

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

**Campus Name:** CRYAR INTERMEDIATE

**Campus ID:** 170902073

**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);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17 Rates												41%
		2017-18 through 2021-22												42%
<b>EL Progress</b>	2022-23 through 2026-27												44%	
	2027-28 through 2031-32												46%	
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%		
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
<b>Graduation Rate:4-Year Longitudinal Rate</b>	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%		
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%		

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

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

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

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

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

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); [Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
Grade 5																							
Reading	All	83%	88%	<b>79%</b>	70%	74%	85%	*	100%	-	100%	68%	93%	37%	83%	57%	74%	83%	-	*	*	-	
	Students																						
	CWD	54%	52%	<b>37%</b>	*	*	45%	-	-	-	*	22%	67%	37%	-	*	40%	*	-	-	*	-	
	CWOD	87%	91%	<b>83%</b>	70%	82%	88%	*	100%	-	100%	74%	96%	-	83%	65%	80%	87%	-	*	-	-	
	EL	73%	69%	<b>57%</b>	-	55%	-	*	*	-	*	54%	75%	*	65%	57%	50%	64%	-	*	-	-	
	Male	81%	85%	<b>74%</b>	58%	68%	82%	*	*	-	*	63%	89%	40%	80%	50%	74%	-	-	*	-	-	
	Female	86%	90%	<b>83%</b>	79%	79%	87%	-	100%	-	*	74%	97%	*	87%	64%	-	83%	-	*	*	-	
	Mathematics	All	90%	94%	<b>87%</b>	76%	89%	89%	*	100%	-	100%	83%	94%	69%	89%	82%	86%	89%	-	*	*	-
	Students																						
	CWD	70%	76%	<b>69%</b>	*	69%	67%	-	-	-	*	65%	75%	69%	-	*	67%	75%	-	-	*	-	
CWOD	92%	95%	<b>89%</b>	77%	91%	91%	*	100%	-	100%	85%	95%	-	89%	86%	90%	89%	-	*	-	-		
EL	86%	87%	<b>82%</b>	*	82%	-	*	*	-	*	84%	*	*	86%	82%	77%	88%	-	*	-	-		
Male	89%	93%	<b>86%</b>	67%	86%	91%	*	*	-	*	81%	92%	67%	90%	77%	86%	-	-	*	-	-		
Female	91%	95%	<b>89%</b>	82%	91%	87%	-	100%	-	*	84%	96%	75%	89%	88%	-	89%	-	*	*	-		
Science	All	75%	85%	<b>74%</b>	62%	69%	81%	*	100%	-	88%	65%	86%	37%	78%	54%	74%	73%	-	*	*	-	
Students																							
CWD	48%	51%	<b>37%</b>	*	33%	*	-	-	-	*	33%	43%	37%	-	*	38%	*	-	-	*	-		
CWOD	78%	88%	<b>78%</b>	64%	74%	86%	*	100%	-	100%	69%	90%	-	78%	61%	82%	75%	-	*	-	-		
EL	62%	60%	<b>54%</b>	*	52%	-	*	*	-	*	54%	56%	*	61%	54%	61%	45%	-	*	-	-		
Male	76%	84%	<b>74%</b>	62%	72%	80%	*	*	-	*	67%	83%	38%	82%	61%	74%	-	-	*	-	-		
Female	75%	85%	<b>73%</b>	62%	65%	82%	-	100%	-	*	63%	89%	*	75%	45%	-	73%	-	*	*	-		
Grade 6																							
