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

District Name: TORNILLO ISD District ID: 071908

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	
				American			Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)		Rates					400/		.=				
		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	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32											
		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%
		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		= 407	=00/								
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
EL Progress		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70% 41%
LLFIOGIESS		Rates											4170
		2017-18 through											42%
		2021-22 2022-23 through											44%
		2026-27											
		2027-28 through 2031-32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates	3370	3370	01 /0	5570	0070	5570	5570	J2 /0	5570	, 570	12/0
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22	33.0	00.0	50.0	55.5	00.0	00.0	00.0	20.3	55.5	00.0	00.0
		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) Indicator's: 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.

		ı	Region	1	African			Americar	1	Pacific	Two or More	Econ	Non Econ							Foster	r
					tAmericani	lispani								vCWD	CWO	EL Male	Femalel	Migrant	Homeless		
TAAR Percent Grade 3	at Appro	ache	s Grad	le Level	or Above																
Reading	All Students	77%	81%	64%	-	64%	-	-	-	-	-	63%	83%	*	68%	63%69%	61%	*	-	-	-
		51%	59%	*	-	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD		84%	68%	-	68%	-	-	-	-	-	66%	83%	-		65% 79%	59%	*	-	-	-
	EL	70%	77%	63%	-	63%	-	-	-	-	-	62%	*	*		63%72%	56%	*	-	-	-
	Male Female	74%	80% 82%	69%	-	69%	-	-	-	-	-	66%	*	*		72%69% 56% -	61%	*	-	-	-
	remale	79%	0270	61%	-	61%	-	-	-	-	-	60%			59%	30% -	0170		-	-	-
Mathematics	All Students	77%	82%	65%	-	65%	-	-	-	-	-	66%	*	*	66%	66%65%	65%	*	-	-	-
		52%	61%	*	-	*	-	-	-	-	_	*	-	*	-	* *	*	-	-	-	_
	CWOD		85%	66%	-	66%	-	-	-	-	-	67%	*	-	66%	66%66%	66%	*	-	-	_
	EL	74%	80%	66%	-	66%	-	-	-	-	-	67%	*	*		66%67%	65%	*	-	-	-
		77%	82%	65%	-	65%	-	-	-	-	-	65%	*	*		67%65%	-	*	-	-	-
	Female	78%	82%	65%	-	65%	-	-	-	-	-	68%	*	*	66%	65% -	65%	*	-	-	-
Crada 4																					
Grade 4 Reading	All	72%	74%	59%	_	59%	_	_	_	_	_	60%	*	*	60%	52%65%	55%	*	*	_	_
	Students	, _ /0	1 -7 70	JJ /8	-	0070	-	-	-	-	-	0070			0070	JZ /000 /0	00 /0			-	-
	CWD	46%	50%	*	-	*	-	-	-	-	-	*	-	*	-	* -	*	-	-	-	-
	CWOD		77%	60%	-	60%	-	-	-	-	-	61%	*	-		53%65%	56%	*	*	-	-
	EL	60%	60%	52%	-	52%	-	-	-	-	-	53%	*	*		52%63%	43%	*	*	-	-
		70%	72%	65%	-	65%	-	-	-	-	-	67%	*	-		63%65%	-	*	*	-	-
	Female	/5%	76%	55%	-	55%	-	-	-	-	-	55%	*	*	56%	43% -	55%	-	*	-	-
Mathematics		77%	81%	69%	-	69%	-	-	-	-	-	68%	*	*	71%	62%77%	63%	*	*	-	-
	Students CWD	49%	56%	*		*						*		*		*	*				
	CWOD		84%	71%		71%						70%	*	_	71%	65%77%	67%	*	*		
	EL	72%	73%	62%	-	62%	-	-	-	-	_	62%	*	*		62%75%	52%	*	*	-	_
		77%	80%	77%	-	77%	-	-	-	-	-	75%	*	-		75%77%	-	*	*	-	_
	Female	78%	81%	63%	-	63%	-	-	-	-	-	64%	*	*		52% -	63%	-	*	-	-
Grade 5																					
Reading	All	83%	86%	46%	-	46%	-	-	-	-	-	45%	*	*	49%	35%49%	44%	*	*	-	-
	Students CWD	54%	61%	*	_	*	_	_	_	_	_	*	_	*		* *	*	_	_	_	_
	CWOD		89%	49%	_	49%	_	-	_	_	_	47%	*	-	49%	37%51%	45%	*	*	_	_
	EL	73%	74%	35%	-	35%	-	-	-	-	-	35%	-	*		35%41%	26%	*	*	-	_
	Male	81%	84%	49%	-	49%	-	-	-	-	-	49%	-	*	51%	41%49%	-	*	*	-	-
	Female	86%	88%	44%	-	44%	-	-	-	-	-	41%	*	*	45%	26% -	44%	*	*	-	-
Mathematics		90%	94%	73%	-	73%	-	-	-	-	-	72%	*	*	73%	72%73%	72%	89%	*	-	-
	Students					*						*					*				
		70%	81%	* 73%	-	73%	-	-	-	-	-	72%	*	*	- 720/	73%72%		- 000/	*	-	-
	CWOD EL	86%	95% 89%	73% 72%	-	72%	-	-	-	-	-	72%	_	*		72%72%	74% 72%	89% 89%	*	-	-
		89%	93%	73%		73%	- 1		- 1			73%		*		72%73%	-	83%	*		- 3
	Female		94%	72%	_	72%	_	_	-	-	-	71%	*	*		72% -	72%	*	*	_	-
0.1						070/															
Science	All Students		80%	37%	-	37%	-	-	-	-	-	36%	•	•	39%	27%47%	21%	-	•	-	-
	CWD	48%	56%	*	-	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD		83%	39%	-	39%	-	-	-	-	-	38%	*	-		29% 50%	29%	*	*	-	-
	EL	62%	64%	27%	-	27%	-	-	-	-	-	27%	-	*		27% 37%	•	*	*	-	-
	Male Female			47% 27%		47% 27%	- 1			-	-	47% 23%	*	*		37%47%		*	*	-	-
	i omale	, 0 /0	. 5 /0	-1 /0	-	21 /0	-	=	-	-	-	2070			2070	-	21 /0			-	-
Grade 6 Reading	All	68%	68%	64%	_	64%	_	_	_	_	_	64%	*	*	65%	38%67%	61%	*	*	_	_
	Students			, 3																	
	CWD	35%		*	-	*	-	-	-	-	-	*	*	*		* *	*	*	-	-	-
	CWOD			65%	-	65%	-	-	-	-	-	64%	*	-		38%67%		*	*	-	-
			37%	38%	-	38%	-	-	-	-	-	38%	-	*		38% 53%		*	*	-	-
	Male Female			67% 61%	-	67% 61%	-	-	-	-	-	69% 59%	*	*		53% 67% 25% -	- 61%	-	*	-	-
Mathematics	All	76%	78%	65%	_	65%	_	-	_	-	_	64%	*	67%	64%	47%66%	63%	*	*	_	_
	Students																	*			
	CWOD			67%	-	67%	-	-	-	-	-	63% 65%	*	67%		* 71%		*	*	-	-
	CWOD EL		81% 60%	64% 47%	-	64% 47%	-	-	-	-	-	65% 47%	_	*		45% 65% 47% 57%		*	*	-	-
	⊏∟ Male			66%	-	66%	-	-	-	-	-	67%	*			57%66%	30%	*	*	-	-
	Female			63%	_	63%	-	-	_	-	_	61%	*	*		36% -		_	*	-	_
				70											-3,3						

