

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

Campus Name: COLLEGE PARK H S

Campus ID: 170902014

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)	
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		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%	
		Mathematics	Baseline 2016-17 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 2031-32		63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
	2032-33		73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
	EL Progress		Baseline 2016-17 Rates											
		2017-18 through 2021-22												42%
		2022-23 through 2026-27												44%
		2027-28 through 2031-32												46%
Graduation Rate:4-Year Longitudinal Rate		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%		
	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.

		State District Campus			African American		Hispanic White		American Indian		Pacific Islander		Two or More Races		Non Econ Disadv		CWDCW		WOD EL		Male Female		Migrant Homeless		Foster Care Military	
English I	All Students	7%	13%	22%	14%	11%	24%	*	54%	*	23%	10%	26%	0%	23%	0%	23%	0%	18%	25%	*	7%	*	*		
	CWD	3%	2%	0%	*	*	0%	-	-	-	-	0%	*	0%	-	*	0%	*	*	-	*	*	-	*		
	CWOD	7%	14%	23%	14%	11%	26%	*	54%	*	23%	11%	27%	-	23%	0%	19%	26%	*	8%	*	*				
	EL	0%	0%	0%	*	0%	*	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	*	*	*	-	*		
	Male	5%	10%	18%	8%	7%	19%	-	57%	*	24%	6%	22%	0%	19%	0%	18%	-	*	*	*	*				
	Female	9%	18%	25%	19%	14%	29%	*	51%	*	22%	14%	30%	*	26%	*	-	25%	-	*	*	*				
English II	All Students	8%	14%	22%	6%	11%	26%	0%	60%	43%	12%	7%	27%	3%	23%	0%	18%	27%	-	9%	*	*				
	CWD	4%	4%	3%	*	*	4%	-	-	-	*	7%	0%	3%	-	*	5%	0%	-	*	-	-				
	CWOD	8%	14%	23%	6%	11%	27%	0%	60%	43%	13%	7%	28%	-	23%	0%	19%	28%	-	*	*	*				
	EL	0%	0%	0%	*	0%	*	*	0%	-	-	0%	0%	0%	0%	0%	0%	-	*	-	-					
	Male	5%	10%	18%	5%	6%	22%	*	54%	*	19%	5%	22%	5%	19%	0%	18%	-	-	*	*	*				
	Female	10%	17%	27%	7%	17%	29%	*	67%	60%	0%	9%	32%	0%	28%	0%	-	27%	-	*	*	*				
Algebra I	All Students	31%	44%	37%	21%	33%	42%	*	67%	20%	35%	28%	41%	2%	40%	4%	37%	37%	*	9%	*	*				
	CWD	7%	7%	2%	*	0%	4%	-	-	-	-	6%	0%	2%	-	*	3%	0%	-	*	-	-				
	CWOD	34%	47%	40%	22%	36%	46%	*	67%	20%	35%	30%	44%	-	40%	4%	41%	39%	*	11%	*	*				
	EL	12%	7%	4%	*	4%	*	*	*	-	-	6%	0%	*	4%	4%	6%	0%	-	*	-	-				
	Male	28%	42%	37%	21%	35%	42%	-	63%	*	18%	31%	39%	3%	41%	6%	37%	-	*	*	-	*				
	Female	34%	47%	37%	21%	31%	42%	*	69%	*	67%	25%	43%	0%	39%	0%	-	37%	-	13%	*	*				
Biology	All Students	23%	36%	48%	31%	35%	53%	*	75%	*	56%	32%	53%	7%	50%	6%	47%	48%	*	36%	*	*				
	CWD	5%	6%	7%	*	13%	4%	-	-	-	-	13%	4%	7%	-	*	10%	0%	-	*	-	-				
	CWOD	25%	38%	50%	33%	36%	57%	*	75%	*	56%	33%	56%	-	50%	7%	50%	50%	*	44%	*	*				
	EL	3%	3%	6%	*	4%	*	*	25%	-	-	6%	7%	*	7%	6%	5%	8%	-	*	-	-				
	Male	22%	35%	47%	38%	37%	51%	-	72%	*	56%	33%	52%	10%	50%	5%	47%	-	*	40%	-	*				
	Female	23%	36%	48%	27%	33%	56%	*	79%	*	56%	30%	55%	0%	50%	8%	-	48%	-	33%	*	*				