Reading	All	68%	81%	<b>66%</b>	54%	60%	79%	-	73%	*	75%	62%	74%	43%	69%	48%	63%	71%	-	*	*	*	
	Students																						
	CWD	35%	44%	<b>43%</b>	*	55%	*	-	*	-	*	33%	60%	43%	-	*	59%	*	-	-	-	-	
	CWOD	71%	84%	<b>69%</b>	57%	61%	83%	-	70%	*	83%	64%	76%	-	69%	47%	82%	74%	-	*	*	*	
	EL	42%	53%	<b>48%</b>	-	46%	-	-	*	-	-	44%	63%	*	47%	48%	48%	47%	-	-	-	-	
	Male	63%	79%	<b>63%</b>	52%	55%	75%	-	83%	-	*	58%	71%	59%	63%	48%	63%	-	-	*	-	*	
	Female	72%	84%	<b>71%</b>	57%	66%	82%	-	*	*	*	66%	78%	*	74%	47%	-	71%	-	*	*	*	
	Mathematics	All	76%	87%	<b>79%</b>	63%	76%	88%	-	82%	*	88%	75%	84%	63%	80%	64%	76%	82%	-	*	*	*
	Students																						
	CWD	50%	65%	<b>63%</b>	*	69%	64%	-	*	-	*	55%	80%	63%	-	*	72%	50%	-	-	-	-	
CWOD	79%	89%	<b>80%</b>	65%	77%	90%	-	80%	*	100%	77%	85%	-	80%	66%	76%	84%	-	*	*	*		
EL	61%	74%	<b>64%</b>	-	64%	-	-	*	-	-	62%	75%	*	66%	64%	73%	57%	-	-	-	-		
Male	76%	88%	<b>76%</b>	64%	75%	83%	-	83%	-	*	72%	83%	72%	76%	73%	76%	-	-	*	-	*		
Female	77%	87%	<b>82%</b>	63%	78%	92%	-	*	*	*	79%	86%	50%	84%	57%	-	82%	-	*	*	*		
<b>STAAR Percent at Meets Grade Level or Above</b>																							
Grade 5																							
Reading	All	53%	64%	<b>47%</b>	28%	37%	61%	*	70%	-	57%	33%	66%	23%	49%	12%	47%	46%	-	*	*	-	
	Students																						
	CWD	30%	32%	<b>23%</b>	*	*	27%	-	-	-	*	13%	42%	23%	-	*	20%	*	-	-	*	-	
	CWOD	56%	67%	<b>49%</b>	26%	41%	64%	*	70%	-	50%	35%	68%	-	49%	13%	51%	47%	-	*	-	-	
	EL	35%	29%	<b>12%</b>	-	11%	-	*	*	-	*	10%	25%	*	13%	12%	9%	14%	-	*	-	-	
	Male	50%	62%	<b>47%</b>	26%	38%	60%	*	*	-	*	31%	67%	20%	51%	9%	47%	-	-	*	-	-	
	Female	56%	66%	<b>46%</b>	29%	35%	61%	-	86%	-	*	34%	65%	*	47%	14%	-	46%	-	*	*	-	
Mathematics	All	57%	68%	<b>48%</b>	33%	42%	54%	*	100%	-	71%	35%	66%	20%	51%	28%	48%	48%	-	*	*	-	
	Students																						
	CWD	34%	35%	<b>20%</b>	*	6%	17%	-	-	-	*	13%	33%	20%	-	*	19%	25%	-	-	*	-	
	CWOD	60%	71%	<b>51%</b>	32%	47%	58%	*	100%	-	67%	38%	69%	-	51%	32%	54%	49%	-	*	-	-	
	EL	46%	42%	<b>28%</b>	*	24%	-	*	*	-	*	25%	*	*	32%	28%	29%	27%	-	*	-	-	
	Male	57%	68%	<b>48%</b>	24%	44%	55%	*	*	-	*	35%	66%	19%	54%	29%	48%	-	-	*	-	-	
	Female	58%	69%	<b>48%</b>	39%	41%	54%	-	100%	-	*	36%	67%	25%	49%	27%	-	48%	-	*	*	-	
Science	All	40%	55%	<b>39%</b>	22%	29%	50%	*	70%	-	75%	25%	58%	21%	41%	14%	39%	39%	-	*	*	-	
	Students																						
	CWD	25%	28%	<b>21%</b>	*	11%	*	-	-	-	*	13%	36%	21%	-	*	21%	*	-	-	*	-	
	CWOD	42%	57%	<b>41%</b>	20%	32%	54%	*	70%	-	83%	26%	61%	-	41%	16%	42%	40%	-	*	-	-	
	EL	24%	18%	<b>14%</b>	*	12%	-	*	*	-	*	9%	44%	*	16%	14%	17%	10%	-	*	-	-	
	Male	42%	56%	<b>39%</b>	19%	31%	51%	*	*	-	*	24%	57%	21%	42%	17%	39%	-	-	*	-	-	
	Female	38%	54%	<b>39%</b>	24%	28%	50%	-	86%	-	*	25%	60%	*	40%	10%	-	39%	-	*	*	-	
Grade 6																							