			Region		African			American		Pacific										Foster	
Grade 7		State	19	Distric	tAmericanl	HispanicW	Vhite	Indian A	sia	nislander	Races	Disadv	Disadv	CWD	CWO	D EL Male	Female	Migran	tHomeles	s Care	Mi
Reading	All Students	73%	73%	64%	-	64%	-	-	-	-	-	62%	86%	*	64%	25% 58%	69%	*	*	-	
	CWD	37%	39%	*	-	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	
	CWOD		77%	64%	-	64%	-	-	-	-	-	62%	86%	-		26% 57%	71%	*	*	-	
	EL	44%	39%	25%	-	25%	-	-	-	-	-	*	*	*	26%		38%	-	-	-	
	Male Female	69%	69% 78%	58% 69%	-	58% 69%	-	-		-	-	59% 65%	100%	*	57% 71%	* 58% 38% -	69%	*	*	-	
	1 omaic	, , 0 , 0	1070	00 /0		0070						0070	10070		7 1 70	0070	0070				
Mathematics		71%	72%	77%	-	77%	-	-	-	-	-	77%	75%	*	79%	60%76%	78%	*	*	-	
	Students CWD	42%	44%	*	_	*	_	_	_	_	_	*	*	*	_	* *	*	_	_	_	
	CWOD		76%	79%	_	79%	_	_	_	_	_	79%	71%	_	79%	65%74%	83%	*	*	_	
	EL	52%	52%	60%	-	60%	_	-	_	-	-	64%	*	*	65%		50%	-	-	-	
	Male	69%	71%	76%	-	76%	-	-	-	-	-	76%	*	*	74%		-	*	*	-	
	Female	73%	74%	78%	-	78%	-	-	-	-	-	78%	*	*	83%	50% -	78%	*	*	-	
rade 8																					
Reading	All	85%	85%	78%	-	78%	-	-	-	-	-	78%	*	*	80%	52%71%	82%	*	*	*	
	Students					*															
	CWD	49%	53%	*	-		-	-	-	-	-	*	-	*	-	* *	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	-	-	-	
	CWOD EL	88% 58%	88% 52%	80% 52%	-	80% 52%	-	-	-	-	-	80% 52%	*	*	80% 52%	52%71% 52%54%	84% 50%	*	*	•	
	EL Male	58% 82%	52% 82%	52% 71%	-	52% 71%	-	-		-	-	52% 72%	*	*	52% 71%		JU 7/0 -	*	*	*	
	Female		88%	82%	-	82%	-	-	-	-	-	81%	*	*		50% -	82%	*	*	*	
	A.I.	0501	0601	0001		0001						0601			0501	770/ 2 12:	0001				
Mathematics	s All Students	85%	89%	86%	-	86%	-	-	-	-	-	86%	*	*	85%	77%84%	88%	*	*	*	
	CWD	53%	64%	*	_	*	_	-	_	_	_	*	-	*	-	* *	*	_	-	-	
	CWOD		92%	85%	-	85%	-	-	-	-	-	85%	*	-	85%	75%83%	87%	*	*	*	
	EL	73%	77%	77%	-	77%	-	-	-	-	-	75%	*	*	75%	77%75%	78%	*	*	-	
	Male	82%	87%	84%	-	84%	-	-	-	-	-	83%	*	*		75%84%	-	*	*	*	
	Female	87%	91%	88%	-	88%	-	-	-	-	-	87%	*	*	87%	78% -	88%	*	-	-	
Science	All	75%	75%	54%	_	54%	_	-	_	_	_	54%	*	*	55%	27%61%	50%	*	*	*	
_ 3.050	Students	. 570	. 570												5570		5570				
	CWD	39%	40%	*	-	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	
	CWOD		79%	55%	-	55%	-	-	-	-	-	55%	*	-		27%64%	50%	*	*	*	
	EL	46%	43%	27%	-	27%	-	-	-	-	-	29%	*	*	27%	27% 38%	*	*	*	-	
	Male Female	74%	74% 77%	61% 50%	-	61% 50%	-	-	-	-	-	62% 50%	*	*	64% 50%	38%61%	50%	*	*	*	
	ı cıllalt	0 70	1170	JU /0	-	JU /0	-	-	-	-	-	JU /0			JU 70	-	JU /0				
nd of Course																					
English I	All	64%	61%	45%	-	45%	-	*	-	-	-	44%	56%	31%	46%	20%46%	44%	*	*	-	
	Students CWD	25%	25%	31%	_	31%	_	_	_	_	_	*	*	31%	_	* *	*	*	_	_	
	CWOD		66%	46%	-	47%	-	*	_	-	-	46%	*	-	46%	18%49%	45%	*	*	-	
	EL	30%	27%	20%	-	20%	-	-	-	-	-	20%	*	*		20% 20%	20%	*	*	-	
	Male	57%	56%	46%	-	46%	-	-	-	-	-	46%	*	*		20%46%	-	*	*	-	
	Female	71%	68%	44%	-	44%	-	*	-	-	-	43%	*	*	45%	20% -	44%	*	*	-	
English II	All	66%	65%	43%	_	43%	_	_	_	_	_	43%	*	*	45%	15%45%	41%	*	*	*	
3	Students																				
	CWD	25%	24%	*	-	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	*	
	CWOD		69%	45%	-	45%	-	-	-	-	-	44%	*	-		13%46%	43%		*	-	
	EL Male	27% 61%	29% 60%	15% 45%	-	15% 45%	-	-	-	-	-	15% 44%	*	*	13%	15% 20% 20% 45%		*	*	*	
	Female		69%	41%		41%	-	-			-	41%	_	*	43%	* -	41%	*	*	_	
	· omaic		0070	,		,0									.070						
Algebra I	All		87%	87%	-	87%	-	*	-	-	-	87%	88%	70%	88%	73%83%	90%	*	100%	*	
	Students CWD		58%	70%		70%	_	_	_			67%	*	70%		* 67%	*	*	_		
	CWD		91%	88%	-	70% 88%	-	*	-	-	-	89%	86%			76%87%	90%	*	100%	*	
	EL	67%	73%	73%	-	73%	_	-	_	-	_	74%	*	*		73%68%	77%	*	*	-	
	Male	78%	84%	83%	-	83%	-	-	-	-	-	82%	100%	67%		68%83%	-	*	*	-	
	Female		90%	90%	-	90%	-	*	-	-	-	91%	*	*		77% -	90%	*	*	*	
Biology	All	86%	84%	80%	_	80%	_	*	_	_	_	79%	88%	67%	81%	63%81%	78%	*	*	_	
	Students		5770	23/0		33.0						. 570	5570	J. 70	5170	30.00170	. 5 /0				
	CWD	56%	57%	67%	-	67%	-	-	-	-	-	64%	*	67%	-	75%70%	*	*	-	-	
