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

Campus Name: CONROE H S Campus ID: 170902001 District Name: CONROE 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);

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			AII	African			American		Pacific	or More	Econ	Cnasial	(Current and
				American	Hienanic	White		Asian	Islander			Special Educ	Former)
Academic Performance (At Meets		Baseline 2016-17	Otadonts	American	inspanic	winte	malan	Asian	isianiaci	Races	Disaav	Luuc	i oimei,
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
•	Ü	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%
		2031-32	72%	54% 66%	58% 69%	73% 80%	72%	82% 87%	73%	70% 78%	55% 67%	45% 60%	52% 65%
		Baseline 2016-17	1270	00%	0970	00%	1270	0170	1370	1070	07 70	00%	03%
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	maniomanoo	2017-18 through	.070	0.70	.070	0070	.070	0270	0070	0.70	0070	2070	1070
		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 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates											41%
LET Togress		2017-18 through											7170
		2021-22											42%
		2022-23 through											
		2026-27											44%
		2027-28 through											
		2031-32											46%
Graduation Rate:4-Year Longitudin	al	Baseline 2016-17	000/	0.50/	070/	000/	000/	050/	000/	000/	000/	700/	700/
Rate		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	30 /6	3U /0	3U /0	9U /0	3U /0	<i>30 7</i> 0	3U /0	<i>30 7</i> 0	30 /0	<i>30 7</i> 0	JU /0
		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;

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 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.