STAAR Percent at Approaches Grade Level or Above

All Grades																									
All Subjects	All	77%	85%	86%	78%	79%	91%	67%	95%	95%	88%	76%	90%	44%	88%	43%	83%	89%	*	64%	100%	67%			
	Students	CWD	45%	50%	44%	*	39%	52%	-	-	-	*	49%	42%	44%	-	*	46%	42%	-	*	-	-		
	CWOD	80%	88%	88%	81%	81%	94%	67%	95%	95%	90%	78%	92%	-	88%	44%	86%	91%	*	71%	100%	67%			
	EL	60%	63%	43%	*	40%	38%	*	74%	-	-	42%	44%	*	44%	43%	42%	44%	-	*	-	-			
	Male	74%	83%	83%	69%	76%	90%	*	94%	90%	85%	72%	87%	46%	86%	42%	83%	-	*	80%	-	100%			
	Female	79%	87%	89%	86%	83%	92%	57%	96%	91%	94%	79%	93%	42%	91%	44%	-	89%	-	56%	100%	*			
Reading	All	73%	82%	83%	66%	74%	89%	64%	92%	92%	82%	67%	88%	32%	85%	31%	80%	86%	*	48%	*	*			
	Students	CWD	39%	43%	32%	*	29%	38%	-	-	-	*	41%	26%	32%	-	*	33%	31%	-	*	-	-		
	CWOD	77%	85%	85%	70%	76%	92%	64%	92%	92%	85%	69%	90%	-	85%	30%	82%	88%	*	55%	*	*			
	EL	52%	53%	31%	*	25%	*	*	65%	-	-	28%	33%	*	30%	31%	29%	32%	-	*	-	-			
	Male	69%	79%	80%	57%	70%	88%	*	91%	*	76%	62%	85%	33%	82%	29%	80%	-	*	*	-	*			
	Female	77%	86%	86%	77%	79%	91%	*	94%	100%	95%	73%	91%	31%	88%	32%	-	86%	-	44%	*	*			
Mathematics	All	80%	88%	87%	88%	80%	90%	*	100%	100%	100%	83%	89%	49%	90%	50%	83%	91%	*	73%	*	*			
	Students	CWD	52%	57%	49%	*	44%	59%	-	-	-	59%	44%	49%	-	*	46%	57%	-	*	-	-			
	CWOD	83%	91%	90%	94%	83%	93%	*	100%	100%	100%	85%	92%	-	90%	52%	87%	92%	*	78%	*	*			
	EL	70%	75%	50%	*	48%	*	*	*	-	-	53%	44%	*	52%	50%	55%	43%	-	*	-	-			
	Male	78%	87%	83%	83%	76%	86%	-	100%	*	100%	82%	83%	46%	87%	55%	83%	-	*	*	-	*			
	Female	82%	89%	91%	92%	85%	94%	*	100%	*	100%	83%	94%	57%	92%	43%	-	91%	-	63%	*	*			
Science	All	79%	87%	93%	93%	88%	95%	*	99%	*	93%	88%	95%	61%	95%	63%	92%	94%	*	91%	*	*			
	Students	CWD	48%	52%	61%	*	44%	72%	-	-	-	56%	64%	61%	-	*	67%	50%	-	*	-	-			
	CWOD	82%	90%	95%	94%	91%	97%	*	99%	*	93%	90%	96%	-	95%	66%	94%	95%	*	100%	*	*			
	EL	58%	57%	63%	*	61%	*	*	88%	-	-	61%	67%	*	66%	63%	58%	72%	-	*	-	-			
	Male	78%	86%	92%	86%	87%	96%	-	97%	*	94%	86%	94%	67%	94%	58%	92%	-	*	100%	-	*			
	Female	80%	88%	94%	98%	89%	94%	*	100%	*	89%	90%	95%	50%	95%	72%	-	94%	-	83%	*	*			