		State			African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWDCWOD		WEL		Male		Female		Migrant		Homeless		Foster Care		Military		
Reading	All	38%	54%	35%	25%	26%	49%	-	45%	*	38%	29%	46%	18%	37%	8%	28%	43%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	Students																																				
	CWD	22%	25%	18%	*	18%	*	-	*	-	*	11%	30%	18%	-	*	29%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	56%	37%	26%	27%	52%	-	40%	*	50%	31%	47%	-	37%	8%	28%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	14%	18%	8%	-	8%	-	-	*	-	-	3%	25%	*	8%	8%	5%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	34%	51%	28%	18%	19%	42%	-	33%	-	*	24%	36%	29%	28%	5%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	42%	58%	43%	35%	34%	56%	-	*	*	*	35%	56%	*	46%	11%	-	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Mathematics	All	43%	61%	39%	18%	30%	57%	-	64%	*	38%	28%	57%	30%	40%	20%	38%	40%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	Students																																				
	CWD	23%	32%	30%	*	23%	45%	-	*	-	*	25%	40%	30%	-	*	44%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	46%	64%	40%	19%	31%	58%	-	60%	*	50%	28%	59%	-	40%	22%	37%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	24%	33%	20%	-	19%	-	-	-	-	-	16%	38%	*	22%	20%	18%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	44%	62%	38%	15%	32%	53%	-	67%	-	*	28%	56%	44%	37%	18%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	42%	60%	40%	21%	28%	60%	-	*	*	*	28%	59%	8%	42%	22%	-	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

**STAAR Percent at Masters Grade Level**

Grade 5		Reading		Mathematics		Science																																
Reading	All	26%	37%	20%	6%	12%	29%	*	70%	-	43%	10%	35%	3%	22%	3%	18%	22%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	Students																																					
	CWD	9%	11%	3%	*	*	0%	-	-	-	*	0%	8%	3%	-	*	4%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	27%	39%	22%	7%	13%	31%	*	70%	-	33%	11%	37%	-	22%	4%	21%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	12%	7%	3%	-	2%	-	*	*	-	*	2%	13%	*	4%	3%	0%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	24%	34%	18%	0%	14%	25%	*	*	-	*	6%	34%	4%	21%	0%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	28%	40%	22%	11%	10%	33%	-	86%	-	*	13%	35%	*	23%	7%	-	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Mathematics	All	30%	42%	19%	8%	12%	25%	*	80%	-	29%	9%	32%	6%	20%	7%	21%	17%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	Students																																					
	CWD	13%	12%	6%	*	0%	0%	-	-	-	*	4%	8%	6%	-	*	7%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	31%	44%	20%	7%	14%	27%	*	80%	-	17%	10%	35%	-	20%	8%	24%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	19%	16%	7%	*	4%	-	*	*	-	*	6%	*	*	8%	7%	10%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	29%	42%	21%	10%	17%	26%	*	*	-	*	9%	37%	7%	24%	10%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	30%	42%	17%	7%	7%	24%	-	86%	-	*	9%	28%	0%	18%	4%	-	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Science	All	16%	27%	13%	4%	5%	23%	*	50%	-	13%	6%	23%	5%	14%	3%	13%	13%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	Students																																					
	CWD	9%	10%	5%	*	0%	*	-	-	-	*	4%	7%	5%	-	*	3%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	17%	29%	14%	2%	6%	25%	*	50%	-	0%	7%	24%	-	14%	4%	15%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	7%	5%	3%	*	2%	-	*	*	-	*	4%	0%	*	4%	3%	3%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	18%	29%	13%	0%	8%	23%	*	*	-	*	7%	21%	3%	15%	3%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	15%	25%	13%	7%	3%	22%	-	71%	-	*	6%	25%	*	13%	3%	-	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Grade 6	All	18%	30%	17%	11%	9%	27%	-	27%	*	13%	12%	24%	4%	18%	3%	13%	21%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	Students																																					
	CWD	8%	7%	4%	*	9%	*	-	*	-	*	6%	0%	4%	-	*	6%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	20%	32%	18%	11%	9%	30%	-	30%	*	17%	13%	26%	-	18%	3%	13%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	4%	5%	3%	-	3%	-	-	*	-	-	0%	13%	*	3%	3%	0%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	15%	28%	13%	9%	4%	25%	-	0%	-	*	11%	17%	6%	13%	0%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	22%	33%	21%	13%	15%	29%	-	*	*	*	14%	32%	*	23%	5%	-	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Mathematics	All	18%	34%	16%	11%	12%	20%	-	45%	*	25%	12%	22%	10%	16%	2%	17%	15%	-	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	Students																																					
	CWD	9%	9%	10%	*	8%	9%	-	*	-	*	10%	10%	10%	-	*	11%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	19%	37%	16%	11%	12%	21%	-	40%	*	33%	12%	24%	-	16%	2%	18%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	6%	11%	2%	-	2%	-	-	*	-	-	3%	0%	*	2%	2%	5%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	18%	35%	17%	9%	15%	22%	-	33%	-	*	15%	21%	11%	18%	5%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	17%	33%	15%	13%	9%	18%	-	*	*	*	9%	24%	8%	15%	0%	-	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

