	*	0%	_	-	*	0%	-
	CWOD	1%	0%	0%	1%	-	-	-	*	2%	0%	-	1%	-	2%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	2%	*	*	3%	-	-	-	*	5%	0%	*	2%	-	2%	-	-
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	-	-	0%	-

Students

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.

												with
		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students I with Disabilities	Disabilities (Section
Students Without Disabilities		Judonio		opamo	.,,,,,,,		, widii	.c.a.i.aci	. 14000			501 j
In-School Suspensions	Male	23	*	*	15	*	*	*	*	*		
	Female	6	*	*	*	*	*	*	*	*		
	Total	29	6	*	19	*	*	*	*	*		
Out-of-School Suspensions	rotai	20	O		10							
out or comoci cuspendiene	Male	8	*	*	6	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	10	*	*	6	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests		_			_	_		_	_			
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
56 111 56	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	N 4 - 1 -	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Ctudente With Dischilities	Total											
Students With Disabilities In-School Suspensions												
III-ochool ouspensions	Male	*	*	*	*	*	*	*	*	*		6
	Female	*	*	*	*	*	*	*	*	*		*
	Total	8	*	*	*	*	*	*	*	*		6
Out-of-School Suspensions	rotar	· ·										Ü
out or comoci cuspendiene	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Oakaal Dalat J.A., t	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Mole	*	*	*	*	*	*	*	*	4		*
	Male	*	*	*	*	*	*	*	*	*		^ *
	Female Total	*	*	*	*	*	*	*	*	*		*
	Total	^	•		•	^	^	^		^		-
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism	N 4 - 1 -	40	*	*	40	*	*	*	4	*	.	*
	Male	16	*	^	10	κ.	*	*	^	*	*	^

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

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

12

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

		Total	African			Indian or Alaska		Pacific ⁻	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs				-							
-	Male	15	*	*	11	*	*	*	*	*	*
	Female	17	*	*	11	*	*	*	*	*	*
	Total	32	*	*	22	*	*	*	*	*	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	_	-	-	-
	Total	-	-	-	-	-	-	_	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	_	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	_	-	-	-

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

Female

Total

20

36

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 So	chool	High-Pover	ty Schools	Low-Pover	ty Schools
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	4.2%			0.7	4.1%
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	3.7	8.4%			2.5	15.4%

'-' 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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	Region 16 Number of ALT2	Region 16 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3 Reading	6,019	1%	103	2%	-	-
Mathematics	6,020	1%	103	2%	-	-
Grade 4 Reading	6,061	1%	94	2%	-	-
Mathematics	6,056	1%	94	1%	-	-
Grade 5 Reading	6,162	2%	105	2%	*	*
Mathematics	6,160	1%	105	2%	*	*
Science	6,164	1%	105	2%	*	*
Grade 6 Reading	5,678	1%	95	2%	-	-
Mathematics	5,677	1%	95	2%	-	-
Grade 7 Reading	5,298	1%	74	1%	-	-
Mathematics	5,294	1%	74	1%	-	-
Grade 8 Reading	5,088	1%	86	1%	-	-
Mathematics	5,087	2%	86	1%	-	-
Science	5,087	1%	86	1%	-	-
End of Course English I	4,868	1%	67	1%	-	-
English II	4,556	1%	73	1%	-	-
Algebra I	4,884	1%	68	1%	-	-
Biology	4,861	1%	60	1%	-	-
All Grades All Subjects	99,020	1%	1,573	1%	9	1%
Reading	43,730	1%	697	1%	*	*
Mathematics	39,178	1%	625	1%	*	*
Science	16,112	1%	251	1%	*	*

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

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

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

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

			% Belov	w Basic	% At or Ak	oove Basic	% At or Abo	ve Proficient	% At or Abov	e 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

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

		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

Grade 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

^{&#}x27;*' 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.