Texas Education Agency

2017-18 Federal Report Card for Texas Public Schools

Campus Name: INT'L LEADERSHIP OF TEXAS MS-N RICHLAND HILLS

Campus ID: 057848013

District Name: INTERNATIONAL LEADERSHIP OF TEXAS (ILT)

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.

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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		Pacific		Econ	Special	
			Students	s 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%
		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											
	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-		440/	400/	050/	500/	0.50/	F70/	040/	450/	0.40/	400/
		27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-		E 40/	500/	700/	200/	000/	000/	000/	F70/	400/	500/
		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 B		Baseline 2016-17											440/
EL Progress		Rates											41%
		2017-18 through 2021- 22	•										42%
		2022-23 through 2026-											42%
		2022-23 tillough 2020-	•										44%
		2027-28 through 2031-											44 70
		32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											4070
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
rate		2017-18 through 2021-		0070	01 70	3370	0070	3370	0370	JZ /0	0070	1070	1270
		22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-		30 /0	30 70	30 70	30 /0	3070	30 /0	30 /0	3070	3070	3070
		27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-		3270	3270	J_ /0	3270	0270	SZ 70	3270	J_ /0	3270	J= /0
		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;

(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 (90-00), 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 Gap's 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

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.

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.

									_	or	_	Non								_	
	Stat	teDistrict	Campus	African American	Hisnani		America Indian			More			CWD	cwoi) FI	Male	FemaleM	iarantH	lomeless	Foster Care	Milita
	Otal	e District	Oampus	American	Порат	CVVIIILE	malan	Asiaii	isianue	TRACES	Disauv	Disauv	0110	01101	,	wate	Temalei	igranti	iomeress	Care	VIIIIC
FAAR Percen Grade 6	t at Approach	es Grade	e Level o	r Above																	
Reading	All 68% Students	63%	75%	79%	72%	74%	*	89%	-	83%	68%	86%	*	76%	72%	72%	78%	-	-	-	-
	CWD 35%		*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD 719 EL 429		76% 72%	79%	73% 71%	77% *	-	89%	-	83%	69% 67%	86% 89%	*	76% 74%		5 74% 5 60%	78% 81%	-	-	-	
	Male 63%		72%	82%	66%	71%	-	83%	-	*	62%	88%	*			72%	-	-	-	-	
	Female 72%	68%	78%	75%	77%	76%	*	*	-	*	73%	84%	*	78%	81%		78%	-	-	-	
Mathematic	s All 76% Students	66%	79%	68%	80%	77%	*	100%	-	83%	76%	85%	*	81%	76%	84%	75%	-	-	-	
	CWD 50%	6 41%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	
	CWOD 799		81%	68%	83%	80%	*	100%	-	83%	78%	86%	-			86%	78%	-	-	-	