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					African			Americar		Pacific	or More	Econ	Non							Foster	
		State	Distric	tCampus		Hispani								vCWD	cwo	EL Male	Female	/ligrantH			
STAAR Percer	at at Annro	acho	e Grad	o Lovel o	r Abovo																
End of Cours		aciie	3 Orau	e revei o	ADOVE																
English I	All Students	64%	75%	65%	54%	61%	78%	*	80%	-	67%	60%	78%	23%	69%	23% 59%	72%	-	63%	*	*
	CWD	25%	27%	23%	20%	24%	24%	*	*	-	*	20%	35%	23%	-	* 26%	17%	-	*	-	-
	CWOD		79%	69%	60%	65%	83%	*	84%	-	70%	64%	80%	-	69%	25% 63%	76%	-	68%	*	*
	EL	30%	26%	23%	*	23%	*	*	*	-	*	22%	24%	*	25%	23% 20%	26%	-	*	-	-
	Male	57%	70%	59%	43%	55%	75%	*	75%	-	42%	53%	72%	26%			-	-	65% *	*	-
	Female	11%	81%	72%	64%	69%	81%	•	88%	-	92%	67%	84%	17%	76%	26% -	72%	-	•	-	•
English II	All Students	66%	76%	63%	56%	55%	84%	*	88%	*	76%	54%	79%	29%	67%	15% 58%	70%	*	68%	-	*
	CWD	25%	32%	29%	*	16%	61%	*	-	-	*	25%	37%	29%	-	* 28%	29%	-	*	-	-
	CWOD		79%	67%	60%	58%	86%	*	88%	*	80%	58%	82%	-		17% 62%	73%	*	68%	-	*
	EL	27%	23%	15%	*	16%	*	*	*	-	-	13%	26%	*	17%		17%	-	*	-	-
	Male	61%	71%	58%	51%	48%	82%	*	87%	-	75%	47%	77%	28%			-	*	50%	-	*
	Female	72%	82%	70%	63%	63%	86%	*	89%	*	77%	64%	81%	29%	73%	17% -	70%	-	89%	-	-
Algebra I	All Students	82%	87%	78%	69%	78%	83%	*	90%	-	89%	76%	84%	40%	84%	59% 77%	80%	-	67%	-	-
	CWD	47%	45%	40%	35%	39%	45%	*	*	-	*	35%	68%	40%	-	32% 44%	34%	-	*	-	-
	CWOD		91%	84%	79%	83%	88%	*	89%	-	89%	83%	86%	-	84%	65% 82%	86%	-	74%	-	-
	EL	67%	56%	59%	*	59%	*	*	*	-	*	58%	64%	32%	65%	59% 62%	55%	-	*	-	-
	Male	78%	85%	77%	65%	77%	83%	*	83%	-	80%	75%	83%	44%			-	-	71%	-	-
	Female	87%	90%	80%	74%	80%	83%	*	*	-	90%	78%	86%	34%	86%	55% -	80%	-	*	-	-
Biology	All Students	86%	91%	89%	84%	87%	94%	83%	100%	-	95%	87%	93%	71%	91%	67% 89%	89%	-	86%	*	-
	CWD	56%	65%	71%	64%	69%	79%	-	*	-	*	68%	90%	71%	-	60% 76%	63%	-	*	-	-
	CWOD	89%	94%	91%	89%	89%	96%	83%	100%	-	95%	90%	94%	-	91%	68% 91%	91%	-	90%	*	-
	EL	64%	63%	67%	*	66%	-	*	100%	-	*	67%	61%	60%	68%	67% 68%	65%	-	*	-	-
	Male	83%	90%	89%	84%	86%	96%	100%	100%	-	100%	87%	94%	76%	91%	68% 89%	-	-	93%	*	-
	Female	88%	93%	89%	85%	88%	92%	*	100%	-	90%	87%	93%	63%	91%	65% -	89%	-	71%	-	-
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STAAR Percer		Grac	le Leve	l or Abov	/e																
End of Cours		420/	E70/	420/	200/	270/	620/	*	EE0/		460/	37%	E00/	120/	460/	E0/ 270/	E00/		200/	*	*
English I	All	43%	57%	43%	30%	37%	62%		55%	-	46%	31%	58%	13%	46%	5% 37%	50%	-	38%		
	Students CWD	14%	15%	13%	16%	11%	17%	*	*		*	12%	20%	13%		* 16%	9%	_	*		
	CWOD		61%	46%	33%	39%	66%	*	58%	-	48%	39%	60%	1370	46%	6% 39%	53%	-	41%	*	*
	EL	10%	7%	5%	*	5%	*	*	*	-	*	6%	0%	*	6%	5% 4%	6%	-	*	_	_
	Male	37%	50%	37%	18%	30%	60%	*	50%	-	33%	31%	52%	16%		4% 37%	0 70	-	35%	*	
	Female		65%	50%	42%	45%	64%	*	63%	-	58%	43%	66%	9%	53%	6% -	50%	_	*	_	*
	Tomaic	. 0170	0070	30 /0	7270	4070	0470		00 70		JO 70	4070	0070	370	0070	070 -	3070				
English II	All Students	47%		45%	32%	36%	70%	*	75%	*	62%	36%	62%	18%		6% 39%	53%	*	45%	-	*
	CWD	14%	21%	18%	*	9%	39%	*	-	-	*	17%	20%	18%		* 20%	12%	-	*	-	-
	CWOD		63%	48%	33%	38%	73%	*	75%	*	65%	38%	66%	-	48%	6% 42%	56%	*	47%	-	*
	EL	9%	8%	6%	*	6%	*	*	*	-	-	5%	11%	*	6%	6% 4%	9%	-	*	-	-
	Male	41%		39%	21%	30%	67%	*	73%	-	50%	28%	60%	20%		4% 39%	-	*	29%	-	*
	Female	: 54%	67%	53%	46%	44%	73%	*	78%	*	69%	46%	66%	12%	56%	9% -	53%	-	67%	-	-
Algebra I	All Students		63%	39%	27%	39%	45%	*	70%	-	47%	37%				16% 36%		-	24%	-	-
	CWD			16%	15%	13%	17%	*	*	-	*	15%	21%	16%		10% 18%	12%	-	*	-	-
	CWOD			43%	31%	42%	48%	*	67%	-	44%	41%	48%	-		17% 39%		-	26%	-	-
	EL	29%		16%	*	15%	*	*	*	-	*	15%	18%			16% 13%		-	*	-	-
	Male Female	49%		36% 43%	27% 28%	34% 44%	44% 45%	*	67% *	-	60% 30%	34% 41%	45% 48%			13% 36% 19% -	- 43%	-	29%	-	-
Biology	All Students		71%	63%	54%	56%	80%	17%	75%	-	71%	58%				19% 62%		-	67%	*	-
	CWD			26%	28%	16%	45%	470/	*	-	*	21%	50%			2% 30%		-	*	-	-
	CWOD			67%	61% *	60%	84%	17%	79%	-	75% *	63%	75%	-		22% 66%		-	70% *	*	-
	EL	20%		19%		18%	- 010/		40%	-		17%	29%	2%		19% 20%		-		*	-
	Male	55%		62%	49%	55%	81%	20%	73%	-	55%	57%	72%			20% 62%	- 649/	-	71%	-	-
	Female	59%	74%	64%	59%	57%	78%	•	78%	-	90%	59%	16%	19%	ს გ%	17% -	64%	-	57%	-	-