	CWOD	89%	87%	81%	-	82%	-	*	-	-	-	81%	86%			60%84%	79%	*	*	-	
	EL	64%	61%	63%	-	63%	-	-	-	-	-	63%	*			63%65%	61%	*	*	-	
	Male Female	83%	82% 86%	81% 78%	-	81% 79%	-	*	-	-	-	80% 79%	100%	70% *		65% 81% 61% -	- 78%	*	*	-	
	. Giliale	2070	2070	. 0 /0		. 570						. 5 /0			. 5 /0	5.70 -	. 5 /0				
AD D	4 -4 14 .																				
AR Percent rade 3	ı at Meet	Grac	ie Feve	or Ab	ove																
aue 3 Reading	All	43%	45%	30%	-	30%	-	-	-	-	-	27%	67%	*	32%	25% 28%	32%	*	-	-	
3	Students																				
	CWD	28%	30%	*	-	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	
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	Male 18		19%	3%	-	3%	-	-	-	-	-	3%	-	*	3%		3%	-	*	*	-	-
	Female 15	5%	15%	3%	-	3%	-	-	-	-	-	0%	*	*	3%	*	-	3%	*	*	-	-
Grade 6																						
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	EL 49		3%	5%	-	5%	-	-	-	-	-	5%	-	*	3%		11%	0%	*	*	-	-
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	i Gillale II	70	10/0	J /0	-	J /0	-	-	-	-	-	∠ /0			J /0	U /0	-	J /0	-		-	-
Grade 7	AII 00	00/	040/	400/		120/						440/	200/		100/	00/	00/	470/	*			
Reading	All 28 Students	0%	24%	13%	-	13%	-	-	-	-	-	11%	29%	•	13%	0%	გ%	17%	•	•	-	-
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			. = 0 /															-01				
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	CWOD 19		16%	9%	-	9%	-	-	-	-	-	10%	0%	-	9%	0%		9%	*	*	-	-
	EL 59 Male 17	% 70/	4% 15%	0% 8%	-	0% 8%	-	-	-	-	-	0% 9%	*	*	0% 9%	0% 0%	0%	0%	*	*	-	-
	Female 18		15%	8%	-	8%	-	-	-	-	-	9%	*	*	9% 9%	0%	0%	8%	*	*	-	-
Grade 8 Reading	All 26	6%	22%	15%	_	15%	_	_	_	_	_	16%	*	*	16%	0%	6%	20%	*	*	*	_
rtcading	Students	, , 0	22 /0	10 /0	_	1370	_	-	_	_	_	1070			1070	0 70	0 70	2070				_
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	CWOD 28 EL 49		24% 2%	16% 0%	-	16% 0%	-	-	-	-	-	16%	*	*	16% 0%	0% 0%	7% 0%	20% 0%	*	*	*	-
	Male 22		2% 19%	6%		6%	-	-	-	-	-	0% 7%	*	*	7%	0%		-	*	*	*	-
	Female 30		26%	20%	-	20%	-	-	-	-	-	20%	*	*	20%	0%	-	20%	*	*	*	-
Mathematics	e All 15	5%	10%	0%		0%						0%	*	*	0%	0%	0%	0%	*	*	*	
Maniemanc	Students	70	10 70	U 70	-	076	-	-	-	-	-	0 70			0 70	0 70	0 76	0 70				-
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			11%	0%		0%	-	-	-		-	0%	*	*	0%	0%		-	*	*	*	-
	Female 16			0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	*	-	-	-
Science	All 27	70/_	23%	9%		9%						8%	*	*	10%	0%	6%	10%	*	*	*	
Ocience	Students	70	23 /0	3 /0	-	370	-	-	-	-	-	0 70			10 /0	0 70	0 70	10 /0				-
	CWD 89		7%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD 29 EL 69		25% 4%	10% 0%	-	10% 0%	-	-	-	-	-	9% 0%	*	*	10% 0%	0%	7% 0%	11%	*	*	_	-
	Male 29		25%	6%	-	6%	-	-	-	-	-	3%	*	*	7%		6%	-	*	*	*	-
	Female 25	5%	21%	10%	-	10%	-	-	-	-	-	11%	*	*	11%	*	-	10%	*	*	*	-
End of Course	•																					
English I	All 79	%	5%	2%	-	2%	_	*	-	-	-	2%	0%	0%	2%	0%	2%	1%	*	*	-	-
-	Students	0/	001	001		00/						*		001			*					
	CWD 39		2% 5%	0% 2%	-	0% 2%	-	*	-	-	-	2%	*	0%	- 2%	0%		* 1%	*	*	-	-
	EL 09		0%	0%	-	0%	_	-	_	-	-	0%	*	*	0%		0%	0%	*	*	-	-
	Male 59	%	4%	2%	-	2%	-	-	-	-	-	3%	*	*	3%	0%	2%	-	*	*	-	-
	Female 99	%	7%	1%	-	1%	-	*	-	-	-	1%	*	*	1%	0%	-	1%	*	*	-	-
English II	All 89	%	5%	2%	-	2%	-	-	-	-	-	1%	*	*	1%	3%	4%	0%	*	*	*	-
	Students	0/	20/	*		*						*				*	*					
	CWD 49		3% 6%	1%	-	1%	-	-	-	-	-	0%	*	_	- 1%		1%	0%	*	*	-	-
	EL 09		0%	3%	-	3%	-	-	-	-	-	3%	-	*	0%		8%	*	*	*	*	-
	Male 59	%	4%	4%	-	4%	-	-	-	-	-	3%	*	*	1%	8%	4%	-	*	*	*	-
	Female 10	1%	7%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	*	-	0%	*	*	-	-
Algebra I	All 31	%	38%	30%	-	30%	-	*	-	-	-	30%	25%	20%	31%	15%	19%	39%	*	80%	*	-
-	Students																	_				
	CWD 79 CWOD 34		9% 41%	20% 31%	-	20% 31%	-	*	-	-	-	11% 32%	* 14%	20%	- 31%		22% 18%	* 40%	*	80%	*	-
	EL 12		15%	15%	-	15%	-	-	-	-	-	32% 15%	14%	*			18%	12%	*	80%	-	-
	Male 28	3%	35%	19%	-	19%	-	-	-	-	-	18%	20%	22%	18%	18%	19%	-	*	*	-	-
	Female 34	10/6	41%	39%	-	40%	-	*	-	-	-	39%	*	*	40%	12%	-	39%	*	*	*	-