**STAAR Percent at Approaches Grade Level or Above**

All Grades		All Subjects		Reading		Mathematics		Science									
All Subjects	All	77%	85%	77%	64%	74%	84%	*	90%	*	89%	71%	87%	49%	80%	61%	74%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDC	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	82%	90%	78%	64%	74%	86%	*	100%	-	100%	69%	90%	-	78%	61%	82%	75%	-	*	-	-
EL	58%	57%	54%	*	52%	-	*	*	-	*	54%	56%	*	61%	54%	61%	45%	-	*	-	-
Male	78%	86%	74%	62%	72%	80%	*	*	-	*	67%	83%	38%	82%	61%	74%	-	-	*	-	-
Female	80%	88%	73%	62%	65%	82%	-	100%	-	*	63%	89%	*	75%	45%	-	73%	-	*	*	-

**STAAR Percent at Meets Grade Level or Above**

All Grades		All Subjects	All	47%	61%	42%	25%	33%	54%	*	69%	*	55%	30%	59%	22%	44%	16%	40%	43%	-	13%	100%	*
Reading	Students	CWD	23%	27%	22%	30%	12%	25%	-	*	-	38%	15%	36%	22%	-	0%	25%	16%	-	-	*	-	-
		CWOD	50%	64%	44%	24%	35%	57%	*	68%	*	60%	32%	61%	-	44%	19%	42%	45%	-	13%	*	*	*
		EL	26%	26%	16%	*	15%	-	*	40%	-	*	13%	36%	0%	19%	16%	16%	17%	-	*	-	-	-
		Male	45%	59%	40%	20%	33%	52%	*	52%	-	67%	28%	57%	25%	42%	16%	40%	-	-	*	-	-	*
		Female	50%	63%	43%	30%	33%	56%	-	81%	*	45%	31%	61%	16%	45%	17%	-	43%	-	18%	100%	*	*
		All	46%	58%	41%	26%	31%	55%	*	57%	*	47%	31%	57%	21%	43%	10%	37%	45%	-	*	*	*	*
Mathematics	Students	CWD	22%	25%	21%	*	10%	23%	-	*	-	12%	36%	21%	-	*	24%	14%	-	-	*	-	-	-
		CWOD	48%	61%	43%	26%	34%	58%	*	55%	*	50%	33%	58%	-	43%	11%	39%	47%	-	*	*	*	*
		EL	21%	19%	10%	-	10%	-	*	17%	-	*	7%	25%	*	11%	10%	8%	13%	-	*	-	-	-
		Male	41%	54%	37%	21%	29%	52%	*	33%	-	57%	27%	53%	24%	39%	8%	37%	-	-	*	-	-	*
		Female	50%	63%	45%	31%	34%	59%	-	75%	*	38%	34%	61%	14%	47%	13%	-	45%	-	*	*	*	*
		All	48%	63%	43%	25%	36%	55%	*	81%	*	53%	31%	62%	25%	45%	25%	43%	44%	-	17%	*	*	*
Science	Students	CWD	23%	26%	21%	*	11%	*	-	-	*	13%	36%	21%	-	*	21%	*	-	-	*	-	-	-
		CWOD	52%	68%	41%	20%	32%	54%	*	70%	-	83%	26%	61%	-	41%	16%	42%	40%	-	*	-	-	-
		EL	21%	18%	14%	*	12%	-	*	9%	-	*	9%	44%	*	16%	14%	17%	10%	-	*	-	-	-
		Male	50%	64%	39%	19%	31%	51%	*	*	-	*	24%	57%	21%	42%	17%	39%	-	-	*	-	-	-
		Female	49%	64%	39%	24%	28%	50%	-	86%	-	*	25%	60%	*	40%	10%	-	39%	-	*	*	*	-
		All	49%	64%	39%	22%	29%	50%	*	70%	-	75%	25%	58%	21%	41%	14%	39%	39%	-	*	*	*	-