											Two											
					African			America	n	Pacific	or More	Econ	Non Econ								Foste	r
English I	All	State 7%	District 13%	Campus 5%		Hispani 3%	cWhite 8%							vCWD 4%	CWOI 5%	0%		Female 7%	Migrar	ntHomeless 0%		
Liigiloii i	Students								2070						070	0 70				070		
	CWD CWOD	3% 7%	2% 14%	4% 5%	4% 5%	3% 3%	7% 8%	*	* 21%	-	* 22%	5% 4%	0% 9%	4% -	- 5%	* 0%	3% 4%	6% 7%	-	* 0%	- *	*
	EL	0%	0%	0%	*	0%	*	*	*	-	*	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male Female	5%	10% 18%	4% 7%	4% 6%	2% 4%	5% 10%	*	17% 25%	-	8% 33%	3% 4%	4% 13%	3% 6%	4% 7%	0% 0%		- 7%	-	0% *	*	- *
	Гентан	970	10 /0	1 /0	0 70	4 /0	10 /0		23 /0		33 /0	4 /0	13 /0	0 70	1 70	0 70	-	1 /0	-		-	
English II	All Students	8%	14%	6%	4%	3%	12%	*	21%	*	10%	4%	9%	10%	6%	0%	5%	7%	*	9%	-	*
	CWD	4%	4%	10%	*	6%	19%	*	-	-	*	10%	11%	10%	-	*	11%	9%	-	*	-	-
	CWOD EL	8% 0%	14% 0%	6% 0%	3% *	3% 0%	11%	*	21%	_	10%	4% 0%	9% 0%	*	6% 0%	0% 0%		7% 1%	_	11% *	-	_
	Male	5%	10%	5%	4%	2%	13%	*	27%	-	0%	2%	10%	11%	4%	0%	5%	-	*	7%	-	*
	Female	10%	17%	7%	5%	5%	11%	^	11%	•	15%	7%	8%	9%	7%	1%	-	7%	-	11%	-	-
Algebra I	All Students	31%	44%	18%	11%	16%	25%	*	60%	-	16%	15%	27%	8%	19%	6%	16%	20%	-	5%	-	-
	CWD	7%	7%	8%	12%	6%	7%	*	*	-	*	8%	11%	8%	-	7%		4%	-	*	-	-
	CWOD EL	34% 12%	47% 7%	19% 6%	10%	17% 5%	28%	*	56% *	-	17% *	16% 5%	28% 14%	- 7%	19% 6%	6% 6%		22% 7%	-	5% *	-	-
	Male	28%	42%	16%	8%	14%	24%	*	50%	-	10%	14%	24%	11%	17%	5%	16%	-	-	7%	-	-
	Female	34%	47%	20%	13%	18%	26%	*	*	-	20%	16%	30%	4%	22%	7%	-	20%	-	*	-	-
Biology	All Students	23%	36%	24%	13%	18%	39%	0%	50%	-	43%	16%	41%	6%	26%	3%	25%	23%	-	19%	*	-
	CWD	5%	6%	6%	4%	3%	15%	-	*	-	*	5%	15%	6%	-	0%		4%	-	*	-	-
	CWOD EL	25% 3%	38% 3%	26% 3%	15% *	19% 3%	41%	0% *	53% 0%	-	45% *	18% 2%	43% 6%	- 0%	26% 3%	3% 3%		24% 3%	-	20%	*	-
	Male	22%	35%	25%	13%	18%	43%	0%	45%	-	27%	18%	41%	8%	28%		25%	-	-	29%	*	-
	Female	23%	36%	23%	13%	17%	35%	*	56%	-	60%	14%	41%	4%	24%	3%	-	23%	-	0%	-	-
TAAD Davased			Cuada	I aval a	u Aba																	
TAAR Percent All Grades						000/	0.50/	440/	000/		040/	000/	000/	440/	770/	400/	000/	770/	*	700/		
All Subjects	All Students	77%	85%	73%	65%	69%	85%	41%	89%		81%	69%	83%	41%	77%	40%	69%	77%		72%		
	CWD	45%	50%	41%	37%	37%	53%	*	*	- *	*	38%	54%	41%	-		44%		-	*	-	-
	CWOD EL	80% 60%	88% 63%	77% 40%	70% *	72% 40%	88%	48% 29%	90% 53%	_	83%	73% 40%	85% 43%	- 28%	77% 43%		73% 40%	81% 41%	_	78% *	_	_
	Male	74%	83%	69%	59%	65%	84%	45%	86%	-	73%	64%	81%	44%	73%	40%	69%	-	*	72%	*	*
	Female	79%	87%	77%	71%	74%	86%	*	93%	*	89%	74%	86%	36%	81%	41%	-	77%	-	68%	-	*