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		State	Region 19		African tAmerican	Hispanic\	Nhit	American e Indian A	sia	Pacific nIslander					cwo	D EL Malel	Female	Migrant	Homeles	Foster s Care I	Milita
Biology	All Students			9%	-	9%	-	*	-	-	-	10%	0%	25%		6% 13%	5%	*	*	-	-
	CWD	5%	3% 16%	25% 7%	-	25% 7%	-	*	-	-	-	27% 7%	0%	25%	- 7%	25% 20% 2% 11%	4%	*	*	-	-
	EL	3%	2%	6%	-	6%	-	-	-		-	6%	*	25%	2%	6% 9%	4%	*	*		
	Male	22%	15%	13%	-	13%	-	-	-	-	-	14%	0%	20%	11%	9% 13%	-	*	*	-	-
	Female	23%	14%	5%	-	5%	-	*	-	-	-	5%	*	*	4%	4% -	5%	*	*	-	-
TAAR Percent	t at Appr	oache	s Grad	e Leve	or Above																
All Grades All Subjects	All Students		78%	63%	-	63%	-	*	-	-	-	62%	74%	46%	64%	47%64%	63%	74%	55%	100%	-
	CWD	45%	50%	46%	-	46%	-	-	-	-	-	44%	83%	46%	-	40%52%	30%	100%	*	*	-
	CWOD		81%	64%	-	64%	-	*	-	-	-	64%	74%	-	64%			72%	56%	100%	-
	EL Male	60% 74%	60% 76%	47% 64%	-	47% 64%	-	-	-	-	-	47% 63%	50% 71%	40% 52%		47% 53% 53% 64%	43%	72% 71%	33% 45%	*	-
	Female		80%	63%	-	63%	-	*	-	-	-	62%	78%	30%		43% -	63%	77%	73%	*	-
Reading	All	73%	73%	55%	-	55%	-	*	-	-	-	54%	71%	31%	57%	36% 55%	55%	72%	43%	*	-
	Students		440/	040/		040/						000/		040/		070/ 000/		*			
	CWD	39%	41% 77%	31% 57%	-	31% 57%	-	*	-	-	-	30% 56%	73%	31%	- 57%	27% 36% 37% 57%	* 57%	* 70%	43%	*	-
	EL	52%	49%	36%	-	36%	-	-	-	-	-	35%	50%	27%	37%	36%41%	31%	68%	*	*	-
	Male	69%	69%	55%	-	55%	-	-	-	-	-	55%	61%	36%		41%55%	-	61%	30%	*	-
	Female	2//%	77%	55%	-	56%	-	*	-	-	-	54%	84%	*	57%	31% -	55%	83%	70%	*	-
Mathematics	s All Students	80%	83%	75%	-	75%	-	*	-	-	-	75%	76%	63%	76%	65%75%	76%	92%	71%	*	-
	CWD	52%		63%	-	63%	-	-	-	-	-	60%	*	63%		52%73%		*	*	-	-
	CWOD EL	83% 70%	86% 73%	76% 65%	-	76% 65%	-	*	-	-	-	76% 66%	74% 57%	- 52%	76% 66%		77% 62%	91% 94%	74% 53%	*	-
	EL Male	70% 78%		75%	-	75%	-	-	-	-	-	74%	57% 78%	73%		69%75%	∪∠ 70 -	94% 87%	53% 67%	*	-
	Female		84%	76%	-	75%	-	*	-	-	-	76%	74%	42%		62% -	76%	100%	78%	*	-
Science	All Students	79%	80%	60%	-	60%	-	*	-	-	-	59%	79%	48%	61%	40%66%	55%	50%	50%	*	-
	CWD	48%	52%	48%	-	48%	-	.	-	-	-	45%	*	48%		47%53%	*	*	<u>-</u>	-	-
	CWOD	82% 58%	83% 58%	61% 40%	-	61% 40%	-	*	-	-	-	60% 40%	77% *	- 47%	61% 39%		56% 34%	47% 46%	50%	*	-
	EL Male	78%	79%	66%	-	40% 66%	-	-	-	-	-	40% 65%	86%	53%	68%		34%	56%	*	*	-
	Female		81%	55%	-	56%	-	*	-	-	-	54%	71%	*	56%		55%	*	*	*	-
TAAR Percent All Grades All Subjects		s Grad		el or Ab 28%	ove -	28%	_	*	_	_	_	27%	41%	22%	29%	14%26%	30%	36%	31%	71%	_
	Students																				
	CWD	23%	24%	22% 29%	-	22% 29%	-	*	-	-	-	21%	50% 40%	22%	200/	18% 27%		80% 33%	* 32%	* 67%	-
	CWOD EL	26%	49% 25%	14%	-	29% 14%	-	_	-	-	-	28% 14%	22%	18%	29% 14%		31% 12%	30%	32% 13%	*	-
	Male	45%	45%	26%	-	26%	-	-	-	-	-	26%	29%	27%	26%		-	24%	29%	*	-
	Female	50%	49%	30%	-	30%	-	*	-	-	-	29%	53%	10%	31%	12% -	30%	52%	36%	*	-
Reading	All Students	46%	43%	26%	-	26%	-	*	-	-	-	25%	48%	15%	27%	10%24%	28%	34%	23%	*	-
	CWD		21%	15%	-	15%	-	-	-	-	-	13%	*	15%	-	13% 19%	*	*	-	*	-
	CWOD			27%	-	27%	-	*	-	-	-	25%	48%	-	27%		28%	33%	23%	*	-
	EL Male	21% 41%		10% 24%	-	10% 24%	-	-	-	-	-	9% 23%	36% 35%	13% 19%		10% 14% 14% 24%	7% -	21% 22%	20%	*	-
	Female		48%	28%	-	28%	-	*	-	-	-	26%	63%	*	28%		28%	50%	30%	*	-
Mathematics			51%	32%	-	33%	-	*	-	-	-	32%	35%	29%	33%	21%30%	35%	48%	38%	*	-
	Students		200/	200/		200/						200/	*	29%		220/, 250/	170/	*	*		
	CWD	26%		29% 33%	-	29% 33%	-	*	-	-	-	29% 33%	35%	29%	33%	22% 35% 21% 30%		43%	39%	*	-
	EL	33%	34%	21%	-	21%	-	-	-	-	-	21%	14%	22%	21%	21%21%		50%	20%	-	-
	Male Female			30%	-	30%	-	*	-	-	-	31%	22%	35%		21%30%	- 35%	33%	40%	*	-
Science				35%	-	35%	-	*	-	-	-	34%	47% 36%			21% - 9% 25%	35%	70% 22%	33% 40%	*	-
Science	All Students CWD		47% 22%	26% 29%	-	26% 29%	-		-	-	-	26% 25%	36%	29%	26%	9% 25% 20% 33%	∠1% *	22%	40%		-
	CWD			29% 26%	-	29% 26%	-	*	-	-	-	25% 26%	31%	29%	26%		28%	18%	40%	*	-
	EL	21%	19%	9%	-	9%	-	-	-	-	-	9%	*	20%	7%	9% 11%	7%	15%	*	-	-
	Male Female	50% 49%	48% 46%	25% 27%	-	25% 27%	-	*	-	-	-	25% 27%	29% 43%	33%	24% 28%	11%25% 7% -	- 27%	11%	*	*	-
TAAR Percent	t at Mast	ers Gı	rade Le	vel																	
All Grades All Subjects			19%	9%	-	9%	-	*	-	-	-	8%	16%	9%	9%	4% 8%	10%	18%	6%	71%	-
-	Students		00/	00/		001						00/	470/	00/		100/ 100/	20/	600/	*	*	
	CWD	8% 23%	8% 21%	9% 9%	-	9% 9%	-	*	-	-	-	9% 8%	17% 16%	9%	9%	10% 12% 4% 7%	3% 10%	60% 15%	* 6%	* 67%	-
	EL	9%	9%	4%	-	4%	-	-	-	-	-	4%	3%	10%	4%	4% 6%	3%	18%	3%	*	-
	Male	20%	18%	8%	-	8%	-	-	-	-	-	8%	10%	12%	7%	6% 8%	-	17%	5%	*	-
5 "	Female			10%	-	10%	-	*	-	-	-	9%	22%	3%	10%	3% -	10%	19%	9%		-
Reading	All Students			8%	-	8%	-	*	-	-	-	7%	19%	8%	8%	3% 7%	8%	14%	0%	*	-
	CWD	7%	7%	8%	-	8%	-	-	-	-	-	9%	*	8%	-	10% 11%	*	*	-	*	-

