

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

**Campus Name:** RUNYAN EL  
**Campus ID:** 170902103  
**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%	
		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%	
	<b>EL Progress</b>		Baseline 2016-17 Rates											
		2017-18 through 2021-22												42%
		2022-23 through 2026-27												44%
		2027-28 through 2031-32												46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>		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.

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>																						
<b>Grade 3</b>																						
Reading	All	77%	84%	<b>78%</b>	71%	80%	67%	*	-	-	*	77%	88%	83%	78%	78%	73%	85%	-	-	-	-
	Students																					
	CWD	51%	56%	<b>83%</b>	-	89%	*	-	-	-	*	71%	100%	83%	-	*	83%	83%	-	-	-	-
	CWOD	79%	87%	<b>78%</b>	71%	79%	70%	*	-	-	-	77%	82%	-	78%	78%	72%	85%	-	-	-	-
	EL	70%	69%	<b>78%</b>	-	78%	-	-	-	-	-	78%	*	*	78%	78%	70%	85%	-	-	-	-
	Male	74%	82%	<b>73%</b>	*	74%	*	*	-	-	*	69%	100%	83%	72%	70%	73%	-	-	-	-	-
	Female	79%	86%	<b>85%</b>	*	86%	*	*	-	-	-	84%	88%	83%	85%	85%	-	85%	-	-	-	-
Mathematics	All	77%	87%	<b>84%</b>	71%	87%	67%	*	-	-	*	83%	88%	75%	85%	87%	85%	85%	-	-	-	-
	Students																					
	CWD	52%	60%	<b>75%</b>	-	78%	*	-	-	-	*	*	100%	75%	-	*	83%	*	-	-	-	-
	CWOD	80%	89%	<b>85%</b>	71%	88%	70%	*	-	-	-	85%	82%	-	85%	90%	85%	87%	-	-	-	-
	EL	74%	79%	<b>87%</b>	-	87%	-	-	-	-	-	86%	*	*	90%	87%	89%	85%	-	-	-	-
	Male	77%	86%	<b>85%</b>	*	88%	*	*	-	-	*	84%	86%	83%	85%	89%	85%	-	-	-	-	-
	Female	78%	87%	<b>85%</b>	*	86%	83%	*	-	-	-	82%	100%	*	87%	85%	-	85%	-	-	-	-
<b>Grade 4</b>																						
Reading	All	72%	81%	<b>61%</b>	86%	56%	74%	-	-	-	*	57%	79%	*	67%	46%	55%	67%	-	*	-	*
	Students																					
	CWD	46%	43%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-
	CWOD	75%	84%	<b>67%</b>	100%	61%	87%	-	-	-	*	64%	78%	-	67%	52%	64%	69%	-	*	-	*
	EL	60%	57%	<b>46%</b>	-	46%	-	-	-	-	-	45%	*	*	52%	46%	38%	54%	-	-	-	-
	Male	70%	78%	<b>55%</b>	*	49%	71%	-	-	-	*	50%	80%	*	64%	38%	55%	-	-	*	-	-
	Female	75%	83%	<b>67%</b>	*	63%	*	-	-	-	*	65%	78%	*	69%	54%	-	67%	-	-	-	*
Mathematics	All	77%	87%	<b>74%</b>	86%	75%	68%	-	-	-	*	74%	75%	25%	84%	66%	69%	81%	-	*	-	*
	Students																					
	CWD	49%	53%	<b>25%</b>	*	*	*	-	-	-	*	*	*	25%	-	*	*	*	-	*	-	-
	CWOD	81%	90%	<b>84%</b>	100%	82%	80%	-	-	-	*	86%	78%	-	84%	76%	84%	85%	-	*	-	*
	EL	72%	77%	<b>66%</b>	-	66%	-	-	-	-	-	68%	*	*	76%	66%	56%	77%	-	-	-	-
	Male	77%	86%	<b>69%</b>	*	70%	57%	-	-	-	*	65%	90%	*	84%	56%	69%	-	-	*	-	-
	Female	78%	88%	<b>81%</b>	*	79%	83%	-	-	-	*	85%	60%	*	85%	77%	-	81%	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All	43%	53%	<b>35%</b>	29%	33%	42%	*	-	-	*	33%	44%	25%	36%	20%	33%	38%	-	-	-	-
	Students																					
	CWD	28%	33%	<b>25%</b>	-	11%	*	-	-	-	*	0%	60%	25%	-	*	33%	17%	-	-	-	-
	CWOD	44%	54%	<b>36%</b>	29%	36%	40%	*	-	-	-	36%	36%	-	36%	22%	33%	40%	-	-	-	-
	EL	32%	25%	<b>20%</b>	-	20%	-	-	-	-	-	20%	*	*	22%	20%	19%	22%	-	-	-	-
	Male	40%	50%	<b>33%</b>	*	29%	*	-	-	-	*	33%	29%	33%	33%	19%	33%	-	-	-	-	-
	Female	45%	55%	<b>38%</b>	*	37%	*	*	-	-	-	33%	63%	17%	40%	22%	-	38%	-	-	-	-
Mathematics	All	46%	61%	<b>56%</b>	43%	57%	50%	*	-	-	*	54%	69%	58%	56%	55%	62%	52%	-	-	-	-
	Students																					
	CWD	30%	36%	<b>58%</b>	-	56%	*	-	-	-	*	*	100%	58%	-	*	67%	*	-	-	-	-
	CWOD	48%	63%	<b>56%</b>	43%	57%	50%	*	-	-	-	56%	55%	-	56%	54%	61%	52%	-	-	-	-
	EL	39%	47%	<b>55%</b>	-	55%	-	-	-	-	-	55%	*	*	54%	55%	59%	50%	-	-	-	-
	Male	47%	63%	<b>62%</b>	*	62%	*	-	-	-	*	60%	71%	67%	61%	59%	62%	-	-	-	-	-
	Female	45%	59%	<b>52%</b>	*	52%	50%	*	-	-	-	48%	75%	*	52%	50%	-	52%	-	-	-	-
<b>Grade 4</b>																						
Reading	All	45%	57%	<b>33%</b>	86%	27%	42%	-	-	-	*	29%	53%	*	35%	8%	38%	27%	-	*	-	*
	Students																					
	CWD	28%	26%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	*	-	-
	CWOD	47%	60%	<b>35%</b>	100%	29%	47%	-	-	-	*	32%	50%	-	35%	7%	42%	29%	-	*	-	*
	EL	29%	23%	<b>8%</b>	-	8%	-	-	-	-	-	8%	*	*	7%	8%	12%	4%	-	-	-	-
	Male	43%	55%	<b>38%</b>	*	30%	50%	-	-	-	*	33%	60%	*	42%	12%	38%	-	-	*	-	-
	Female	47%	59%	<b>27%</b>	*	24%	*	-	-	-	*	24%	44%	*	29%	4%	-	27%	-	-	-	*
Mathematics	All	48%	64%	<b>37%</b>	57%	34%	42%	-	-	-	*	36%	45%	15%	42%	21%	36%	39%	-	*	-	*
	Students																					
	CWD	29%	32%	<b>15%</b>	*	*	*	-	-	-	*	*	*	15%	-	*	*	*	-	*	-	-
	CWOD	50%	67%	<b>42%</b>	60%	38%	47%	-	-	-	*	41%	44%	-	42%	24%	41%	42%	-	*	-	*
	EL	38%	42%	<b>21%</b>	-	21%	-	-	-	-	-	22%	*	*	24%	21%	15%	27%	-	-	-	-
	Male	48%	65%	<b>36%</b>	*	30%	50%	-	-	-	*	31%	60%	*	41%	15%	36%	-	-	*	-	-
	Female	47%	64%	<b>39%</b>	*	38%	17%	-	-	-	*	40%	30%	*	42%	27%	-	39%	-	-	-	*