	EL 619 Male 769		76% 84%	- 73%	74% 83%	86%	-	100%		*	72% 77%	89% 96%	*			82% 84%	71%	-		-	
	Female 77%		75%	63%	77%	71%	*	*	-	*	75%	75%	*	78%			75%	-	-	-	
Grade 7 Reading	All 73%	% 75%	75%	71%	71%	84%	_	100%	_	*	67%	87%	*	78%	72%	66%	84%	_	*	_	
	Students	/ 200/	*		*	*					*	*	*		*	*	*				
	CWD 379 CWOD 779		78%	- 71%	75%	90%	-	100%		*	72%	87%	_	- 78%	77%	70%	86%	-	*	-	
	EL 449	6 59%	72%	-	70%	*	-	*	-	-	67%	82%	*	77%	72%	72%	71%	-	-	-	
	Male 69%		66%	64%	59%	88%	-	*	-	*	61%	74%	*			66%	- 0.40/	-	*	-	
	Female 79%		84%	80%	82%	81%	-	*	-		73%	97%	*	86%	/1%	· -	84%	-	-	-	
Mathematic	Students		84%	81%	82%	87%	-	100%	-	83%	80%	89%	*	86%	79%	5 78% *	89%	-	*	-	
	CWD 429 CWOD 759		86%	81%	85%	93%	-	100%		83%	85%	89%	_	86%	84%	83%	90%	-	*	-	
	EL 52%		79%	-	77%	*	-	*	-	-	77%	82%	*			72%	87%	-	-	-	
	Male 69%		78%	82%	73%	88%	-	*	-	*	70%	91%	*			78%	-	-	*	-	
	Female 73%	6 71%	89%	80%	90%	87%	-	*	-	*	90%	87%	*	90%	8/%	· -	89%	-	-	-	
Grade 8 Reading	All 85%	6 85%	89%	83%	90%	86%	*	*		*	88%	89%	*	Q10/	790/	88%	90%	_			
reaulity	Students								-		0070			Ð I 70	10%	. 0070	∂U 70	-	-	-	
	CWD 49% CWOD 88%		* 91%	- 83%	* 93%	92%	*	*	-	*	* 91%	* 92%	*	- Q10/	860/	* 5 92%	90%	-	-	-	
	EL 589		78%	-	71%	JZ /0 -	-	*		-	*	*	*	86%			*	-	-	-	
	Male 829	6 82%	88%	80%	88%	91%	-	*	-	*	86%	89%	*	92%	*	88%	-	-	-	-	
	Female 88%	% 88%	90%	-	92%	-	-	-	-	-	91%	90%	-	90%	-	-	90%	-	-	-	
Mathematic	Students		81%	79%	77%	87%	*	*	-	*	82%	79%	*	84%	69%	74%	90%	-	-	-	
	CWD 53% CWOD 89%		* 84%	- 79%	82%	92%	*	*	-	*	86%	* 81%	*	- 84%	820/	78%	93%	-	-	-	
	EL 739		69%	-	67%	-	-	*		-	64%	*	*	82%	69%		71%	-	-	-	
	Male 829	6 77%	74%	73%	71%	80%	-	-	-	*	77%	71%	*	78%	*	74%	-	-	-	-	
	Female 87%	6 80%	90%	*	83%	100%	*	*	-	*	88%	92%	*	93%	71%	-	90%	-	-	-	
Science	All 75% Students	6 74%	70%	76%	61%	72%	*	*	-	*	65%	75%	*	73%	40%	73%	64%	-	-	-	
	CWD 399		*	-	*	*	-	*	-	-	*	*	*	-	*	*	*	-	-	-	
	CWOD 789 EL 469		73% 40%	76% -	64% *	81%	-	*	-	_	68% *	79% *	*	73% 42%		76%	68% *	-	-	-	
	Male 749		73%	67%	67%	86%	-	*	-	*	70%	77%	*	76%	*	73%	-	-	-	-	
	Female 76%		64%	100%	55%	*	*	*	-	*	58%	71%	*	68%	*	-	64%	-	-	-	
nd of Course English I		6 79%	94%	*	100%	*		*			100%	88%	_	94%	*	880/	100%				
Liigiisii i	Students CWD 25%		34 76	-	-	_	-	_	-	-	-	-	-	9470	_	_	-	-	-	-	
	CWOD 689	6 83%	94%	*	100%	*	-	*	-	-	100%	88%	-	94%	*	88%	100%	-	-	-	
	EL 30% Male 57%	6 49% 6 75%	* 88%	*	*	- *	-	-	-	-	*	*	-	* 88%	*	- 88%	*	-	-	-	
	Female 719		100%	*	*	-	-	*	-	-	100%	*	-	100%		-	100%	-	-	-	
Algebra I	Students	% 86%	100%	*	100%	100%	-	*	-	-	100%	100%	*	100%	*		100%	-	-	-	
	CWD 47%		*	-	-	-	-	*	-	-	-	*	*	-	*	*	-	-	-	-	
	CWOD 869 EL 679	6 89% 6 68%	100%	*	100%	100%	-	*	-	-	100%	100%	*	100%	*	100%	100%	-	-	-	
	Male 789		100%	*	*	100%	-	*	-	-		100%	*	100%	*	100%	- , -	-	-	-	
	Female 87%		100%	*	*	-	-	*	-	-	*	*	-	100%			100%	-	-	-	