											Two											
											or		Non									
			Region	ı	African			America	ı	Pacific	More	Econ	Econ								Foster	,
		State			tAmerican	Hispanic	White	Indian	Asia	nIslander	Races	Disadv	Disad	CWD	CWOL	EL	Male	Female	MigrantH	Iomeless	Care	Military
	CWOD	20%	17%	8%	-	8%	-	*	-	-	-	7%	20%	-	8%		6%	9%	11%	0%	*	-
	EL	7%	7%	3%	_	3%	-	-	_	-	-	3%	0%	10%	3%	3%	5%	2%	16%	*	*	-
	Male	16%	14%	7%	-	7%	-	-	-	-	-	6%	13%	11%	6%	5%	7%	-	17%	0%	*	-
	Female	22%	19%	8%	-	8%	-	*	-	-	-	8%	26%	*	9%	2%	-	8%	8%	0%	*	-
Mathematics	All	23%	24%	12%	_	12%	_	*	_	_	_	11%	14%	8%	12%	6%	9%	14%	24%	17%	*	_
	Students																					
	CWD	10%	11%	8%	_	8%	-	-	_	-	-	6%	*	8%	-	7%	12%	0%	*	*	-	-
	CWOD	25%	25%	12%	_	12%	-	*	_	-	-	12%	12%	-	12%		9%	14%	22%	17%	*	-
	EL	13%	13%	6%	_	6%	-	-	_	-	-	6%	7%	7%	6%	6%	7%	5%	22%	7%	-	-
	Male	23%	23%	9%	_	9%	-	-	_	-	-	9%	6%	12%	9%	7%	9%	-	20%	13%	*	-
	Female	24%	24%	14%	-	14%	-	*	-	-	-	13%	21%	0%	14%	5%	-	14%	30%	22%	*	-
Science	All	22%	18%	7%	-	7%	-	*	_	-	_	7%	14%	14%	7%	3%	8%	6%	17%	0%	*	-
	Students																					
	CWD	7%	7%	14%	-	14%	-	-	-	-	-	15%	*	14%	-	13%	13%	*	*	-	-	-
	CWOD	24%	19%	7%	-	7%	-	*	-	-	-	6%	15%	-	7%	2%	7%	6%	12%	0%	*	-
	EL	5%	4%	3%	-	3%	-	-	-	-	-	3%	*	13%	2%	3%	5%	1%	15%	*	-	-
	Male	23%	19%	8%	-	8%	-	-	-	-	-	8%	14%	13%	7%	5%	8%	-	11%	*	*	-
	Female	21%	16%	6%	-	7%	-	*	-	-	-	6%	14%	*	6%	1%	-	6%	*	*	*	-
!*! Indicator r																						
iliuicales i					all numbers		t stude	ent confide	entiali	ty.												
 indicates z 	ero obse	rvatio	ns repo	rtea for	this group.																	