Reading	All Students	73%	82%	64%	55%	58%	81%	*	84%	*	71%	57%	78%	26%	68%	19%	58%	71%	*	65%	*	*
	CWD	39%	43%	26%	23%	20%	43%	*	*	-	*	22%	36%	26%	-	9%	27%	22%	-	*	-	-
	CWOD EL	77% 52%	85% 53%	68% 19%	60%	62% 20%	84%	*	86%	*	74%	61% 18%	81% 26%	- 9%	68% 21%		62%	75% 22%	*	70% *	*	*
	Male	69%	79%	58%	47%	52%	78%	*	81%	-	55%	50%	75%	27%	62%		58%	-	*	60%	*	*
	Female	77%	86%	71%	64%	66%	84%	*	88%	*	84%	66%	82%	22%	75%	22%	-	71%	-	71%	-	*
Mathematics	All	80%	88%	78%	69%	78%	83%	*	90%	-	89%	76%	84%	40%	84%	59%	77%	80%	-	67%	-	-
	Students CWD	52%	57%	40%	35%	39%	45%	*	*		*	35%	68%	40%		220/	44%	34%		*		
	CWDD		91%	84%	79%	83%	88%	*	89%	-	89%	83%	86%	-	84%		82%		-	74%	-	-
	EL Mala	70% 78%	75% 87%	59% 77%	* GE0/	59% 77%	* 83%	*	* 83%	-	* 80%	58% 75%	64% 83%	32% 44%				55%	-	* 71%	-	-
	Male Female		89%	80%	65% 74%	80%	83%	*	*	-	90%	78%	86%					80%	-	/ 170 *	-	-
Science	All	79%	87%	89%	84%	87%	94%	83%	100%	_	95%	87%	93%	71%	91%	67%	89%	89%	_	86%	*	
00.000	Students														0.70							
	CWD CWOD	48% 82%	52% 90%	71% 91%	64% 89%	69% 89%	79% 96%	83%	* 100%	-	* 95%	68% 90%	90% 94%	71%	- 91%		76% 91%		-	* 90%	*	-
	EL	58%	57%	67%	*	66%	-	*	100%	-	*	67%	61%	60%	68%	67%	68%		-	*	-	-
	Male Female	78%	86% 88%	89% 89%	84% 85%	86% 88%	96% 92%	100%	100% 100%		100% 90%	87% 87%	94% 93%	76% 63%	91% 91%			- 89%	-	93% 71%	*	-
TAAR Percent All Grades	at Meets	Grad	e Level	or Abov	re																	
All Subjects	All	47%	61%	48%	36%	41%	65%	22%	69%	*	56%	42%	61%	18%	51%	11%	43%	53%	*	44%	*	*
	Students CWD	23%	27%	18%	20%	12%	30%	*	*	-	*	16%	27%	18%	_	5%	21%	13%	-	*	-	-
	CWOD	50%	64%	51%	39%	45%	69% *	26%	70%	*	58%	45%	64%	- E0/		12%	46%	56%	*	48%	*	*
	EL Male	26% 45%	26% 59%	11% 43%	27%	11% 36%	64%	6% 23%	35% 66%	-	49%	11% 37%	14% 58%	5% 21%			10% 43%	13%	*	42%	*	*
	Female		63%	53%	44%	47%	66%	*	73%	*	64%	47%						53%	-	45%	-	*
Reading	All	46%	58%	44%	31%	36%	66%	*	66%	*	53%	36%	60%	15%	47%	6%	38%	51%	*	41%	*	*
	Students CWD	22%	25%	15%	18%	10%	28%	*	*	_	*	14%	20%	15%	_	4%	18%	10%	_	*	_	-
	CWOD	48%	61%	47%	33%	39%	69%	*	67%	*	56%	39%	63%	-	47%	6%	41%	54%	*	45%	*	*
	EL Male	21% 41%	19% 54%	6% 38%	* 19%	5% 30%	* 63%	*	* 63%	-	* 40%	6% 30%	6% 56%	4% 18%	6% 41%		4% 38%	8% -	- *	* 33%	- *	*
	Female		63%	51%	44%	44%	69%	*	71%	*	64%	44%	66%	10%				51%	-	53%	-	*
Mathematics	: All	48%	63%	39%	27%	39%	45%	*	70%	_	47%	37%	46%	16%	43%	16%	36%	43%	_	24%	_	_
	Students							*	*		*				.070					*		
	CWD CWOD	26% 51%	29% 66%	16% 43%	15% 31%	13% 42%	17% 48%	*	* 67%	-	* 44%	15% 41%	21% 48%	16% -	- 43%		18% 39%		-	* 26%	-	-