**STAAR Percent at Masters Grade Level**

All Grades		All Subjects	All	21%	33%	17%	8%	10%	25%	*	54%	*	24%	10%	27%	5%	18%	4%	16%	18%	-	0%	60%	*
Reading	Students	CWD	8%	9%	5%	10%	3%	2%	-	*	-	38%	5%	7%	5%	-	0%	6%	4%	-	-	*	-	-
		CWOD	23%	35%	18%	8%	11%	27%	*	54%	*	20%	11%	29%	-	18%	4%	18%	18%	-	0%	*	*	*
		EL	9%	9%	4%	*	2%	-	*	2%	-	*	3%	8%	0%	4%	4%	4%	4%	-	*	-	-	-
		Male	20%	32%	16%	6%	11%	24%	*	24%	-	39%	10%	26%	6%	18%	4%	16%	-	-	*	-	-	*
		Female	22%	34%	18%	10%	9%	25%	-	74%	*	10%	10%	29%	4%	18%	4%	-	18%	-	0%	60%	*	*
		All	19%	29%	19%	9%	11%	28%	*	48%	*	27%	11%	30%	3%	20%	3%	15%	22%	-	*	*	*	
Mathematics	Students	CWD	7%	8%	3%	*	3%	0%	-	*	-	2%	5%	3%	-	*	5%	0%	-	-	*	-	-	-
		CWOD	20%	31%	20%	9%	11%	31%	*	50%	*	25%	12%	32%	-	20%	3%	17%	23%	-	*	*	*	
		EL	7%	6%	3%	-	2%	-	*	17%	-	*	1%	13%	*	3%	3%	0%	6%	-	*	-	-	-
		Male	16%	26%	15%	6%	9%	25%	*	11%	-	43%	9%	26%	5%	17%	0%	15%	-	-	*	-	-	*
		Female	22%	33%	22%	12%	12%	31%	-	75%	*	13%	14%	34%	0%	23%	6%	-	22%	-	*	*	*	
		All	23%	36%	17%	9%	12%	23%	*	62%	*	27%	11%	28%	8%	18%	5%	19%	16%	-	0%	*	*	
Science	Students	CWD	10%	10%	8%	*	3%	4%	-	*	-	7%	9%	8%	-	0%	9%	5%	-	-	*	-	-	
		CWOD	25%	39%	18%	9%	13%	24%	*	60%	*	25%	11%	29%	-	18%	5%	21%	16%	-	0%	*	*	
		EL	13%	14%	5%	*	3%	-	*	33%	-	*	5%	7%	0%	5%	5%	8%	2%	-	*	-	-	
		Male	23%	36%	19%	9%	16%	24%	*	44%	-	43%	12%	29%	9%	21%	8%	19%	-	-	*	-	-	*
		Female	24%	36%	16%	10%	8%	21%	-	75%	*	13%	9%	26%	5%	16%	2%	-	16%	-	*	*	*	
		All	22%	35%	13%	4%	5%	23%	*	50%	-	13%	6%	23%	5%	14%	3%	13%	13%	-	*	*	*	
All Subjects	Students	CWD	7%	9%	5%	*	0%	*	-	-	*	4%	7%	5%	-	*	3%	*	-	-	*	-	-	-
		CWOD	24%	38%	14%	2%	6%	25%	*	50%	-	0%	7%	24%	-	14%	4%	15%	13%	-	*	-	-	
		EL	5%	5%	3%	*	2%	-	*	*	-	*	4%	0%	*	4%	3%	3%	3%	-	*	-	-	
		Male	23%	36%	13%	0%	8%	23%	*	*	-	*	7%	21%	3%	15%	3%	13%	-	-	*	-	-	
		Female	21%	34%	13%	7%	3%	22%	-	71%	-	*	6%	25%	*	13%	3%	-	13%	-	*	*	*	
		All	22%	35%	13%	4%	5%	23%	*	50%	-	13%	6%	23%	5%	14%	3%	13%	13%	-	*	*	*	