Part (iii): Academic Growth and Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			<u> </u>								
Reading											
All Students	68	-	68	-	-	-	-	-	68	68	67
CWD	68	-	68	-	-	-	-	-	67	68	58
CWOD	68	-	68	-	-	-	-	-	68	-	67
EL	67	-	67	-	-	-	-	_	66	58	67
Male	66	-	66	-	-	-	-	-	66	86	68
Female	70	-	70	-	-	-	-	-	70	*	65
Mathematics											
All Students	66	-	66	-	*	-	-	-	65	65	65
CWD	65	-	65	-	-	-	-	-	61	65	62
CWOD	66	-	66	-	*	-	-	-	66	-	65
EL	65	-	65	-	-	-	-	-	64	62	65
Male	61	-	61	-	-	-	-	_	60	66	62
Female	70	-	70	-	*	_	_	_	69	65	67

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

CWD	Econ Disady	CWD EL	Homeless	Foster Care
CWD	Disauv	CWD EL	nomeless	Care
*	91.4%	* 81.8	100.0%	-
*	*	* -	-	-
-	91.0%	- 81.8	100.0%	-
-	81.8%	- 81.8	*	-
*	87.5%	* 66.7	*	-
*	95.1%	* 100.0	% *	-

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
	537	48	9%
!*! !-'	Indicates results are masked due t Indicates zero observations reporte	o small numbers to protect student cor ed for this group.	nfidentiality.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achiev	vement Dor	nain Score	: STAAR Co	omponen	t Only)						
STAAR Component Score	33	-	33	-	*	-	-	-	32	26	22
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	75%	-	75%	-	-	-	-	-	75%	*	*
"" Indicates results are masked '-' Indicates there are no studen 'n/a' Indicates the student group is	ts in the gro	up.	•	ident cont	fidentiality.						