											Two											
											or		Non									
					African			Americar	1	Pacific	More	Econ	Econ								Foster	•
		State	District	Campus	sAmerican	Hispanio	cWhite	Indian	Asian	Islander	Races	Disadv	Disadv	/CWD	CWOL	EL N	/lalel	FemaleN	/ligrantl	Homeless	Care	Military
	EL	33%	37%	16%	*	15%	*	*	*	-	*	15%	18%	10%	17%	16% 1	13%	19%	-	*	-	-
	Male	47%	62%	36%	27%	34%	44%	*	67%	-	60%	34%	45%	18%	39%	13%3	36%	-	-	29%	-	-
	Female	49%	64%	43%	28%	44%	45%	*	*	-	30%	41%	48%	12%	46%	19%	-	43%	-	*	-	-
Science	All	49%	64%	63%	54%	56%	80%	17%	75%	_	71%	58%	74%	26%	67%	19%6	32%	64%		67%	*	_
00.000	Students	.0,,	0.70	0070	0.70	0070	0070					0070			0. 70	.0,00		0.70		0.70		
	CWD	23%	26%	26%	28%	16%	45%	-	*	-	*	21%	50%	26%	-	2% 3	30%	19%	-	*	-	-
	CWOD		68%	67%	61%	60%	84%	17%	79%	_	75%	63%	75%	_	67%	22%6	66%	68%	_	70%	*	_
	EL	21%	18%	19%	*	18%	-	*	40%	_	*	17%	29%	2%	22%	19% 2		17%	_	*	_	_
	Male	50%	64%	62%	49%	55%	81%	20%	73%	_	55%	57%	72%	30%	66%	20%6		-	_	71%	*	_
	Female		64%	64%	59%	57%	78%	*	78%	-	90%	59%	76%	19%			-	64%	-	57%	-	-
STAAR Percent	at Maste	rs Gra	ade Lev	el																		
All Grades																						
All Subjects	All	21%	33%	13%	8%	9%	20%	4%	34%	*	22%	9%	20%	7%	13%	2% 1	2%	14%	*	8%	*	*
	Students																					
	CWD	8%	9%	7%	8%	5%	12%	*	*	-	*	7%	10%	7%	-	3%		6%	-	*	-	-
	CWOD		35%	13%	8%	10%	21%	4%	34%	*	23%	10%	20%	-	13%	2% 1		14%	*	9%	*	*
	EL	9%	9%	2%	*	2%	*	0%	18%	-	*	2%	5%	3%	2%	2%	2%	3%	-	*	-	-
	Male	20%	32%	12%	7%	8%	20%	0%	32%	-	12%	9%	18%	8%	12%	2% 1	2%	-	*	11%	*	*
	Female	22%	34%	14%	9%	11%	20%	*	37%	*	32%	10%	22%	6%	14%	3%	-	14%	-	3%	-	*
Reading	All	19%	29%	6%	5%	3%	10%	*	20%	*	16%	4%	9%	7%	5%	0% 4	4%	7%	*	4%	*	*
	Students																					
	CWD	7%	8%	7%	8%	5%	13%	*	*	_	*	7%	7%	7%	_	1%	7%	7%	_	*	_	_
	CWOD		31%	5%	4%	3%	9%	*	21%	*	16%	4%	9%	-	5%		4%	7%	*	5%	*	*
	EL	7%	6%	0%	*	0%	*	*	*	_	*	0%	0%	1%	0%		0%	0%	_	*	_	_
	Male	16%	26%	4%	4%	2%	9%	*	22%	_	5%	3%	7%	7%	4%		4%	0 70	*	3%	*	*
	Female		33%	7%	5%	5%	11%	*	18%	*	24%	5%	10%	7%	7%	0% .	70	7%		6%		*
	remale	ZZ /0	JJ /0	1 /0	3 /0	370	1170		10 /0		24 /0	3 /0	10 /0	1 /0	1 /0	0 70	-	1 /0	-	0 70	-	
Mathematics		23%	36%	18%	11%	16%	25%	*	60%	-	16%	15%	27%	8%	19%	6% 1	16%	20%	-	5%	-	-
	Students																					
	CWD	10%	10%	8%	12%	6%	7%	*	*	-	*	8%	11%	8%	-	7% 1		4%	-	*	-	-
	CWOD		39%	19%	10%	17%	28%	*	56%	-	17%	16%	28%	-	19%	6% 1		22%	-	5%	-	-
	EL	13%	14%	6%	*	5%	*	*	*	-	*	5%	14%	7%	6%		5%	7%	-	*	-	-
	Male	23%	36%	16%	8%	14%	24%	*	50%	-	10%	14%	24%	11%	17%		16%	-	-	7%	-	-
	Female	24%	36%	20%	13%	18%	26%	*	*	-	20%	16%	30%	4%	22%	7%	-	20%	-	*	-	-
Science	All	22%	35%	24%	13%	18%	39%	0%	50%	_	43%	16%	41%	6%	26%	3% 2	25%	23%	_	19%	*	-
	Students			-																		
	CWD	7%	9%	6%	4%	3%	15%	-	*	-	*	5%	15%	6%	-	0% 8	8%	4%	-	*	-	-
	CWOD	24%	38%	26%	15%	19%	41%	0%	53%	-	45%	18%	43%	-	26%	3% 2	28%	24%	-	20%	*	-
	EL	5%	5%	3%	*	3%	-	*	0%	-	*	2%	6%	0%	3%	3%		3%	-	*	-	-
	Male	23%	36%	25%	13%	18%	43%	0%	45%	-	27%	18%	41%	8%	28%	2% 2		-	-	29%	*	-
	Female		34%	23%	13%	17%	35%	*	56%	-	60%	14%	41%	4%	24%	3%	-	23%	_	0%	_	-
															•							