STAAR Percent at Meets Grade Level or Above

All Grades																									
All Subjects	All	47%	61%	70%	56%	59%	76%	22%	88%	80%	76%	55%	75%	18%	72%	14%	66%	74%	*	45%	67%	50%			
	Students	CWD	23%	27%	18%	*	16%	22%	-	-	-	*	25%	14%	18%	-	*	20%	14%	-	*	-	-		
	CWOD	50%	64%	72%	59%	62%	80%	22%	88%	80%	78%	57%	78%	-	72%	15%	69%	76%	*	53%	67%	50%			
	EL	26%	26%	14%	*	13%	0%	*	37%	-	-	13%	16%	*	15%	14%	15%	13%	-	*	-	-			
	Male	45%	59%	66%	47%	55%	74%	*	84%	60%	70%	51%	71%	20%	69%	15%	66%	-	*	47%	-	83%			
	Female	50%	63%	74%	64%	64%	78%	21%	92%	91%	88%	59%	79%	14%	76%	13%	-	74%	-	44%	67%	*			
Reading	All	46%	58%	69%	50%	58%	76%	18%	84%	83%	73%	50%	75%	22%	71%	10%	63%	75%	*	40%	*	*			
	Students	CWD	22%	25%	22%	*	18%	26%	-	-	-	*	25%	20%	22%	-	*	20%	24%	-	*	-	-		
	CWOD	48%	61%	71%	52%	60%	79%	18%	84%	83%	76%	52%	77%	-	71%	10%	66%	76%	*	45%	*	*			
	EL	21%	19%	10%	*	8%	*	*	29%	-	-	8%	12%	*	10%	10%	11%	9%	-	*	-	-			
	Male	41%	54%	63%	37%	53%	72%	*	79%	*	65%	41%	70%	20%	66%	11%	63%	-	*	*	-	*			
	Female	50%	63%	75%	64%	64%	79%	*	90%	100%	89%	58%	80%	24%	76%	9%	-	75%	-	44%	*	*			
Mathematics	All	48%	63%	61%	49%	54%	66%	*	88%	80%	65%	51%	65%	14%	64%	13%	58%	63%	*	36%	*	*			
	Students	CWD	26%	29%	14%	*	17%	15%	-	-	-	24%	9%	14%	-	*	17%	7%	-	*	-	-			
	CWOD	51%	66%	64%	52%	58%	71%	*	88%	80%	65%	53%	69%	-	64%	13%	64%	65%	*	44%	*	*			

		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
	EL	33%	37%	13%	*	15%	*	*	*	-	-	17%	6%	*	13%	13%	13%	13%	-	*	-	-
	Male	47%	62%	58%	48%	51%	66%	-	88%	*	55%	53%	61%	17%	64%	13%	58%	-	*	*	-	*
	Female	49%	64%	63%	50%	59%	65%	*	88%	*	83%	48%	69%	7%	65%	13%	-	63%	-	38%	*	*
Science	All Students	49%	64%	78%	76%	65%	83%	*	96%	*	89%	68%	82%	16%	82%	24%	77%	80%	*	64%	*	*
	CWD	23%	26%	16%	*	13%	20%	-	-	-	25%	11%	16%	-	*	23%	0%	-	*	-	-	-
	CWOD	52%	68%	82%	79%	69%	87%	*	96%	*	89%	72%	85%	-	82%	25%	81%	83%	*	78%	*	*
	EL	21%	18%	24%	*	20%	*	*	63%	-	-	19%	30%	*	25%	24%	24%	24%	-	*	-	-
	Male	50%	64%	77%	72%	63%	83%	-	95%	*	89%	69%	79%	23%	81%	24%	77%	-	*	80%	-	*
	Female	49%	64%	80%	78%	68%	84%	*	98%	*	89%	68%	84%	0%	83%	24%	-	80%	-	50%	*	*

