# 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);

										Two			EL
										or			(Current
			All	African			American			More	Econ	Special	and
			Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets		Baseline 2016-17							.=				
Grade Level or Above)	Reading/ELA	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%
		2021-22 2022-23 through	44 70	3270	3170	00%	4370	1470	4370	30%	33%	1970	2970
		2022-23 tillough 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through	32 /u	<b>→2</b> /0	4070	0070	3170	1070	0070	02 /0	4070	3170	0070
		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											
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through											
		2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through											
		2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through	63%	54%	59%	700/	600/	000/	000/	600/	E <b>7</b> 0/	400/	E00/
		2031-32 2032-33	73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
		Baseline 2016-17	1370	0070	7 0 70	00%	1370	9170	1370	1170	00%	0270	70%
EL Progress		Rates											41%
22 1 10g.000		2017-18 through											1170
		2021-22											42%
		2022-23 through											
		2026-27											44%
		2027-28 through											
		2031-32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
		2021-22 2022-23 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 tillough 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2020-27 2027-28 through	32 /0	3 <u>2</u> /0	3 <u>2</u> /0	JZ /0	JZ /0	JZ /0	JZ /U	JZ /0	3Z /0	JZ /U	32 /0
		2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
			0 170	0.70	0.70	5 1 70	5 1 70	0.70	0170	0.70	0.70	0.70	0.70

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

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

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

(aa) the specific weight of the indicators described in subsection (c)(4)(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 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.