		04-1	Dist. :		African		-\A/- ··	American		Pacific				O14**	0140	D =-	.	Face 1 1	laur- 11	law'	Foster	
TAAR Perce					Americani	Hispani	cWhite	Indian	Asian	islander	Races	Disadv	Disadv	CWD	CWO	υEL	. Male	remaleM	ıgrantl	nomeles	s Care	Milit
Grade 6	iii at weets	Grau	e Level	I OI ADO	V G																	
Reading	All Students	38%	31%	42%	47%	33%	48%	*	78%	-	50%	33%	55%	*	43%	369	% 31%	52%	-	-	-	-
	CWD CWOD	22% 40%	17% 32%	* 43%	- 47%	* 34%	* 50%	*	- 78%	-	- 50%	* 35%	* 54%	*	- 43%	389	* 6 32%	53%	-	-	-	-
	EL.	14%	16%	36%	-	32%	*	-	*	-	-	30%	56%	*	38%		6 13%		-	-	-	-
	Male Female	34% 42%	27% 35%	31% 52%	36% 63%	16% 48%	50% 47%	*	67% *	-	*	20% 47%	50% 59%	*	32% 53%		6 31% 6 -	52%	-	-	-	-
Mathematic	cs All Students	43%	30%	38%	11%	35%	45%	*	89%	-	50%	26%	56%	*	39%	419	% 36%	39%	-	-	-	-
	CWD	23% 46%	18% 30%	* 39%	- 11%	* 38%	* 47%	*	- 89%	-	- 50%	* 27%	* 58%	*	39%	439	* % 39%	* 39%	-	-	-	-
	EL	24%	20%	41%	-	38%	*	-	*	-	-	31%	78%	*			6 47%		-	-	-	-
	Male	44%	30%	36%	9%	34%	43%	- *	83%	-	*	23%	59%	*			% 36% ′		-	-	-	-
	Female	42%	29%	39%	13%	36%	47%			-		29%	53%		39%	301	6 -	39%	-	-	-	•
Grade 7 Reading	All Students	47%	46%	48%	48%	43%	50%	-	100%	-	*	41%	58%	*	50%	389	% 42%	53%	-	*	-	
	CWD	23%	16%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	
	CWOD EL	50% 16%	48% 26%	50% 38%	48%	46% 33%	52% *	-	100%	-	-	45% 33%	57% 45%	*	50% 40%		6 44% 6 33%		-	-	-	
	Male	42%	40%	42%	45%	35%	56%	-	*	-	*	39%	48%	*	44%	339	6 42%	-	-	*	-	
	Female	53%	52%	53%	50%	51%	44%	-	*	-	*	44%	66%	*	55%	439	6 -	53%	-	-	-	
Mathematic	Students	39%	36%	45%	43%	39%	58%	-	100%	-	17%	42%	50%	*	46%	399	% 42% *	48%	-	*	-	
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	EL	17%	18%	39%	-	35%	*	-	*	-	-	36%	45%	*	42%	399	6 44%	33%	-	-	-	
	Male Female	38%	36% 35%	42% 48%	45% 40%	35% 43%	56% 60%	-	*	-	*	41% 43%	43% 55%	*	44% 48%		6 42%	48%	-	*	-	
	remale	4U 70	JJ 70	+0 /0	4U 70	4370	00%	-		-		43%	JU 70		40%	JJ.	· -	+ 0 70	-	-	-	
rade 8 Reading	All Students	48%	41%	39%	33%	40%	43%	*	*	-	*	42%	36%	*	41%	339	% 40%	38%	-	-	-	
		23%	6%	*	-	*	*	-	*	-	-	*	*	*	-	*	*	-	-	-	-	
	CWOD EL	13%	43% 17%	41% 33%	33%	41% 29%	46%	_	*	-	_	44% *	38%	*	41% 43%		6 43% 6 *	38%	-	-	-	
	Male	44%	35%	40%	40%	41%	45%	-	*	-	*	50%	28%	*	43%	*	40%		-	-	-	
	Female	53%	46%	38%	*	38%	*	*	*	-	*	27%	50%	-	38%	*	-	38%	-	-	-	
Mathematic	cs All Students CWD	50% 25%	35% 10%	37%	43%	34%	33%	*	*	-	*	31%	45%	*	39%	159	% 36% *	38%	-	-	-	
	CWOD	53%	36%	39%	43%	36%	38%	*	*	-	*	32%	48%	-	39%		6 38%		-	-	-	
	EL Male	30% 48%	27% 34%	15% 36%	- 27%	17% 41%	30%	-	*	-	*	9% 36%	* 35%	*	18% 38%		6 * 36%	0%	-	-	-	
	Female		36%	38%	× ×	28%	40%	*	*	-	*	24%	58%	*	41%			38%	-	-	-	
Science	All Students	50%	45%	43%	47%	32%	56%	*	*	-	*	30%	58%	*	44%	279	% 49%	33%	-	-	-	
	CWD	23%	11% 47%	* 44%	- 47%	* 33%	* 63%	-	*	-	-	* 32%	* 61%	*	-	*	* % 50%	* 35%	-	-	-	
	EL	19%	23%	27%	4770	3370	-	_	*	-	-	32 70 *	*	*	25%			*	-	-	-	
	Male	51%	47%	49%	33%	43%	64%	-	*	-	*	41%	59%	*	50%	*	49%		-	-	-	
	Female	50%	43%	33%	80%	20%	*	*	*	-	*	16%	57%	*	35%	*	-	33%	-	-	-	
nd of Cours English I	se All Students	43%	61%	94%	*	100%	*	-	*	-	-	100%	88%	-	94%	*	88%	100%	-	-	-	
	CWD	14%	12%	- 0.457	-	-	-	-	-	-	-	-	-	-	- 0.404	-	-	-	-	-	-	
	CWOD EL	47% 10%	64% 27%	94%	-	100%	-	-	-	-	-	100%	88%	-	94%	*	68% -	100%	-	-	-	
	Male	37%	55%	88%	*	*	*	-	-	-	-	*	*	-	88%		88%		-	-	-	
	Female		66%	100%	•		-	-	•	-	-	100%		-	100%		-	100%	-	-	-	
Algebra I	All Students	53%		75%	*	80%	40%	-	*	-	-	71%	78%	*	73%		64%		-	-	-	
	CWD CWOD		10% 59%	* 73%	*	- 80%	- 40%	-	*	-	-	- 71%	* 75%	*	- 73%	*	60%	100%	-	-	-	
	EL	29%	38%	*	-	-	-	-	*	-	-	-	*	*	-	*	*	-	-	-	-	
	Male Female	49% 58%	53% 58%	64% 100%	*	*	40%	-	*	-	-	60% *	67% *	*	60% 100%		64%	100%	-	-	-	
															/							
AR Percei rade 6	nt at Maste	rs Gr		/el																		
Reading	All Students	18%	12%	16%	16%	15%	16%	*	33%	-	0%	13%	19%	*	16%	199	6 11%	19%	-	-	-	
	CWD	8%	3%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	
	CWOD		13%	16%	16%	16%	17%	*	33%	-	0%	14%	19%	-			6 12%		-	-	-	
	EL Male	4% 15%	5% 9%	19% 11%	- 9%	15% 11%	14%	-	17%	-	*	15% 7%	33% 19%	*	21% 12%		6 7% 5 11%	29%	-	-		
	Female		16%	19%	25%	18%	18%	*	*	-	*	20%	19%	*	20%			19%	-	-	-	
Mathematic		18%	9%	13%	5%	11%	16%	*	33%	-	17%	12%	15%	*	14%	7%	9%	16%	-	-	-	
	Students CWD	9%	4%	*	_	*	*	_	_	_	_	*	*	*		*	*	*		_	_	
	CWD		9%	14% 7%	5%	13%	17%	*	33%	-	17%	13%	16%	-	14%	8%	10%	17%	-	-	-	