STAAR Percent at Masters Grade Level

All Grades		All Subjects	All	21%	33%	32%	18%	22%	36%	0%	63%	25%	31%	19%	36%	3%	33%	2%	29%	34%	*	15%	0%	25%
	Students	CWD	8%	9%	3%	*	4%	3%	-	-	*	6%	1%	3%	-	*	4%	0%	-	*	-	-	-	-
		CWOD	23%	35%	33%	19%	23%	38%	0%	63%	25%	32%	20%	38%	-	33%	2%	31%	35%	*	18%	0%	25%	-
		EL	9%	9%	2%	*	2%	0%	*	7%	-	3%	2%	*	2%	2%	3%	2%	-	*	-	-	-	-
		Male	20%	32%	29%	16%	21%	32%	*	61%	10%	30%	18%	33%	4%	31%	3%	29%	-	*	13%	-	50%	-
		Female	22%	34%	34%	19%	23%	39%	0%	66%	36%	32%	20%	40%	0%	35%	2%	-	34%	-	16%	0%	*	-
Reading	All Students	All	19%	29%	22%	10%	11%	25%	0%	57%	25%	18%	9%	26%	1%	23%	0%	18%	26%	*	8%	*	*	-
		CWD	7%	8%	1%	*	0%	2%	-	-	*	3%	0%	1%	-	*	2%	0%	-	*	-	-	-	-
		CWOD	20%	31%	23%	10%	11%	26%	0%	57%	25%	19%	9%	27%	-	23%	0%	19%	27%	*	10%	*	*	-
		EL	7%	6%	0%	*	0%	*	*	0%	-	0%	0%	0%	*	0%	0%	0%	0%	-	*	-	-	-
		Male	16%	26%	18%	6%	7%	21%	*	56%	*	22%	5%	22%	2%	19%	0%	18%	-	*	*	-	*	-
		Female	22%	33%	26%	14%	15%	29%	*	58%	43%	11%	12%	31%	0%	27%	0%	-	26%	-	11%	*	*	-
Mathematics	All Students	All	23%	36%	37%	21%	33%	42%	*	67%	20%	35%	28%	41%	2%	40%	4%	37%	37%	*	9%	*	*	-
		CWD	10%	10%	2%	*	0%	4%	-	-	-	6%	0%	2%	-	*	3%	0%	-	*	-	-	-	-
		CWOD	25%	39%	40%	22%	36%	46%	*	67%	20%	35%	30%	44%	-	40%	4%	41%	39%	*	11%	*	*	-
		EL	13%	14%	4%	*	4%	*	*	*	-	6%	0%	*	4%	4%	6%	0%	-	*	*	-	*	-
		Male	23%	36%	37%	21%	35%	42%	-	63%	*	18%	31%	39%	3%	41%	6%	37%	-	*	*	-	*	-
		Female	24%	36%	37%	21%	31%	42%	*	69%	*	67%	25%	43%	0%	39%	0%	-	37%	-	13%	*	*	-
Science	All Students	All	22%	35%	48%	31%	35%	53%	*	75%	*	56%	32%	53%	7%	50%	6%	47%	48%	*	36%	*	*	-
		CWD	7%	9%	7%	*	13%	4%	-	-	-	13%	4%	7%	-	*	10%	0%	-	*	-	-	-	-
		CWOD	24%	38%	50%	33%	36%	57%	*	75%	*	56%	33%	56%	-	50%	7%	50%	50%	*	44%	*	*	-
		EL	5%	5%	6%	*	4%	*	*	25%	-	6%	7%	*	7%	6%	5%	8%	-	*	*	-	-	-
		Male	23%	36%	47%	38%	37%	51%	-	72%	*	56%	33%	52%	10%	50%	5%	47%	-	*	40%	-	*	-
		Female	21%	34%	48%	27%	33%	56%	*	79%	*	56%	30%	55%	0%	50%	8%	-	48%	-	33%	*	*	-

** 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.

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Reading											
All Students	71	57	73	69	*	81	100	61	68	69	74
CWD	69	*	*	73	-	-	-	*	73	69	*
CWOD	71	55	74	69	*	81	100	62	68	-	74
EL	74	*	72	*	*	*	-	-	67	*	74
Male	70	59	71	69	-	76	*	77	69	66	70
Female	71	54	76	70	*	86	100	*	68	75	80
Mathematics											
All Students	71	67	70	72	*	94	*	69	70	39	36
CWD	39	*	*	43	-	-	-	-	42	39	*
CWOD	73	68	72	74	*	94	*	69	73	-	38
EL	36	*	36	*	-	*	-	-	46	*	36
Male	71	74	68	72	-	93	*	59	72	43	*
Female	72	63	71	71	*	95	*	*	68	*	*