											Two										
					African			America	n	Pacific	or More	Econ	Non							Foster	
		State	District	tCampus		Hispani	cWhite								cwo	D EL Male	Female	Migrant	Homeles		
STAAR Percei	nt at Annro	acho	s Grade	ام امرا ا	r Ahove																
Grade 5	псасдрого	acric.	3 Orauc	LCVCI OI	Above																
Reading	All Students	83%	88%	79%	70%	74%	85%	*	100%	-	100%	68%	93%	37%	83%	57% 74%	83%	-	*	*	-
	CWD	54%	52%	37%	*	*	45%	-	-	-	*	22%	67%	37%	-	* 40%	*	-	-	*	-
	CWOD	87%	91%	83%	70%	82%	88%	*	100%	-	100%	74%	96%	-	83%	65% 80%	87%	-	*	-	-
	EL	73%	69%	57%	-	55%	-	*	*	-	*	54%	75%	*	65%		64%	-	*	-	-
	Male	81%	85%	74%	58%	68%	82%	*	*	-	*	63%	89%	40%	80%	50% 74%	-	-	*	-	-
	Female	86%	90%	83%	79%	79%	87%	-	100%	-	*	74%	97%	*	87%	64% -	83%	-	*	*	-
Mathematic	cs All Students	90%	94%	87%	76%	89%	89%	*	100%	-	100%	83%	94%	69%	89%	82% 86%	89%	-	*	*	-
	CWD	70%	76%	69%	*	69%	67%	-	-	-	*	65%	75%	69%	-	* 67%	75%	-	-	*	-
	CWOD	92%	95%	89%	77%	91%	91%	*	100%	-	100%	85%	95%	-	89%	86% 90%	89%	-	*	-	-
	EL	86%	87%	82%	*	82%	-	*	*	-	*	84%	*	*	86%	82% 77%	88%	-	*	-	-
	Male	89%	93%	86%	67%	86%	91%	*	*	-	*	81%	92%	67%	90%	77% 86%	-	-	*	-	-
	Female	91%	95%	89%	82%	91%	87%	-	100%	-	*	84%	96%	75%	89%	88% -	89%	-	*	*	-
Science	All Students	75%	85%	74%	62%	69%	81%	*	100%	-	88%	65%	86%	37%	78%	54% 74%	73%	-	*	*	-
	CWD	48%	51%	37%	*	33%	*	_	_	_	*	33%	43%	37%	_	* 38%	*	_	_	*	_
	CWOD			78%	64%	74%	86%	*	100%		100%	69%	90%	31 /0	78%	61% 82%	75%	-	*	_	
	EL	62%		54%	*	52%	-	*	*	_	*	54%	56%	*	61%		45%	_	*	_	_
	Male	76%		74%	62%	72%	80%	*	*	_	*	67%	83%	38%	82%			_	*	_	_
	Female			73%	62%	65%	82%		100%	_	*	63%	89%	*		45% -	73%	_	*	*	_
			0070	1070	0270	0070	0270		.0070			0070	0070			1070	. 0 / 0				
Grade 6																					
Reading	All Students	68%		66%	54%	60%	79%	-	73%	*	75%	62%	74%	43%	69%	48% 63%	71%	-	*	*	*
	CWD	35%		43%		55%		-		*		33%	60%	43%	-	* 59%		-	-	-	-
	CWOD			69%	57%	61%	83%	-	70%	*	83%	64%	76%	-	69%			-	*	*	*
	EL	42%		48%	-	46%		-	*	-	-	44%	63%	*	47%		47%	-	-	-	-
	Male	63%		63%	52%	55%	75%		83%	-	*	58%	71%	59%	63%		-	-	*	-	*
	Female	12%	84%	71%	57%	66%	82%	-	•	•	•	66%	78%	•	74%	47% -	71%	-	•	•	•
Mathematic	cs All Students	76%	87%	79%	63%	76%	88%	-	82%	*	88%	75%	84%	63%	80%	64% 76%	82%	-	*	*	*
	CWD	50%	65%	63%	*	69%	64%	_	*	_	*	55%	80%	63%	_	* 72%	50%	_	_	_	_
	CWOD			80%	65%	77%	90%	_	80%	*	100%	77%	85%	0070	80%				*	*	*
	EL	61%		64%	0070	64%	3070		*	_	10070	62%	75%	*	66%			-	_	_	_
	Male	76%		76%	64%	75%	83%	_	83%		*	72%	83%	72%	76%		-		*		*
	Female			82%	63%	78%	92%		*	*	*	79%	86%	50%		57% -	82%	_	*	*	*
STAAR Percer Grade 5	nt at Meets	Grad	le Level	or Abov	re																
Reading	All	53%	64%	47%	28%	37%	61%	*	70%	-	57%	33%	66%	23%	49%	12% 47%	46%	-	*	*	-
	Students																				
	CWD	30%		23%	*	*	27%	-	-	-	*	13%	42%	23%	-	* 20%	*	-	-	*	-
	CWOD			49%	26%	41%	64%	*	70%	-	50%	35%	68%	-	49%	13% 51%	47%	-	*	-	-
	EL	35%	29%	12%	-	11%	-	*	*	-	*	10%	25%	*	13%		14%	-	*	-	-
	Male	50%	62%	47%	26%	38%	60%	*	*	-	*	31%	67%	20%	51%	9% 47%	-	-	*	-	-