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Poodin-	Λ.ΙΙ	720/	700/	700/	700/	750/	000/	*			700/	700/	070/					020/		*		
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	All	80%	72%	82%	77%	80%	84%	*	100%	_	86%	79%	86%	41%	85%	76%	81%	83%	_	*	_	
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	Male	78%	70%	73%	67%	67%	86%	-	*	-	*	70%	77%	*	76%	*	73%	-	-	-	-	
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	Female		41%	47%	53%	41%	47%	60%	91%	-	42%	38%	59%	26%	48%	38%	-	47%	-	-	-	
Reading	All	46%	42%	46%	48%	40%	49%	*	83%	-	43%	40%	54%	12%	48%	37%	39%	53%	_	*	_	
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	Female		45%	53%	57%	49%	44%	*	100%	-	56%	46%	62%	*		51%		53%	-	-	-	
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	EL	33%	28%	38%	-	34%	*	_	*		-	29%	61%	*	39%	38%		30%		_		
	Male	47%	37%	40%	29%	37%	44%	-	88%	-	*	34%	49%	*		45%		-	-	*	-	
	Female		37%	44%	43%	38%	51%	*	90%	-	33%	35%	56%	30%	45%			44%	-	-	-	
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	Male	50%	41%	49%	33%	43%	64%	-	*	-	*	41%	59%	*	50%	*	49%	-	-	-	-	
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Reading	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	8% 23% 9% 20% 22% 19% 7% 20% 76, 16% 22% 23%	17% 9% 15% 17% 17% 5% 18% 8% 14% 20% 16%	17% 12% 14% 19% 19% 0% 20% 18% 22% 14% 5% 15%	15% 22% 21% 21% - 21% - 21% 22%	8% 9% 16% * 16% 13% 9% 21% 11% 0% 12%	* 19% 17% 22% * 24% * 22% 22%	- 20% * - *	60% 35% 61% 44% * 47% * 25% 60%		- 9% 11% 0% - 0% - *	9% 14% 17% 16% * 17% 15% 12% 21% 13% 0% 14%	14% 23% 22% * 23% 26% 19% 25% 16%	8% 0% 0% 0% - * *	14% 20% 20% 20% 19% 16% 23% 15%	8% 16% 18% * 19% 18% 8% 28% * * *	14% - 15% * 16% 8% 15% - 11% *	16% - 19% 22% * 23% 28% - 22% 18% 0% 19%				
Reading	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD	8% 23% 9% 20% 22% 19% 7% 20% 7% 16% 22% 23%	17% 9% 15% 17% 17% 5% 18% 8% 14% 20% 16%	17% 12% 14% 19% 19% 0% 20% 18% 15% 22% 14%	15% 22% 21% 21% - 21% 22% 14%	8% 9% 16% 15% * 16% 13% 9% 21% 11%	* 19% 17% 22% * 24% * 22% 15% * 16%	- 20% * - * - * *	60% 35% 61% 44% * 47% * 25% 60%		- 9% 11% 0% - 0% - * 0% 14%	9% 14% 17% 16% * 17% 15% 12% 21% 13%	14% 23% 22% * 23% 26% 19% 25% 16% *	8% 0% 0% 0% - * *	14% 20% 20% 20% 19% 16% 23% 15%	8% 16% 18% * 19% 18% 8% 28% 8% * *	14% - 15% * 16% 8% 15% - 11%	16% - 19% 22% * 23% 28% - 22% 18% 0%	-	:	-	
Reading	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL	8% 23% 9% 20% 22% 19% 7% 20% 7% 16% 22% 23% 10% 25% 13% 23%	17% 9% 15% 17% 17% 5% 18% 20% 16% 6% 16% 11%	17% 12% 14% 19% 0% 20% 18% 15% 22% 14% 5% 15% 8%	15% 22% 21% - 21% - 21% 22% 14%	8% 9% 16% 15% * 16% 13% 9% 21% 11% 0% 12% 6%	* 19% 17% 22% * 24% * 22% 22% 15% * 16% *	- 20% * - *	60% 35% 61% 44% * 47% 25% 60% 50% * 47%		9% 11% 0% - 0% - * 0% 14% - 14%	9% 14% 17% 16% * 17% 15% 12% 21% 13% 0% 14% 6%	14% 23% 22% * 23% 26% 19% 25% 16% * 16% 13%	8% 0% 0% 0% - * *	14% 20% 20% - 20% 19% 16% 23% 15% - 15% 8%	8% 16% 18% * 19% 18% 8% 28% 8% * *	14% - 15% * 16% 8% 15% - 11% * 11% 7%	16% - 19% 22% * 23% 28% - 22% 18% 0% 19% 9%			-	