		State District		Campus		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWD		WOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
<b>STAAR Percent at Masters Grade Level</b>																																									
All Grades																																									
All Subjects	All	21%	33%	<b>20%</b>	18%	20%	23%	*	-	-	10%	19%	25%	7%	22%	10%	20%	20%	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*			
	Students																																								
	CWD	8%	9%	<b>7%</b>	*	5%	*	-	-	-	*	0%	31%	7%	-	0%	5%	10%	-	*	-	-	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*			
	CWOD	23%	35%	<b>22%</b>	21%	22%	24%	*	-	-	17%	22%	24%	-	22%	12%	24%	21%	-	*	-	-	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*			
	EL	9%	9%	<b>10%</b>	-	10%	-	-	-	-	11%	0%	0%	12%	10%	9%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Male	20%	32%	<b>20%</b>	13%	20%	27%	-	-	-	13%	19%	26%	5%	24%	9%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Female	22%	34%	<b>20%</b>	25%	20%	17%	*	-	-	*	19%	26%	10%	21%	10%	-	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Reading	All	19%	29%	<b>16%</b>	21%	16%	19%	*	-	-	*	16%	20%	7%	18%	5%	15%	19%	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*					
	Students																																								
	CWD	7%	8%	<b>7%</b>	*	5%	*	-	-	-	*	0%	33%	7%	-	0%	5%	11%	-	*	-	-	-	*	-	*	-	*	-	*	-	*	-	*	-	*					
	CWOD	20%	31%	<b>18%</b>	25%	17%	20%	*	-	-	*	18%	17%	-	18%	5%	17%	19%	-	*	-	-	-	*	-	*	-	*	-	*	-	*	-	*	-	*					
	EL	7%	6%	<b>5%</b>	-	5%	-	-	-	-	-	5%	0%	0%	5%	4%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
	Male	16%	26%	<b>15%</b>	13%	14%	21%	-	-	-	-	14%	18%	5%	17%	4%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	Female	22%	33%	<b>19%</b>	33%	17%	18%	*	-	-	*	18%	24%	11%	19%	6%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Mathematics	All	23%	36%	<b>24%</b>	14%	25%	26%	*	-	-	*	23%	31%	6%	27%	15%	26%	22%	-	*	-	*	-	*	-	*	-	*	-	*	-	*	-	*							
	Students																																								
	CWD	10%	10%	<b>6%</b>	*	5%	*	-	-	-	*	0%	29%	6%	-	0%	5%	9%	-	*	-	-	-	*	-	*	-	*	-	*	-	*	-	*							
	CWOD	25%	39%	<b>27%</b>	17%	27%	29%	*	-	-	*	26%	31%	-	27%	18%	31%	23%	-	*	-	-	-	*	-	*	-	*	-	*	-	*	-	*							
	EL	13%	14%	<b>15%</b>	-	15%	-	-	-	-	-	16%	0%	0%	18%	15%	15%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	Male	23%	36%	<b>26%</b>	13%	26%	33%	-	-	-	-	24%	35%	5%	31%	15%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	Female	24%	36%	<b>22%</b>	17%	24%	17%	*	-	-	*	21%	28%	9%	23%	15%	-	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						