	Female	56%	66%	46%	29%	35%	61%	-	86%	-	*	34%	65%	*	47%	14% -	46%	-	*	*	-
Mathematic	cs All Students		68%	48%	33%	42%	54%	*	100%	-	71%	35%	66%	20%	51%	28% 48%	48%	-	*	*	-
	CWD		35%	20%	*	6%	17%	_	_	_	*	13%	33%	20%	_	* 19%	25%	_	_	*	_
	CWOD			51%	32%	47%	58%		100%		67%	38%	69%	2070		32% 54%		_	*	_	_
	EL	46%		28%	*	24%	-	*	*	_	*	25%	*	*		28% 29%		_	*	-	_
	Male	57%		48%	24%	44%	55%	*	*	_	*	35%	66%	19%		29% 48%	-	_	*	_	_
	Female			48%	39%	41%	54%		100%	-	*	36%	67%			27% -	48%	-	*	*	-
Science	All Students		55%	39%	22%	29%	50%	*	70%	-	75%	25%	58%	21%	41%	14% 39%	39%	-	*	*	-
	CWD		28%	21%	*	11%	*	_	_	_	*	13%	36%	21%	_	* 21%	*	_	_	*	_
	CWOD			41%	20%	32%	54%	*	70%	-	83%	26%	61%	2170		16% 42%		_	*	_	_
	EL	24%		14%	*	12%	-	*	*	_	*	9%	44%	*		14% 17%		_	*	_	_
	Male	42%		39%	19%	31%	51%	*	*	_	*	24%		21%		17% 39%		_	*	_	_
	Female			39%	24%	28%	50%		86%	-	*	25%	60%	*		10% -	39%	_	*	*	_
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											Two											
					African			Americar		Pacific			Non Econ								Foste	
Reading	All	State 38%	District 54%	Campus 35%	Americar 25%	1 <b>Hispani</b> 26%	cWhite 49%	Indian -	Asian 45%	Islande *	rRaces 38%	Disadv 29%					. <b>Male</b> 5 28%		ligrantHor -	neless *	Care *	Militar *
	Students CWD	22%	25%	18%	*	18%	*	_	*	_	*	11%	30%	18%	_	*	29%	*	_	_	_	_
	CWOD	40%	56%	37%	26%	27%	52%	-	40%	*	50%	31%	47%	-	37%		28%	46%	-	*	*	*
	EL Male	14% 34%	18% 51%	8% 28%	- 18%	8% 19%	- 42%	-	33%	-	- *	3% 24%	25% 36%	* 29%	8% 28%	8%	5% 28%	11%	-	- *	-	- *
	Female		58%	43%	35%	34%	56%	-	*	*	*	35%	56%	2970 *	46%			43%	-	*	*	*
Mathematics	: All	43%	61%	39%	18%	30%	57%	_	64%	*	38%	28%	57%	30%	40%	20%	% 38%	40%	_	*	*	*
	Students				*				*		*			30%	1070	*						
	CWD CWOD	23% 46%	32% 64%	30% 40%	19%	23% 31%	45% 58%	-	60%	*	50%	25% 28%	40% 59%	30%	40%	229	44% 37%	8% 42%	-	*	*	*
	EL	24%	33%	20%	-	19%	-	-	*	-	-	16%	38%	*	22%	20%	% 18%	22%	-	-	-	-
	Male Female	44% 42%	62% 60%	38% 40%	15% 21%	32% 28%	53% 60%	-	67% *	- *	*	28% 28%	56% 59%	44% 8%	37% 42%		% 38% % -	- 40%	-	*	- *	*
AAR Percent Grade 5	at Maste	rs Gra	de Lev	el																		
Reading	All Students	26%	37%	20%	6%	12%	29%	*	70%	-	43%	10%	35%	3%	22%	3%	18%	22%	-	*	*	-
	CWD	9%	11%	3%	*	*	0%	_	_	_	*	0%	8%	3%	_	*	4%	*	-	-	*	_
	CWOD	27%	39%	22%	7%	13%	31%	*	70%	-	33%	11%	37%	-	22%		21%	23%	-	*	-	-
	EL	12%	7%	3%	-	2%	-	*	*	-	*	2%	13%	*	4%	3%		7%	-	*	-	-
	Male	24%	34%	18%	0%	14%	25%	*	*	-	*	6%	34%	4% *	21%		18%	-	-	*	-	-
	Female	28%	40%	22%	11%	10%	33%	-	86%	-	•	13%	35%	•	23%	7%	b -	22%	-	•	•	-
Mathematics	All Students	30%	42%	19%	8%	12%	25%	*	80%	-	29%	9%	32%	6%	20%	7%	21%	17%	-	*	*	-
	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%		10%	4%	-	*	-	-
	Male	29%	42%	21%	10%	17%	26%	*	*	-	*	9%	37%	7%	24%		% 21%	-	-	*	-	-
	Female	30%	42%	17%	7%	7%	24%	-	86%	-		9%	28%	0%	18%	4%	0 -	17%	-			-
Science	All	16%	27%	13%	4%	5%	23%	*	50%	-	13%	6%	23%	5%	14%	3%	3 13%	13%	-	*	*	-
	Students CWD	9%	10%	5%	*	0%	*	_	_	_	*	4%	7%	5%	_	*	3%	*	_	_	*	_
	CWOD		29%	14%	2%	6%	25%	*	50%	_	0%	7%	24%	-	14%	4%		13%	_	*	_	_