Reading Mathematics Science	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All CWOD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	8% 23% 9% 20% 19% 7% 16% 22% 23% 10% 25% 13% 24% 22%	17% 9% 15% 17% 17% 5% 18% 8% 14% 20% 16% 6% 16% 11% 16%	17% 12% 14% 19% 0% 20% 18% 15% 22% 14% 5% 15% 8% 11%	15% 22% 21% - 21% - 21% 22% 14% - 14%	8% 9% 16% 15% * 16% 13% 9% 21% 11% 0% 12% 6% 7%	* 19% 17% 22% * 24% * 22% 22% 15% * 16% * 16%	- 20% * - * - * *	60% 35% 61% 44% * 47% 25% 60% 50% * 47% 38%		- 9% 11% 0% - 0% - * 0% 14% - 14%	9% 14% 17% 16% * 17% 15% 12% 21% 13% 0% 14% 6% 13%	14% 23% 22% * 23% 26% 19% 25% 16% * 16% 13% 8%	8% 0% 0% 0% - * * * 5% 5% - *	14% 20% 20% - 20% 19% 16% 23% 15% - 15% 8% 11% 19%	8% 16% 18% * 19% 18% 28% 8% * * 8% 7%	14% - 15% * 16% 8% 15% - 11% * 11% 7% 11% -	16% - 19% 22% - 23% 28% - 22% 18% 0% 19% 9% -				
Reading Mathematics Science	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	8% 23% 9% 20% 22% 19% 7% 20% 7% 16% 22% 23% 10% 25% 13% 24%	17% 9% 15% 17% 17% 5% 18% 8% 20% 16% 6% 16% 11% 15% 14%	17% 12% 14% 19% 19% 0% 20% 18% 15% 22% 14% 5% 11% 18% 17%	21% 21% 21% 21% 21% 22% 14% 	8% 9% 16% 15% * 16% 13% 9% 21% 11% 0% 12% 6% 7% 14%	* 19% 17% 22% * 24% * 22% 15% * 16% 14% 17%	- 20% * - * - * *	60% 35% 61% 44% * 47% 25% 60% 50% * 47% 38%	-	9% 11% 0% - 0% - * 0% 14% - 14% - * 22%	9% 14% 17% 16% * 15% 12% 21% 13% 0% 14% 6% 13%	14% 23% 22% * 23% 26% 19% 25% 16% * * * * * * * * * * * * * * * * * * *	8% 0% 0% 0% - * * * 5% 5% - *	14% 20% 20% - 20% 19% 16% 23% 15% - 15% 8% 11% 19%	8% 16% 18% * 19% 18% 8% 28% * * 8% 7% 9%	14% - 15% * 16% 8% 15% - 11% * 11% 7% 11% -	16% - 19% 22% * 23% 28% - 22% 18% 0% 19% 9% - 18%				
Reading Mathematics Science	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWOD EL Male Female CWOD EL CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL CWD CWOD EL Male Female CWD CWOD EL CWD CWD CWD EL CWD	8% 23% 9% 20% 22% 19% 7% 20% 7% 16% 22% 23% 23% 24% 22%	17% 9% 15% 17% 17% 5% 18% 8% 14% 20% 16% 16% 115% 14% 6%	17% 12% 14% 19% 19% 0% 20% 18% 22% 14% 5% 15% 88% 11% 17% *	15% 22% 21% 	8% 9% 16% 15% * 16% 13% 9% 21% 11% 0% 12% 6% 7% 14% 10% *	* 19% 17% 22% * 24% * 22% 15% * 16% 14% 17% *	- 20% * - * - * *	60% 35% 61% 44% * 47% 25% 60% 50% * 47% 38%	-	9% 11% 0% - 0% - * 0% 14% - 14% - * 22%	9% 14% 17% 16% * 17% 12% 21% 13% 0% 14% 6% 13% 14% 17% *	14% 23% 22% * 23% 26% 19% 25% 16% * * * * * * * * * * * * * * * * * * *	8% 0% 0% 0% - * * * 5% 5% - *	14% 20% 20% - 20% 19% 16% 23% 15% - 15% 8% 11% 17%	8% 16% * 19% 18% 8% 28% 8% * * * * * * * * * * * * * * * * *	14% - 15% * 16% 8% 15% - 11% * * 11% 7% 11% - 20% *	16% - 19% 22% * 23% 28% - 22% 18% 0% 19% 9% 18% 12% *				