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			•								
Reading											
All Students	68	64	65	73	*	78	*	82	65	44	56
CWD	44	*	43	58	*	-	-	-	42	44	44
CWOD	70	70	67	75	*	78	*	82	68	-	60
EL	56	-	56	*	*	*	-	-	57	44	56
Male	64	51	61	74	*	79	-	*	60	42	49
Female	71	78	69	72	*	75	*	88	70	48	64
Mathematics											
All Students	55	48	54	59	*	86	-	60	52	30	36
CWD	30	30	28	31	-	*	-	*	27	30	21
CWOD	58	54	57	63	*	83	-	57	56	-	41
EL	36	*	34	-	-	*	-	*	33	21	36
Male	53	47	52	59	*	*	-	*	50	36	38
Female	56	49	55	59	-	*	-	*	53	22	32

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	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort	Graduation Rate	(Gr 9-12):	Class of 20	17									
All Students	86.9%	85.1%	86.3%	87.9%	*	100.0%	*	90.0%	85.9%	77.4%	59.4%	41.7%	*
CWD	77 4%	78.6%	90.0%	66 7%	_	-	_	*	85 4%	77 4%	*	*	*

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
CWOD	87.7%	86.0%	86.1%	90.4%	*	100.0%	*	89.5%	85.9%	-	58.1%	39.1%	-
EL	59.4%	*	58.2%	*	*	*	-	-	64.4%	*	59.4%	*	-
Male	82.7%	85.4%	78.9%	86.9%	*	100.0%	*	85.7%	79.7%	76.1%	52.6%	20.0%	*
Female	91.0%	84.8%	93.9%	89.0%	*	100.0%	-	92.3%	91.4%	81.3%	69.2%	57.1%	-

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
479	54	11%

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 Achiev		African American nain Score		White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	45	36	40	57	*	64	*	53	40	22	18
School Quality (College, Career, a	and Military	/ Readines:	s Performa	nce)							
%Students meeting CCMR	47%	28%	46%	55%	*	71%	*	56%	39%	14%	32%

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

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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ	N	Υ	Υ		N		N	Υ	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	Υ		N		N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N		N		N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N		N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	Υ	N					Υ	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N oficional State	N	N	N					N	N	N
Target Met English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met			N	N					N	N	42% Y 44% N 46% N 46%
English Learner Language Pro- Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals			N	N					N	N	42% Y 44% N 46% N 46%
English Learner Language Pro- Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met			N 90%	N 90%	90%	90%	90%	90%	N 90%	N 90%	42% Y 44% N 46% N
English Learner Language Pro- Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	oficiency Statu	is			90%	90%	90%	90%			42% Y 44% N 46% 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 Long-Term Goals Target Met	oficiency Statu	90%	90%	90%	90%	90%	90% 92%	90% 92%	90%	90%	42% Y 44% N 46% N 46% N
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022) Target Met Interim Goals (2018-2022) Target Met Interim Goals (2023-2027)	90% N	90% N	90% N	90% N					90% N	90% N	42% Y 44% N 46% N 46% N
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status Interim Goals (2018-2022) Target Met	90% N 92%	90% N 92%	90% N 92%	90% N 92%					90% N 92%	90% N 92%	42% Y 44% N 46% N 46% N

^{...} Indicates there are no students in the group.

^{.,} Indicates zero observations reported for this group.