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 2017													
All Students	94.2%	85.7%	93.8%	95.1%	62.5%	100.0%	*	90.5%	85.6%	73.1%	90.5%	100.0%	*
CWD	73.1%	*	87.5%	66.7%	-	-	*	-	80.0%	73.1%	*	*	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
CWOD	95.1%	87.9%	94.2%	96.2%	62.5%	100.0%	*	90.5%	86.1%	-	94.7%	100.0%	*
EL	90.5%	-	77.8%	100.0%	*	*	-	-	66.7%	*	90.5%	-	-
Male	92.0%	80.0%	91.9%	93.3%	60.0%	100.0%	*	80.0%	81.7%	75.0%	87.5%	*	-
Female	96.5%	90.0%	96.4%	96.8%	*	100.0%	*	100.0%	89.7%	66.7%	100.0%	100.0%	*

*** 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
147	42	29%

*** 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	63	51	53	68	*	82	67	65	50	22	20
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	74%	59%	69%	74%	*	87%	*	89%	59%	*	*

*** 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	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	N	Y	Y	Y	Y	Y	Y	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	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	N	Y	N	N	Y	Y	Y	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	Y	Y	Y	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	Y	N	Y	Y	Y	Y	Y	Y	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y	N	Y	Y	Y	Y	Y	Y	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y	N	N	Y	Y	Y	Y	Y	N	N	N

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

Participation Rate		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	
All Subjects	All Students	99%	99%	99%	99%	100%	100%	95%	100%	99%	99%	100%	99%	100%	99%	99%	*	
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	99%	99%	99%	99%	100%	100%	95%	100%	99%	99%	-	99%	100%	99%	99%	*	
	EL	100%	100%	100%	100%	100%	100%	-	-	99%	100%	100%	100%	100%	99%	100%	-	
	Male	99%	100%	99%	99%	100%	100%	100%	100%	99%	99%	100%	99%	99%	99%	-	*	
	Female	99%	97%	99%	100%	100%	99%	91%	100%	99%	99%	100%	99%	100%	-	99%	-	
	Reading	All Students	99%	99%	99%	99%	100%	99%	100%	100%	99%	99%	100%	99%	100%	99%	99%	*
		CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	-
		CWOD	99%	99%	99%	99%	100%	99%	100%	100%	99%	99%	-	99%	100%	99%	99%	*
		EL	100%	*	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
Male		99%	100%	99%	99%	100%	100%	100%	100%	99%	99%	100%	99%	100%	99%	-	*	
Female		99%	97%	99%	100%	100%	99%	100%	100%	99%	99%	100%	99%	100%	-	99%	-	
Mathematics	All Students	99%	99%	99%	99%	*	100%	100%	100%	99%	99%	100%	99%	100%	99%	99%	*	
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-	
	CWOD	99%	98%	99%	99%	*	100%	100%	100%	99%	99%	-	99%	100%	99%	99%	*	
	EL	100%	*	100%	*	*	*	-	-	100%	100%	*	100%	100%	100%	100%	-	
	Male	99%	100%	99%	99%	-	100%	*	100%	99%	100%	100%	99%	100%	99%	-	*	
	Female	99%	97%	98%	99%	*	100%	*	100%	99%	99%	100%	99%	100%	-	99%	-	
Science	All Students	99%	99%	99%	100%	*	100%	*	100%	99%	99%	100%	99%	98%	99%	99%	*	
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-	
	CWOD	99%	99%	98%	99%	*	100%	*	100%	99%	99%	-	99%	98%	99%	99%	*	
	EL	98%	*	98%	*	*	100%	-	-	100%	100%	*	98%	98%	97%	100%	-	
	Male	99%	100%	98%	100%	-	100%	*	100%	98%	99%	100%	99%	97%	99%	-	*	
	Female	99%	98%	99%	100%	*	100%	*	100%	100%	99%	100%	99%	100%	-	99%	-	
Non-Participation Rate	All Subjects	1%	1%	1%	1%	0%	0%	5%	0%	1%	1%	0%	1%	0%	1%	1%	*	
	All Students	1%	1%	1%	1%	0%	0%	5%	0%	1%	1%	0%	1%	0%	1%	1%	*	
	CWD	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	1%	1%	1%	1%	0%	0%	5%	0%	1%	1%	-	1%	0%	1%	1%	*	
	EL	0%	0%	0%	0%	0%	0%	-	-	1%	0%	0%	0%	0%	1%	0%	-	
	Male	1%	0%	1%	1%	0%	0%	0%	0%	1%	1%	0%	1%	1%	1%	-	*	
	Female	1%	3%	1%	0%	0%	1%	9%	0%	1%	1%	0%	1%	0%	-	1%	-	
	Reading	All Students	1%	1%	1%	1%	0%	1%	0%	0%	1%	1%	0%	1%	0%	1%	1%	*
		CWD	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-
		CWOD	1%	1%	1%	1%	0%	1%	0%	0%	1%	1%	-	1%	0%	1%	1%	*
EL		0%	*	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	
Male		1%	0%	1%	1%	0%	0%	0%	0%	1%	1%	0%	1%	0%	1%	-	*	
Female		1%	3%	1%	0%	0%	1%	0%	0%	1%	1%	0%	1%	0%	-	1%	-	
Mathematics	All Students	1%	1%	1%	1%	*	0%	0%	0%	1%	1%	0%	1%	0%	1%	1%	*	
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	
	CWOD	1%	2%	1%	1%	*	0%	0%	0%	1%	1%	-	1%	0%	1%	1%	*	
	EL	0%	*	0%	*	*	*	-	-	0%	0%	*	0%	0%	0%	0%	-	
	Male	1%	0%	1%	1%	-	0%	*	0%	1%	0%	0%	1%	0%	1%	-	*	
	Female	1%	3%	2%	1%	*	0%	*	0%	1%	1%	0%	1%	0%	-	1%	-	
Science	All Students	1%	1%	1%	0%	*	0%	*	0%	1%	1%	0%	1%	2%	1%	1%	*	
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	
	CWOD	1%	1%	2%	1%	*	0%	*	0%	1%	1%	-	1%	2%	1%	1%	*	
	EL	2%	*	2%	*	*	0%	-	-	3%	0%	*	2%	2%	3%	0%	-	
	Male	1%	0%	2%	1%	-	0%	*	0%	2%	1%	0%	1%	3%	1%	-	*	
	Female	1%	2%	1%	0%	*	0%	*	0%	0%	1%	0%	1%	0%	-	1%	-	