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			Two or More	Econ	OMB	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
STAAR Performance Status											
Reading	4.407	000/	070/	000/	400/	740/	450/	500/	000/	400/	000/
Interim Goals (2018-2022) Target Met	44% N	32%	37% N	60%	43%	74%	45%	56%	33% N	19% N	29% N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met `	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met `	N		N						N	Υ	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90% Y	90%	90% Y	90%	90%	90%	90%	90%	90% Y	90%	90%
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	9270 N	JZ /0	92 /0 N	JZ /0	JZ /0	JZ /0	JZ /0	32 /0	N	JZ /0	JZ /0
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	0.70	N	0.75	0.70	0	0	0.70	N	0	3.70
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N		-				N		
LL CTAAR Reference	O	- FI (O	-4 O M:			-1	D				
'+' STAAR Performance and Blank cells above represe							ge Proficien	cy uses EL (Cι	ırrent).		

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.

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

			African			American		Pacific	Two or More	Econ	Non						
		District	African	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
-	CWD	98%	-	98%	-	-	-	-	-	98%	*	98%		100%	100%	93%	*
	CWOD	99%	_	99%	_	*	_	_	_	99%	100%	-	99%	100%	99%	99%	96%
	EL	100%	_	100%	_	_	_	_	_	100%	100%	100%	100%	100%	99%	100%	100%
	Male	99%	_	99%	_	_	_	_	_	99%	100%	100%	99%	99%	99%	-	94%
	Female	99%	_	99%	_	*	_	_	_	99%	100%	93%	99%	100%	-	99%	100%
	Tomalo	0070		0070						0070	10070	0070	0070	10070		0070	10070
	All Students	100%	-	100%	-	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	-	100%	-	*	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	99%	100%
	Male	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
ļ	Female	100%	-	100%	-	*	-	-	-	100%	100%	100%	100%	99%	-	100%	100%
Science	All Students	100%	_	100%	_	*	_	_	_	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	_	100%	_	_	_	_	_	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	_	100%	-	*	-	_	_	100%	100%	-	100%	100%	100%	100%	100%
	EL	100 %		100%		_				100%	*	100%	100%	100%	100%	100%	100%
	Male	100%		100%	- 1	-	-	-		100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	-	100%	-	*	-	-		100%	100%	100%	100%	100%	-	100%	100%
		100%	-	100%	-		-	-	-	100%	100%	100%	100%	100%	-	100%	100%
Non-Participation	Rate																
All Subjects	All Students	0%	-	0%	-	*	-	-	-	0%	0%	1%	0%	0%	0%	0%	1%
	CWD	1%	-	1%	-	-	-	-	-	1%	0%	1%	-	0%	0%	3%	0%
(CWOD	0%	-	0%	-	*	-	-	-	0%	0%	-	0%	0%	0%	0%	1%
i	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
ŕ	Male	0%	-	0%	_	_	_	-	_	0%	0%	0%	0%	0%	0%	_	2%
!	Female	0%	-	0%	-	*	-	-	-	0%	0%	3%	0%	0%	-	0%	0%
Dooding	All Ctudente	40/		10/		*				1%	0%	20/	10/	00/	1%	40/	3%
	All Students	1%		1%	-		-	-	-		U% *	2%	1%	0%	0%	1%	3% *
	CWD	2%	-	2%	-	*	-	-	-	2%		2%	-	0%		7%	
	CWOD	1%	-	1%	-	•	-	-	-	1%	0%	-	1%	0%	1%	1%	4%
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	1%	0%	0%
	Male	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	1%	-	6%
ļ	Female	1%	-	1%	-	*	-	-	-	1%	0%	7%	1%	0%	-	1%	0%
Mathematics	All Students	0%	_	0%	_	*	_	_	_	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	_	0%	_	_	_	_	_	0%	*	0%		0%	0%	0%	*
	CWOD	0%	_	0%		*	_	_	_	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	_	0%	_	_	_	_	_	0%	0%	0%	0%	0%	0%	1%	0%
	Male	0%	_	0%	_	_	-	-	_	0%	0%	0%	0%	0%	0%	-	0%
			-		-	*	-	-	-								
!	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	1%	-	0%	0%
	All Students	0%	-	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
(CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
1	CWOD	0%	-	0%	-	*	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	_	0%	-	_	-	-	-	0%	*	0%	0%	0%	0%	0%	0%
	Male	0%	_	0%	_	_	_	_	_	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	_	0%	_	*	_			0%	0%	0%	0%	0%	-	0%	0%

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
·	Male	90	*	90	*	*	*	*	*	36		
	Female	66	*	66	*	*	*	*	*	24		
	Total	156	*	156	*	*	*	*	*	60		
Out-of-School Suspensions												
'	Male	48	*	48	*	*	*	*	*	22		
	Female	16	*	16	*	*	*	*	*	8		
	Total	64	*	64	*	*	*	*	*	30		
Expulsions	rotai	0-1		0-1						00		
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
With Educational Colvices	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
Without Educational Oct vices	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	TOLAI											
School-Related Affests	Male		*	*	*	*	*	*	*	*		
		*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
B E	Total	-	-	-	-	-	-	-	-	-		
Referrals to Law Enforcement		*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*			
	Female	*	*	*	*	*	*	*	*	*		
L	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions												
	Male	12	*	12	*	*	*	*	*	7		*

		Total students	African American		White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	
	Female	*	*	*	*	*	*	*	*	*		*
	Total	14	*	14	*	*	*	*	*	7		*
Out-of-School Suspensions												
	Male	10	*	10	*	*	*	*	*	8		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	12	*	12	*	*	*	*	*	8		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
That Educational Confiden	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Without Educational Oct vices	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		*
		*	*	*	*	*	*	*	*	*		*
C-lI D-I-4I A4-	Total											
School-Related Arrests		*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female		*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	71	*	71	*	*	*	*	*	32	6	*
	Female	76	*	74	*	*	*	*	*	29	8	*
	Total	147	*	145	*	*	*	*	*	61	14	*