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N					N	N	N

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		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
Participation Ra	ate																
All Subjects	All Students	99%	98%	99%	99%	93%	100%	*	99%	99%	99%	100%	99%	99%	99%	99%	*
	CWD	100%	100%	100%	99%	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	98%	99%	99%	92%	100%	*	99%	99%	99%	-	99%	98%	99%	98%	*
	EL	99%	100%	98%	100%	100%	100%	*	*	99%	96%	100%	98%	99%	98%	99%	-
	Male .	99%	99%	99%	99%	91%	100%	- *	100%	99%	99%	100%	99%	98%	99%	-	*
	Female	99%	98%	99%	98%	100%	100%		98%	98%	99%	100%	98%	99%	-	99%	-
Reading	All Students	99%	98%	99%	98%	88%	100%	*	100%	98%	99%	100%	98%	98%	99%	98%	*
	CWD	100%	100%	100%	98%	*	*	-	*	99%	100%	100%	-	100%	99%	100%	-
	CWOD	98%	98%	99%	98%	85%	100%	*	100%	98%	99%	-	98%	98%	99%	98%	*
	EL	98%	*	98%	100%	100%	100%		*	99%	96%	100%	98%	98%	98%	98%	*
	Male	99%	98%	99%	98%	85%	100%	*	100%	99%	98%	99%	99%	98%	99%	- 000/	•
	Female	98%	99%	98%	98%		100%		100%	98%	100%	100%	98%	98%	-	98%	-
Mathematics	Students	99%	98%	99%	99%	100%	100%	-	95%	99%	98%	100%	99%	98%	99%	99%	-
	CWD	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	98%	99%	99%	100%	100%	-	95%	99%	98%	-	99%	98%	99%	99%	-
	EL .	98%	*	98%	*	*	*	-	*	99%	93%	100%	98%	98%	97%	100%	-
	Male	99%	98%	98%	100%	100%	100%	-	100%	99%	98%	100%	99%	97%	99%	-	-
	Female	99%	98%	99%	98%			-	90%	99%	98%	100%	99%	100%	-	99%	-
Science	All Students	99%	98%	99%	99%	100%	100%	-	100%	99%	99%	100%	99%	99%	100%	99%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	98%	99%	99%	100%	100%	-	100%	99%	99%	-	99%	99%	100%	98%	-
	EL	99%	*	99%	-	100%	100%	-	*	99%	100%	100%	99%	99%	99%	99%	-
	Male	100%	100%	100%	99%	100%	100%	-	100%	100%	99%	100%	100%	99%	100%	-	-
Non-Participation	Female on Rate	99%	97%	99%	99%	*	100%	-	100%	98%	99%	100%	98%	99%	-	99%	-
All Subjects	All Students	1%	2%	1%	1%	7%	0%	*	1%	1%	1%	0%	1%	1%	1%	1%	*
	CWD	0%	0%	0%	1%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	2%	1%	1%	8%	0%	*	1%	1%	1%	-	1%	2%	1%	2%	*
	EL	1%	0%	2%	0%	0%	0%	*	*	1%	4%	0%	2%	1%	2%	1%	-
	Male	1%	1%	1%	1%	9%	0%	-	0%	1%	1%	0%	1%	2%	1%	-	*
	Female	1%	2%	1%	2%	0%	0%	*	2%	2%	1%	0%	2%	1%	-	1%	-
Reading	All Students	1%	2%	1%	2%	13%	0%	*	0%	2%	1%	0%	2%	2%	1%	2%	*
	CWD	0%	0%	0%	2%	*	*	-	*	1%	0%	0%	-	0%	1%	0%	-
	CWOD	2%	2%	1%	2%	15%	0%	*	0%	2%	1%	-	2%	2%	1%	2%	*
	EL	2%	*	2%	0%	0%	0%	*	*	1%	4%	0%	2%	2%	2%	2%	-
	Male	1%	2%	1%	2%	15%	0%	-	0%	1%	2%	1%	1%	2%	1%	-	*
	Female	2%	1%	2%	2%	*	0%	*	0%	2%	0%	0%	2%	2%	-	2%	-
Mathematics	All Students	1%	2%	1%	1%	0%	0%	-	5%	1%	2%	0%	1%	2%	1%	1%	-
	CWD	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	2%	1%	1%	0%	0%	-	5%	1%	2%	-	1%	2%	1%	1%	-
	EL	2%	*	2%	*	*	*	-	*	1%	7%	0%	2%	2%	3%	0%	-
	Male	1%	2%	2%	0%	0%	0%	-	0%	1%	2%	0%	1%	3%	1%	-	-
	Female	1%	2%	1%	2%	*	*	-	10%	1%	2%	0%	1%	0%	-	1%	-
Science	All Students	1%	2%	1%	1%	0%	0%	-	0%	1%	1%	0%	1%	1%	0%	1%	-
	CWD	0%	0%	0%	0%	<u>-</u>	*	-	*	0%	0%	0%		0%	0%	0%	-
	CWOD	1%	2%	1%	1%	0%	0%	-	0%	1%	1%	-	1%	1%	0%	2%	-
	EL	1%	*	1%	-	0%	0%	-	*	1%	0%	0%	1%	1%	1%	1%	-
	Male	0%	0%	0%	1%	0%	0%	-	0%	0%	1%	0%	0%	1%	0%	-	-
	Female	1%	3%	1%	1%	*	0%	-	0%	2%	1%	0%	2%	1%	-	1%	-