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

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	54	86	52	55	-	-	-	*	54	67	59
CWD	67	*	63	*	-	-	-	*	64	67	63
CWOD	53	*	51	50	-	-	-	*	53	-	58
EL	59	-	59	-	-	-	-	-	58	63	59
Male	63	*	64	64	-	-	-	*	64	69	70
Female	44	*	42	*	-	-	-	*	43	*	48
<b>Mathematics</b>											
All Students	59	*	55	74	-	-	-	*	58	45	49
CWD	45	*	46	*	-	-	-	*	39	45	*
CWOD	62	*	57	79	-	-	-	*	62	-	51
EL	49	-	49	-	-	-	-	-	50	*	49
Male	55	*	51	69	-	-	-	*	51	37	39
Female	64	*	60	83	-	-	-	*	66	*	60

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

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
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
276	40	14%





		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)
	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	*	*	*	*	*	*	*	*	*		
<b>Students With Disabilities</b>												
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Male	*	*	*	*	*	*	*	*	*		*
With Educational Services	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	*	*	*	*	*	*	*	*	*		*
<b>All Students</b>												
Chronic Absenteeism	Male	17	*	8	5	*	*	*	*	*	8	5
	Female	23	5	5	11	*	*	*	*	*	*	5
	Total	40	7	13	16	*	*	*	*	*	10	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	49	*	32	11	*	*	*	*	26	11
	Female	40	*	32	*	*	*	*	*	26	*
	Total	89	*	64	13	*	*	*	*	52	13
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	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	9.4	21.2%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	1.1	2.6%

' ' 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	State	District	District	Campus	Campus	
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	
Grade 3	6,019	1%	59	1%	*	*	
							Reading
Mathematics	6,020	1%	59	1%	*	*	
Grade 4	6,061	1%	50	1%	*	*	
							Reading
Mathematics	6,056	1%	50	1%	*	*	
Grade 5	6,162	2%	41	1%	-	-	
							Reading
							Mathematics
Science	6,160	1%	41	1%	-	-	
Grade 6	6,164	1%	41	1%	-	-	
							Reading
							Mathematics
Mathematics	5,678	1%	52	1%	-	-	
Grade 7	5,677	1%	51	1%	-	-	
							Reading
Mathematics	5,298	1%	55	1%	-	-	
Grade 8	5,294	1%	55	2%	-	-	
							Reading
Mathematics							

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
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%	-	-
Algebra I	4,884	1%	35	1%	-	-
Biology	4,861	1%	39	1%	-	-
All Grades All Subjects	99,020	1%	851	1%	<b>8</b>	<b>2%</b>
Reading	43,730					