	EL	7%	5%	3%	*	2%	-	*	*	-	*	4%	0%	*	4%	3%		3%	-	*	-	-
	Male Female	18% 15%	29% 25%	13% 13%	0% 7%	8% 3%	23% 22%	*	* 71%	-	*	7% 6%	21% 25%	3%	15% 13%	3% 3%		- 13%	-	*	- *	-
Grade 6	Tomaic	1070	2070	1070	7 70	370	2270		7 1 70			070	2070		1070	0 /	<b>u</b> –	1070				
Reading	All	18%	30%	17%	11%	9%	27%	-	27%	*	13%	12%	24%	4%	18%	3%	i 13%	21%	-	*	*	*
,	Students CWD	8%	7%	4%	*	9%	*	_	*	_	*	6%	0%	4%	_	*	6%	*	_	_	_	_
	CWOD		32%	18%	11%	9%	30%	-	30%	*	17%	13%	26%	-	18%	3%	13%	23%	-	*	*	*
	EL	4%	5%	3%	-	3%	-	-	*	-	-	0%	13%	*	3%	3%		5%	-	-	-	-
	Male Female	15% 22%	28% 33%	13% 21%	9% 13%	4% 15%	25% 29%	-	0% *	*	*	11% 14%	17% 32%	6% *	13% 23%	0% 5%	13%	- 21%	-	*	*	*
Mathematics					11%				AE0/	*	250/			100/						*	*	*
Mathematics	Students	18%	34%	16%		12%	20%	-	45%		25%	12%	22%	10%	16%	2%		15%	-			
	CWD	9%	9%	10%	*	8%	9%	-	*	- *	*	10%	10%	10%	-	~	11%	8%	-	-	-	-
	CWOD EL	19% 6%	37% 11%	16% 2%	11% -	12% 2%	21%	-	40% *	•	33%	12% 3%	24% 0%	*	16% 2%		5 18% 5 5%	15% 0%	-	•	•	•
	Male	18%	35%	17%	9%	15%	22%	-	33%	-	*	15%	21%	11%	18%		5 17%	-	-	*	-	*
	Female		33%	15%	13%	9%	18%	-	*	*	*	9%	24%	8%	15%			15%	-	*	*	*
AAR Percent	at Annro	achos	Grado	l evel or	r Ahove																	
Il Grades All Subjects	All		85%	77%	64%	74%	84%	*	90%	*	89%	71%	87%	40%	80%	610	% <b>7</b> 4%	80%	- 8	31%	100%	*
	Students	/0	JJ /0	/0	J <del> 7</del> /0	17/0	J-7 /0				JJ /0	. 1 /0	J1 /0	70 /0	JU /0	51/	J 1 7 /0	JJ /U		. 1 /0	.00/0	•
	CWD	45%	50%	49%	45%	46%	49%	-	*	-	63%	42%	64%	49%	-		% 53%	40%	-	-	*	-
	CWOD		88%	80%	66% *	77%	88%	*	90%	*	97% *	74%	89%	-			% 78%	82%		81% *	*	*
	EL Male	60% 74%	63% 83%	61% 74%	60%	60% 71%	- 82%	*	87% 90%	-	83%	61% 68%	67% 84%	27% 53%			% 62% % 74%	61%	-	*	-	*
	Female		87%	80%	69%	76%	86%	-	90%	*	95%	73%	90%					80%		00%	100%	*
Reading	All	73%	82%	73%	61%	67%	82%	*	86%	*	87%	65%	84%	40%	76%	53%	% 68%	77%	-	*	*	*
	Students	2001	4001	4001	*	040/	440/		*		*	070/	0.407	4007		_	4007	0.40/				
	CWD CWOD	39% 77%	43% 85%	40% 76%	63%	31% 71%	41% 86%	- *	* 85%	- *	92%	27% 69%	64% 86%	40%	- 76%		48% 71%	24% 81%	-	*	*	*
	EL	52%	53%	53%	-	51%	-	*	83%	_	J∠ /0 *	50%	69%	*			% 49%	57%	-	*	_	_
	Male	69%	79%	68%	54%	62%	79%	*	89%	-	86%	60%	81%		71%	49%	%68%	-	-	*	-	*
	Female	77%	86%	77%	69%	73%	85%	-	83%	*	88%	70%	88%	24%	81%	57%	% -	77%	-	*	*	*
Mathematics	All Students	80%	88%	83%	69%	82%	89%	*	90%	*	93%	79%	89%	66%	85%	75%	% 81%	85%	- 8	33%	*	*
	CWD	52%	57%	66%	*	69%	65%	-	*	-	*	60%	77%	66%	-	55%	% 69%	60%	-	-	*	-
	CWOD	83%	91%	85%	70%	84%	91%	*	90%	*	100%		90%			77%	%82%	87%	- 8	3%	*	*
	EL	70%	75%	75%	*	74%	-	*	83%	-	*	75%	71%				% 75%	73%	-	*	-	-
	Male Female	78% 82%	87% 89%	81% 85%	65% 73%	80% 85%	87% 90%	*	89% 92%	- *	86% 100%	76% 82%	88% 91%	69% 60%			% 81% % -	- 85%	-	*	- *	*
	i citiale	UZ /0	UB /0	JJ /0	7 3 70	00/0	JU /0	-	JZ /0		100 /0	UZ /0	J 1 /0	JU /0	J1 /0	137		00 /0	-			
Science	All	79%	87%	74%	62%	69%	81%	*	100%	-	88%	65%	86%	37%	78%	54%	% 74%	73%	-	*	*	-
	Students				*	33%	_					33%	43%	070/			38%					
	CWD	48%	52%	37%											-				_	_		