*** 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	110	17	32	47	5	5	*	*	8		
	Female	61	5	17	35	*	*	*	*	5		
	Total	171	22	49	82	7	7	*	*	13		
Out-of-School Suspensions	Male	35	7	7	19	*	*	*	*	*		
	Female	16	5	*	7	*	*	*	*	*		
	Total	51	12	9	26	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	16	*	*	8	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	20	*	*	10	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions	Male	17	*	5	8	*	*	*	*	*		17
	Female	6	*	*	*	*	*	*	*	*		*
	Total	23	*	7	10	*	*	*	*	*		19
Out-of-School Suspensions	Male	11	*	*	5	*	*	*	*	*		8
	Female	*	*	*	*	*	*	*	*	*		*
	Total	15	*	*	7	*	*	*	*	*		10
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism	Male	158	5	41	101	*	*	*	5	5	14	17
	Female	167	5	41	107	*	5	*	5	5	8	17
	Total	325	10	82	208	*	7	*	10	10	22	34

	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	560	17	92	350	*	86	*	11	*	*
	Female	611	26	95	371	**	86	*	26	*	*
	Total	1,171	43	187	721	**	172	*	37	*	*
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.

Low Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	16.0	8.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	24.9	14.6%

' ' 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%	-	-

	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 7						
Reading	5,298	1%	55	1%	-	-
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%	*	*
English II	4,556	1%	44	1%	5	1%
Algebra I	4,884	1%	35	1%	*	*
Biology	4,861	1%	39	1%	*	*
All Grades						
All Subjects	99,020	1%	851	1%	8	0%
Reading	43,730	1%	384	1%	6	0%
Mathematics	39,178	1%	339	1%	*	*
Science	16,112	1%	128	1%	*	*

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

'-' Indicates zero