Reading Mathematics Science	Students CWD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students CWD CWOD EL All Students CWD CWOD EM All Students CWD CWOD EM CWOD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	8% 23% 9% 20% 22% 19% 7% 20% 7% 22% 23% 10% 25% 13% 22% 22% 74 24%	17% 9% 15% 17% 17% 17% 5% 18% 8% 14% 20% 16% 16% 15% 14%	17% 12% 14% 19% 0% 20% 18% 15% 22% 14% 5% 11% 18% 17%	15% 22% 21% 	8% 9% 16% 15% * 16% 13% 9% 21% 11% 0% 12% 6% 7% 14%	* 19% 17% 22% * 24% * 22% 15% * 16% 14% 17%	- 20% * - * - * *	60% 35% 61% 44% * 47% 25% 60% 50% * 47% 38%	-	9% 11% 0% - 0% - * 0% 14% - 14% - * 22%	9% 14% 17% 16% * 15% 12% 21% 13% 0% 14% 6% 13%	14% 23% 22% * 23% 26% 19% 25% 16% * * * * * * * * * * * * * * * * * * *	8% 0% 0% 0% - * * * 5% 5% - *	14% 20% 20% - 20% 19% 16% 23% - 15% 8% 11% 19% - 17%	8% 16% * 19% 18% 8% 28% 8% * * * * * * * * * * * * * * * * *	14% - 15% * 16% 8% 15% - 11% * 11% 7% 11% -	16% - 19% 22% * 23% 28% - 22% 18% 0% 19% 9% - 18%		* * * * * * * * * * * * * * * * * * * *		
Reading Mathematics Science	Students CWD CWOD EL Male Female All CWOD EL Male Female All Students CWD CWOD EL CWD CWOD EL	8% 23% 9% 20% 22% 19% 7% 16% 22% 23% 23% 23% 24% 24% 5%	17% 99% 15% 17% 17% 17% 18% 88% 14% 20% 16% 16% 16% 16% 16% 15% 5%	17% 12% 14% 19% 19% 0% 18% 15% 22% 14% 5% 11% 17% ** 17% 7%	15% 22% 21% 	8% 9% 16% 15% * 16% 13% 9% 21% 11% 0% 12% 6% 7% 14% 10% *	* 19% 17% 22% * 24% * 22% 15% * 16% * 16% 14% 17% 19% -	- 20% * - * - * *	60% 35% 61% 44% * 47% 25% 60% 50% * 47% 38%	-	9% 11% 0% - 0% - * 0% 14% - 14% - * 22%	9% 14% 17% 16% * 17% 12% 21% 13% 0% 14% 6% 13% 14% 17% * 18% *	14% 23% 22% * 23% 26% 19% 25% 16% 13% 8% 23% 17% * 15% *	8% 0% 0% 0% - * * * 5% 5% - *	14% 20% 20% - 20% 19% 16% 23% - 15% 8% 19% 17% - 17% 0%	8% 16% * 19% 18% 8% 28% 8% * * * * * * * * * * * * * * * * *	14% - 15% * 16% 8% 15% - 11% * 11% - 20% * 20% *	16% - 19% 22% * 23% 28% - 22% 18% 0% 19% 9% 18% 12% *				
Reading Mathematics Science	Students CWD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students CWD CWOD EL All Students CWD CWOD EM All Students CWD CWOD EM CWOD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	8% 23% 89 90 90 19% 19% 19% 20% 22% 19% 23% 10% 25% 23% 22% 22% 22% 22% 22% 22% 22% 23% 23	17% 9% 15% 17% 17% 17% 17% 18% 8% 14% 20% 16% 6% 15% 14% 6% 15% 6% 16% 16% 6% 15% 16% 16% 15% 16% 16% 15% 16% 16% 16% 15% 16% 16% 16% 16% 15% 16% 16% 16% 16% 16% 16% 16% 16% 16% 16	17% 12% 14% 19% 0% 20% 18% 15% 22% 14% 5% 11% 18% 17%	15% 22% 21% 	8% 9% 16% 15% * 16% 13% 9% 21% 11% 0% 12% 6% 7% 14% 10% *	* 19% 17% 22% * 24% * 22% 15% * 16% 14% 17% *	- 20% * - * - * *	60% 35% 61% 44% * 47% 25% 60% 50% * 47% 38%	-	9% 11% 0% - 0% - * 0% 14% - 14% - * 22%	9% 14% 17% 16% * 17% 12% 21% 13% 0% 14% 6% 13% 14% 17% *	14% 23% 22% * 23% 26% 19% 25% 16% * * * * * * * * * * * * * * * * * * *	8% 0% 0% 0% - * * * 5% 5% - *	14% 20% 20% - 20% 19% 16% 23% - 15% 8% 11% 19% - 17%	8% 16% * 19% 18% 8% 28% 8% * 8% 7% 9% * 0% 7%	14% - 15% * 16% 8% 15% - 11% * * 11% 7% 11% - 20% *	16% - 19% 22% * 23% 28% - 22% 18% 0% 19% 9% 18% 12% *				