	Total
cidents 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	*
legations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilitie
Preschool Programs											
ů	Male	23	*	23	*	*	*	*	*	20	*
	Female	29	*	29	*	*	*	*	*	26	*
	Total	52	*	52	*	*	*	*	*	46	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	_	-	-	_
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
*' Indicates results are masked due	to small numbers	to protect stud	ent confider	ntiality.							
**' When only one racial/ethnic group					is maske	d (regardles	s of size).				
-' Indicates there are no students in				3 1		, 5					
Blank cell indicates the student gro		hle to this repor	t								

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 S	chool	High-Pove	rty Schools	Low-Pover	ty Schools
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	18.1	21.7%	18.1	21.7%		
Teachers Teaching with Emergency or Provisional Credentials	0.8	1.0%	8.0	1.0%		
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.7	4.7%	3.7	4.7%		
Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report.						

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

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

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

Subject Reading Mathematics	Student Group Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall Black	10 40 44 49 21 * 16 * 33 50 70 63	w Basic US 32 49 46 22 52 16 42 27 46 68 68	32 34 31 34 * 23 * 29 32 20	31 31 32 32 32 28 25 31 31 31 32	23 19 16 35 * 42 * 29	27 17 19 34 17 37 23 30	% At or Abor TX 5 3 3 10 * 19 * 8	9 3 4 13 3 22 4
Reading	Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall	40 44 49 21 * 16 * 33 50 70 63	32 49 46 22 52 16 42 27 46 68	32 34 31 34 * 23 * 29 32 20	31 31 32 32 28 25 31 31 32	23 19 16 35 * 42 *	27 17 19 34 17 37 23 30	5 3 3 10 * 19 *	9 3 4 13 3 22 4
ŭ	Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall	44 49 21 * 16 * 33 50 70 63	49 46 22 52 16 42 27 46 68	34 31 34 * 23 * 29 32 20	31 32 32 28 25 31 31 32	19 16 35 * 42 *	17 19 34 17 37 23 30	3 3 10 * 19 *	3 4 13 3 22 4
Mathematics	Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall	49 21 * 16 * 33 50 70 63	46 22 52 16 42 27 46 68	31 34 * 23 * 29 32 20	32 32 28 25 31 31 32	16 35 * 42 * 29	19 34 17 37 23 30	3 10 * 19 *	4 13 3 22 4
Mathematics	White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall	21 * 16 * 33 50 70 63	22 52 16 42 27 46 68	34 * 23 * 29 32 20	32 28 25 31 31 32	35 * 42 * 29	34 17 37 23 30	10 * 19 *	13 3 22 4
Mathematics	American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall	* 16 * 33 50 70 63	52 16 42 27 46 68	23 * 29 32 20	28 25 31 31 32	* 42 * 29	17 37 23 30	19	3 22 4
Mathematics	Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall	* 33 50 70 63	16 42 27 46 68	* 29 32 20	25 31 31 32	* 29	37 23 30	*	22 4
Mathematics	Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall	* 33 50 70 63	42 27 46 68	* 29 32 20	31 31 32	* 29	23 30	*	4
Mathematics	Two or More Races Econ Disadv Students with Disabilities English Language Learners Overall	50 70 63	27 46 68	32 20	31 32		30	8	
Mathematics	Econ Disadv Students with Disabilities English Language Learners Overall	50 70 63	46 68	32 20	32				
Mathematics	Students with Disabilities English Language Learners Overall	70 63	68	20			18	2	3
Mathematics	English Language Learners Overall	63			20	9	10	1	2
Mathematics	Overall		00		23	9 11	8	1	1
Mathematics		40		25	23	11	0	'	1
	Black	18	20	40	39	33	32	8	8
	Diaon	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
Reading	Overall	29	24	44	40	26	32	2	4
. toddinig									i
									1
									6
		*		*		*		*	1
		8		20		53		10	12
		*		*		*		*	2
		23		12		31		5	6
									1
									1
									n/a
	English Language Learners	02	00	33	21	3	3	II/a	II/a
Mathematics	Overall	30	30	37	36	24	24	9	10
	Black			41		13		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		45	40					3
	Students with Disabilities	67	69	23	22	8	7	2	2
		61	71		23	7	5		1
	Reading Mathematics	Reading Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Mathematics Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv	English Language Learners 29	English Language Learners 29 47	English Language Learners 29	English Language Learners 29	English Language Learners 29	English Language Learners 29	English Language Learners 29

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
'*' Indicat	es reporting standard	ds not met.	
'n/a' Indicat	es data reporting is n	not applicable for this group.	

Source: TEA Division of Student Assessment

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

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

Data are not available.



4 Schools

1,111 Students Enrolled

HOW WELL IS THIS DISTRICT PERFORMING OVERALL?



UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



STUDENT ACHIEVEMENT



The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS



The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



CLOSING THE GAPS



The Closing the Gaps domain tells us how well different populations of students in a district are performing.

DISTINCTIONS





STUDENT ACHIEVEMENT

	SCORE	% OF GRADE
STAAR Performance	59	40%
College, Career, and Military Readiness	94	40%
Graduation Rate	90	20%
Total	79	100%



SCHOOL PROGRESS

	SCORE	
Academic Growth	73	The higher of
Relative Performance	91	Growth or Performance is used.
Total	91	



CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	7	50%
Academic Growth/Graduation Rate	100	10%
English Language Proficiency	100	10%
Student Achievement	100	30%
Total	77	100%

FINANCE SUMMARY 2016-17

FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST)