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	(Section
Students Without Disabilities				-								•
In-School Suspensions	Male	421	44	269	98	*	*	*	8	71		
	Female	238	50	140	38	*	*	*	8	35		
	Total	659	94	409	136	*	*	*	16	106		
Out-of-School Suspensions	Mala	400	40	70	40			*	*	00		
	Male Female	109 65	16 22	70 28	19 13	*	*	*	*	28		
	Total	174	38	98	32	*	*	*	6	32		
Expulsions												
With Educational Services	Male	14	*	8	*	*	*	*	*	5 *		
	Female Total	18	*	10	*	*	*	*	*	5		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Total											
receivable to Law Emoreciment	Male	56	5	35	14	*	*	*	*	17		
	Female	20	*	11	5	*	*	*	*	*		
24 1 4 100 21 100	Total	76	7	46	19	*	*	*	*	19		
Students With Disabilities In-School Suspensions												
III-odriodi odaperisiona	Male	83	23	32	26	*	*	*	*	11		26
	Female	27	5	14	8	*	*	*	*	5		11
0 1 10 1 10	Total	110	28	46	34	*	*	*	*	16		37
Out-of-School Suspensions	Male	45	13	13	13	*	*	*	*	*		10
	Female	10	*	*	*	*	*	*	*	*		*
	Total	55	17	15	17	*	*	*	*	*		12
Expulsions			*	_	_							
With Educational Services	Male Female	12	*	5 *	5 *	*	*	*	*	*		*
	Total	12	*	5	5	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Total Male	*	*	*	*	*	*	*	*	*		*
Officer Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Total											
	Male	21	5	8	8	*	*	*	*	*		8
	Female	*	*	*	*	*	*	*	*	*		*
All Students	Total	23	7	8	8	*	*	*	•	*		10
Chronic Absenteeism												
	Male	318	38	158	110	*	*	*	8	35	65	14
	Female	289	35	161	83	*	*	*	8	35	20	11
	Total	607	73	319	193	•	•	•	16	70	85	25

	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	6
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	African			Indian or Alaska		Pacific	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs											
-	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	341	23	128	167	*	11	*	8	*	5
	Female	474	47	209	182	**	14	*	17	5	*
	Total	815	70	337	349	**	25	*	25	7	7
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- *** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.

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

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	28.0	10.8%
Teachers Teaching with Emergency or Provisional Credentials	12.0	4.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the	38.0	15.5%
Teacher is Certified or Licensed		

^{&#}x27;-' 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%	59	1%	-	-
Mathematics	6,020	1%	59	1%	-	-
Grade 4 Reading	6,061	1%	50	1%	-	-
Mathematics	6,056	1%	50	1%	-	-
Grade 5 Reading	6,162	2%	41	1%	-	-
Mathematics	6,160	1%	41	1%	-	-
Science	6,164	1%	41	1%	-	-
Grade 6 Reading	5,678	1%	52	1%	-	-
Mathematics	5,677	1%	51	1%	-	-
Grade 7 Reading	5,298	1%	55	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
Mathematics	5,294	1%	55	2%	-	-
Grade 8 Reading	5,088	1%	48	1%	-	-
Mathematics	5,087	2%	48	1%	-	-
Science	5,087	1%	48	1%	-	-
End of Course English I	4,868	1%	35	1%	12	1%
English II	4,556	1%	44	1%	13	1%
Algebra I	4,884	1%	35	1%	12	1%
Biology	4,861	1%	39	1%	15	1%
All Grades All Subjects	99,020	1%	851	1%	52	1%
Reading	43,730	1%	384	1%	25	1%
Mathematics	39,178	1%	339	1%	12	1%
Science	16,112	1%	128	1%	15	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

			% Belov	v Basic	% At or Ab	nove Basic	% At or Abo	ve Proficient	% At or Abov	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
0.440	. roading	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	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
	Matricinatios	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
		English Language Learners	01	, ,	02	20	•	0	'	•

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.

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