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	African			American		Pacific T	wo or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	60	57	60	64	*	60	-	46	56	50	64
CWD	50	-	*	*	-	*	-	-	*	50	*
CWOD	60	57	60	66	*	57	-	46	58	-	66
EL	64	-	61	*	-	*	-	-	60	*	64

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Male	57	53	53	70	-	*	-	*	50	55	59
Female	64	63	66	57	*	86	-	*	64	*	70
Mathematics											
All Students	60	58	58	60	*	82	-	64	61	55	58
CWD	55	-	58	*	-	*	-	-	47	55	56
CWOD	60	58	58	62	*	81	-	64	63	-	58
EL	58	-	56	*	-	*	-	-	60	56	58
Male	54	58	54	49	-	69	-	*	58	68	59
Female	66	57	62	74	*	94	-	78	65	*	57
İ											

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All	African			American			Two or More	Econ				Foste
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	<u>EL</u>	Homeless	Care
ederal Graduation Rates													
year Longitudinal Cohort	Graduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	- '	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
 Indicates results are ma 	sked due to smal	Il numbers t	o protect stu	ident con	fidentiality.								
Indicates there are no s	tudents in the aro	up.	•		•								

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
	91	18	20%
!*! !-!	Indicates results are masked due Indicates zero observations repor	to small numbers to protect student corted for this group.	nfidentiality.

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 Achi	evement Dor	nain Score	: STAAR C	omponen	t Only)						
STAAR Component Score	46	46	42	50	*	78	-	*	42	*	40
School Quality (College, Caree	r, and Military	Readiness	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
"" Indicates results are maske '-' Indicates there are no student group 'n/a' Indicates the student group	ents in the gro	up.	•	ident con	fidentiality.						

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
English Learner Language Prof	iciency Statu	ıs									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
+' STAAR Performance and 0 Blank cells above represer								cy uses EL (Cu	ırrent).		