											Two										
											or		Non								
		C4-4-	District		African	Hanani		America		Pacific			Econ		CWO	S EL Mala		Minuen	.41	Foste	
	CWOD		90%	tCampus 78%	64%	HISPANI 74%	e vvnite 86%	ingian *	100%	siandei	100%		ישושושוש: 90%	VCWD		61% 82%		wigran	tHomeless	care	willitary
	EL	58%	57%	54%	*	52%	-	*	*	-	*	54%	56%	*		54% 61%	45%		*	_	-
	Male	78%	86%	74%	62%	72%	80%	*	*	-	*	67%	83%	38%		61% 74%	-	-	*	-	-
	Female	80%	88%	73%	62%	65%	82%	-	100%	-	*	63%	89%	*	75%	45% -	73%	-	*	*	-
STAAR Percer	nt at Meets	Grad	le Leve	l or Abov	/e																
All Grades All Subjects	s All	47%	61%	42%	25%	33%	54%	*	69%	*	55%	30%	59%	22%	44%	16% 40%	43%	_	13%	100%	*
, oaz,	Students	,	0.70	/0	2070	0070	0.70		0070		0070	0070	0070			1070 1070	.070		.070	.0070	
	CWD	23%	27%	22%	30%	12%	25%	-	*	-	38%	15%	36%	22%	-	0% 25%	16%	-	-	*	-
	CWOD		64%	44%	24%	35%	57%	*	68%	*	60%	32%	61%	-	44%		45%	-	13%	*	*
	EL	26%	26%	16%	*	15%	-	*	40%	-	*	13%	36%	0%	19%		17%	-	*	-	-
	Male	45%	59%	40%	20%	33%	52%	*	52%	- *	67%	28%	57%	25%			-	-		4000/	*
	Female	50%	63%	43%	30%	33%	56%	-	81%	•	45%	31%	61%	16%	45%	17% -	43%	-	18%	100%	•
Reading	All	46%	58%	41%	26%	31%	55%	*	57%	*	47%	31%	57%	21%	43%	10% 37%	45%	-	*	*	*
	Students																				
	CWD	22%	25%	21%	*	10%	23%	-	*	- *	*	12%	36%	21%	-	* 24%	14%	-	-	*	-
	CWOD		61%	43%	26%	34%	58%	*	55%		50%	33%	58%	-	43%		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%		8% 37%	-	-	*	-	*
	Female	50%	63%	45%	31%	34%	59%	-	75%	•	38%	34%	61%	14%	47%	13% -	45%	-	•	•	•
Mathematic	s All	48%	63%	43%	25%	36%	55%	*	81%	*	53%	31%	62%	25%	45%	25% 43%	44%	_	17%	*	*
	Students	· -				-							-								
	CWD	26%	29%	25%	*	14%	30%	-	*	-	*	19%	36%	25%	-	0% 29%	15%	-	-	*	-
	CWOD		66%	45%	24%	38%	58%	*	80%	*	58%	33%	64%	-	45%		46%	-	17%	*	*
	EL	33%	37%	25%	*	22%	-	*	67%	-	*	22%	43%	0%		25% 25%	24%	-	*	-	-
	Male	47%	62%	43%	19%	38%	54%	*	78%	-	71%	31%	61%	29%			-	-	*	-	*
	Female	49%	64%	44%	31%	34%	57%	-	83%	*	38%	32%	63%	15%	46%	24% -	44%	-	*	*	*
Science	All	49%	64%	39%	22%	29%	50%	*	70%	_	75%	25%	58%	21%	41%	14% 39%	39%	_	*	*	_
00.000	Students	.070	0.70	22 / 0		2070	0070		. 0 / 0			2070	0070				0070				
	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%	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%	-	*	*	-
STAAR Percer All Grades	nt at Maste	rs Gr	ade Lev	vel																	
All Subjects	s All	21%	33%	17%	8%	10%	25%	*	54%	*	24%	10%	27%	5%	18%	4% 16%	18%	_	0%	60%	*
,	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%	-	*	27%	-	*	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%	*
Pooding	ΛII	100/	200/	19%	9%	110/	200/	*	48%	*	270/	110/	200/	20/	200/	20/ 450/	22%		*	*	*
Reading	All Students	19%	29%	1370	970	11%	28%	-	40%		27%	11%	30%	3%	20%	3% 15%	ZZ70	-	**	-	
		7%	8%	3%	*	3%	0%	_	*	_	*	2%	5%	3%	_	* 5%	0%	_	_	*	_
	CWD			20%	9%	11%	31%	*	50%	*	25%	12%	32%	370	20%		23%	-	*	*	*
	EL	7%	6%	3%	-	2%	-	*	17%	_	*	1%	13%	*	3%	3% 0%	6%	_	*	_	_
	Male	16%		15%	6%	9%	25%	*	11%	_	43%	9%	26%	5%	17%		-	_	*	_	*
	Female			22%	12%	12%	31%	-	75%	*	13%	14%	34%	0%	23%		22%	-	*	*	*
Mathematic		23%	36%	17%	9%	12%	23%	*	62%	*	27%	11%	28%	8%	18%	5% 19%	16%	-	0%	*	*
	Students		100/	00/	*	20/	40/		*		*	70/	00/	00/		00/ 00/	E0/			*	
	CWD			8% 18%	00/	3% 13%	4% 24%	*	60%	*	25%	7% 11%	9%	8%	- 18%	0% 9% 5% 21%	5% 16%	-	0%	*	*
	CWOD EL	25% 13%	39% 14%	18% 5%	9%	3%	24%	*	33%	_	∠3% *	5%	29% 7%	- 0%	18% 5%	5% 21% 5% 8%	16% 2%	-	∪% *		
	Male	23%		19%	9%	16%	24%	*	44%	-	43%	12%	29%	9%	21%		2%	-	*	-	*
	Female			16%	10%	8%	21%	-	75%	*	13%	9%	26%	5%	16%		- 16%	-	*	*	*
	. 5			/ -	. 3 / 0	- / 0			. 5.0			- / -	_5.5	2.3							
Science	All	22%	35%	13%	4%	5%	23%	*	50%	-	13%	6%	23%	5%	14%	3% 13%	13%	-	*	*	-
	Students																				
	CWD	7%	9%	5%	*	0%	*	-		-	*	4%	7%	5%	-	* 3%	*	-	-	*	-
	CWOD		38%	14%	2%	6%	25%	*	50%	-	0%	7%	24%	-	14%			-	*	-	-
	EL	5%	5%	3%	*	2%	-	*	*	-	*	4%	0%	*	4%	3% 3%	3%	-	*	-	-
	Male	23%		13%	0%	8%	23%	*	7401	-	*	7%	21%	3%		3% 13%	-	-	*	-	-
	Female	21%	34%	13%	7%	3%	22%	-	71%	-	*	6%	25%	*	13%	3% -	13%	-	*	*	-