\*\* 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 (ii)(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.

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWDC	WOD	EL
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	Y	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	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	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	N	N	N	N	N	N

**English Learner Language Proficiency Status**

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

**Federal Graduation Status**

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

\* STAAAR 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.

		African Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	99%	100%	100%	98%	100%	100%	*	100%	99%	99%	99%	99%	100%	100%	99%	-
	CWD	99%	100%	100%	98%	-	*	-	100%	99%	100%	99%	-	100%	100%	98%	-
	CWOD	99%	100%	100%	98%	100%	100%	*	100%	99%	99%	-	99%	100%	100%	99%	-
	EL	100%	*	100%	-	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	100%	100%	-	100%	99%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	97%	-	100%	*	100%	99%	98%	98%	99%	100%	-	99%	-
Reading	All Students	99%	100%	99%	99%	*	100%	*	100%	99%	99%	100%	99%	100%	99%	99%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	98%	*	100%	*	100%	99%	99%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	-	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	99%	*	100%	-	100%	99%	100%	100%	99%	100%	99%	-	-
	Female	99%	100%	99%	98%	-	100%	*	100%	99%	99%	100%	99%	100%	100%	-	99%
Mathematics	All Students	99%	100%	100%	98%	*	100%	*	100%	99%	99%	100%	99%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	100%	98%	*	100%	*	100%	99%	99%	-	99%	100%	100%	98%	-
	EL	100%	*	100%	-	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	99%	100%	99%	97%	-	100%	*	100%	99%	98%	100%	98%	100%	100%	-	99%
Science	All Students	99%	100%	100%	98%	*	100%	-	100%	99%	99%	97%	99%	100%	100%	98%	-
	CWD	97%	100%	100%	92%	-	-	-	*	96%	100%	97%	-	100%	100%	90%	-
	CWOD	99%	100%	100%	98%	*	100%	-	100%	99%	99%	-	99%	100%	100%	99%	-
	EL	100%	*	100%	-	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Female	98%	100%	100%	96%	-	100%	-	*	98%	99%	90%	99%	100%	100%	-	98%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	1%	0%	0%	2%	0%	0%	*	0%	1%	1%	1%	1%	0%	0%	1%	-
	CWD	1%	0%	0%	2%	-	*	-	0%	1%	0%	1%	-	0%	0%	2%	-
	CWOD	1%	0%	0%	2%	0%	0%	*	0%	1%	1%	-	1%	0%	0%	1%	-
	EL	0%	*	0%	-	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	1%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%	0%	-
	Female	1%	0%	1%	3%	-	0%	*	0%	1%	2%	2%	1%	0%	0%	-	1%



		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>All Students</b>	Total	*	*	*	*	*	*	*	*	*	*	*
Chronic Absenteeism	Male	29	5	14	8	*	*	*	*	5	5	*
	Female	24	5	8	11	*	*	*	*	*	5	*
	Total	53	10	22	19	*	*	*	*	7	10	*

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

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

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

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

**Part (ix): Teacher Quality Data**

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

	All School Number	All School Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	10.9	24.8%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	2.0	4.8%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	0.6	1.4%

- Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.



**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.

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
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%	*	