Source: 2018 Accountability Closing the Gaps Status Table

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

		Campus	African	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Econ Disady	Non Econ Disady	CWD	CWOD	EL	Male	Fomala	Migrant
Participation Rat		Campus	American	пізрапіс	vviiite	iliulali	ASIAII	isianuer	Races	Disauv	Disauv	CWD	CWOD	EL	Wate	remale	Wilgrain
A II O	A II O4	4000/	4000/	4000/	000/	4000/	4000/		4000/	4000/	4000/	4000/	4000/	4000/	4000/	4000/	
All Subjects	All Students CWD	100% 100%	100%	100% 100%	99% 100%	100%	100%	-	100%	100% 100%	100% 100%	100% 100%	100%	100% 100%	100% 100%	100% 100%	-
	CWOD	100%	100%	100%	99%	100%	100%		100%	100%	100%	100%	100%	100%	100%	100%	-
	EL	100%	10070	100%	*	-	100%		10070	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%		100%		100%	100%	100%	100%	100%	100%	100%	10070	
	Female	100%	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Danding	All Ctudente	100%	100%	100%	100%	*	100%	_	100%	100%	100%	100%	100%	100%	100%	100%	
Reading	All Students CWD	100%	100%	100%	100%		100%		100%	100%	100%	100%	100%	100%	100%	100%	
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	10070	100%	100%	100%	100%	
	EL	100%	100%	100%	*		100%		-	100%	100%	100%	100%	100%	100%	100%	- 1
					1000/	-		-								100%	
	Male	100%	100%	100%	100%	*	100%		100% 100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%		100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students CWD	100% 100%	100%	100% 100%	100% 100%	*	100%	-	100%	100% 100%	100% 100%	100% 100%	100%	100% 100%	100% 100%	100% 100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	10070	100%	100%	100%	100%	
	EL	100%	100%	100%	*		*		100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%		100%	100%	100%	100%	100%	100%	100%	100 /0	
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	
Caiamaa	All Students	99%	100%	100%	94%	*	*		*	98%	100%	100%	99%	100%	100%	97%	
Science			100%	100%	94%			-		90%	100%		99%	100%	100%	9/70	-
	CWD	100%	_	4000/	0.40/	-		-	*	000/		100%	_	4000/	4000/	070/	-
	CWOD	99%	100%	100%	94%	-	*	-		98%	100%	*	99%	100%	100%	97%	-
	EL	100%	-	100%	-	-	*	-	- *	100%		*	100%	100%	100%	100%	-
	Male .	100%	100%	100%	100%	-		-	*	100%	100%		100%	100%	100%	-	-
Ion-Participatio	Female n Rate	97%	100%	100%	•	•	•	-	•	95%	100%	•	97%	100%	-	97%	-
All Subjects	All Students	0%	0%	0%	1%	0%	0%		0%	0%	0%	0%	0%	0%	0%	0%	
All Subjects	CWD	0%	0 70	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	1%	0%	0%		0%	0%	0%	0 70	0%	0%	0%	0%	- 1
					170						0%	0%					
	EL	0%	- 00/	0%		-	0%	-	-	0%			0%	0%	0%	0%	-
	Male	0%	0%	0%	0%		0%		0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	1%	0%	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-		-	-	0%		0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%		0%		-	0%	-		0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	0%	0%	6%	*	*	-	*	2%	0%	0%	1%	0%	0%	3%	-
	CWD	0%	-			-	*	-	- *			0%	-				-
	CWOD	1%	0%	0%	6%	*	*	-	*	2%	0%	-	1%	0%	0%	3%	-
	EL	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-

		Campus	African American	ı Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	0%	-	-
	Female	3%	0%	0%	*	*	*	-	*	5%	0%	*	3%	0%	-	3%	-
!*! !_!	Indicates results are mas Indicates zero observatio				tect stu	dent confide	ntiality.										

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.

There is no data for this campus.

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.

There is no data for this campus.

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	20.9	78.6%
Teachers Teaching with Emergency or Provisional Credentials	3.2	12.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.9	10.9%
-' 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

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.

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%	6	0%	-	-
Mathematics	6,020	1%	6	0%	-	-
Grade 4						
Reading	6,061	1%	7	0%	<u>-</u>	-
Mathematics	6,056	1%	7	0%	-	-
Grade 5						
Reading	6,162	2%	7	0%	-	-
Mathematics	6,160	1%	7	0%	-	-
Science	6,164	1%	7	0%	-	-
Grade 6						
Reading	5,678	1%	11	1%	<u>=</u>	=
Mathematics	5,677	1%	11	1%	-	-
Grade 7						
Reading	5,298	1%	6	0%	*	*

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,294	1%	6	0%	*	*
Grade 8 Reading	5,088	1%	*	*	-	-
Mathematics	5,087	2%	*	*	-	-
Science	5,087	1%	*	*	-	-
End of Course English I	4,868	1%	*	*	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	*	*	-	-
Biology	4,861	1%	*	*	-	-
All Grades All Subjects	99,020	1%	95	0%	*	*
Reading	43,730	1%	43	0%	*	*
Mathematics	39,178	1%	41	0%	*	*
Science	16,112	1%	11	0%	-	-

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	ŭ	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disady	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
1		3 3 3								
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
Olddo o	rtodding	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	i
		English Language Learners	62	68	33	27	5	5	n/a	n/a
		Ziigiicii Zaiigaage Zeaiiieie	02	00	00		Ü		.,,	.,,
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
	es reporting standard		
n/a' Indicate	es data reporting is n	ot applicable for this group.	

Source: TEA Division of Student Assessment

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

Texas Education Agency | Academics | Performance Reporting

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