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

Female 21% 34%

# 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.

American Pacific Two or More Econ Students American Hispanic White Indian Asian Islander Races CWD EL

Indicates zero observations reported for this group.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Reading											
All Students	55	52	49	60	*	83	*	53	53	38	45
CWD	38	*	29	45	-	*	-	*	36	38	*
CWOD	56	53	51	61	*	83	*	58	55	-	46
EL	45	-	42	-	*	*	-	*	42	*	45
Male	50	44	43	57	*	89	-	*	45	42	41
Female	59	60	55	62	-	79	*	*	61	*	49
Mathematics											
All Students	65	64	64	65	*	81	*	67	63	63	67
CWD	63	63	59	68	-	*	-	*	62	63	55
CWOD	65	65	64	65	*	80	*	71	63	-	69
EL	67	*	66	-	*	*	-	*	69	55	67
Male	63	63	59	65	*	72	-	71	59	63	62
Female	67	66	68	65	-	88	*	63	67	62	73

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates			Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort Gra	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	_	_	-	_	-	-	_	_	_	_	_	_	_

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

#### Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
109	6	6%

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

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

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

Student Success (Student 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	32	39	54	*	71	*	56	37	25	27
School Quality (College, Career, a	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	_	-	-	-	-	_	-	-	-	-	-

- Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates the student group is not applicable to this report.

### Part (vi): Goal Meeting Status

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

	All Students	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status	Otadonto	Amorroan	тпоратно	***************************************	maian	Adian	ioiaiiaoi	114000	Dioday	0112	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N					N	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	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	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	N	N	N					N	N	N
English Learner Language Profic	iency Statu	IS									
Interim Goals (2018-2022)											42%
Target Met											Υ
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Υ
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											

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

Source: 2018 Accountability Closing the Gaps Status Table

# Part (vii): STAAR Participation

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

									Two or		Non						
			African			American		Pacific	More	Econ	Econ						
		Campus	American	n Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ate																
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%	-	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%	-	-
	Female	99%	100%	99%	97%	-	100%	*	100%	99%	98%	100%	98%	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%	-	-
	Female	98%	100%	100%	96%	-	100%	-	*	98%	99%	90%	99%	100%	-	98%	-
Non-Participation	on Rate																
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%	-	-
	Female	1%	0%	1%	3%	-	0%	*	0%	1%	2%	2%	1%	0%	-	1%	-

			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All	1%	0%	1%	1%	*	0%	*	0%	1%	1%	0%	1%	0%	1%	1%	-
	Students																
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	2%	*	0%	*	0%	1%	1%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	-	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	1%	*	0%	-	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	1%	0%	1%	2%	-	0%	*	0%	1%	1%	0%	1%	0%	-	1%	-
Mathematics		1%	0%	0%	2%	*	0%	*	0%	1%	1%	0%	1%	0%	0%	1%	-
	Students	00/	00/	00/	00/		*		*	00/	00/	00/		00/	00/	00/	
	CWD	0%	0%	0%	0%	-		*		0%	0%	0%	40/	0%	0%	0%	-
	CWOD	1%	0%	0% 0%	2%	*	0% 0%		0%	1% 0%	1%	- 00/	1%	0% 0%	0% 0%	2%	-
	EL	0%			40/	*		-			0%	0%	0%			0%	-
	Male	0%	0%	0%	1%		0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	3%	-	0%	-	0%	1%	2%	0%	2%	0%	-	1%	-
Science	All Students	1%	0%	0%	2%	*	0%	-	0%	1%	1%	3%	1%	0%	0%	2%	-
	CWD	3%	0%	0%	8%	-	-	-	*	4%	0%	3%	-	0%	0%	10%	-
	CWOD	1%	0%	0%	2%	*	0%	-	0%	1%	1%	-	1%	0%	0%	1%	-
	EL	0%	*	0%	-	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	2%	0%	0%	4%	-	0%	-	*	2%	1%	10%	1%	0%	-	2%	-

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

# Part (viii): Civil Rights Data

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

		Total 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	76	14	26	32	*	*	*	*	14		
	Female	26	8	8	8	*	*	*	*	5		
0 1 10 1 10	Total	102	22	34	40	*	*	*	*	19		
Out-of-School Suspensions	Mala	0	*	*	*	*	*	*	*	*		
	Male Female	8	*	*	*	*	*	*	*	*		
	Total	12	6	*	*	*	*	*	*	*		
Expulsions	iolai	12	U									
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
With Educational Colvidor	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Mala	•	*		*	*			*			
	Male	6	*	*	*	*	*	*	*	*		
	Female Total	6	*	*	*	*	*	*	*	*		
Students With Disabilities	iolai	0										
In-School Suspensions												
III-ocitooi odaperialoria	Male	12	*	*	8	*	*	*	*	*		14
	Female	*	*	*	8	*	*	*	*	*		*
	Total	16	*	*	10	*	*	*	*	*		16
Out-of-School Suspensions												
•	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Mari 151 (1 10 1	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Officer Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Total											
Concor reduced arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*

<sup>&#</sup>x27;\*' '\_'

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

Students

Total

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

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

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	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 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
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	10.9	24.8%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.6	1.4%

<sup>&#</sup>x27;-' 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.

	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%	*	