Texas Education Agency

2017-18 Federal Report Card for Texas Public Schools

Campus Name: ILTEXAS - KATY/WESTPARK H S

Campus ID: 057848018

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.

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	More	Econ	Special	and
			Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets		Baseline 2016-17											
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
•	Ü	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-											
		27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-											
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
		Baseline 2016-17											
EL Progress		Rates											41%
		2017-18 through 2021-											
		22											42%
		2022-23 through 2026-											
		27											44%
		2027-28 through 2031-											
		32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 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;

(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 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. Additionally, any Title I campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus is also automatically identified for comprehensive support and improvement. 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 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.

											Two or		Non									
					African			America			More		Econ								Foster	
		State	District	Campus	American	Hispani	cWhite	Indian	Asianls	slande	rRaces	Disadv	Disad	CWD	CWOL) EL	Male	FemaleN	ligran	tHomeles	s Care	Milita
AAR Percei		ache	s Grade	Level o	r Above																	
End of Cours English I	All Students	64%	79%	79%	80%	77%	75%	-	86%	-	100%	77%	81%	*	81%	41%	70%	87%	-	*	-	-
	CWD	25%	20%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD		83%	81%	81%	80%	75%	-	86%	-	100%	80%	84%	-			73%	89%	-	*	-	-
	EL Male	30% 57%	49% 75%	41% 70%	78%	46% 59%	*	-	*	-	*	61%	71% 83%	*	41% 73%	41%	70%	_	-	*	-	-
	Female		83%	87%	81%	90%	*	-	*	-	*	91%	79%	*	89%	*	-	87%	-	*	-	-
English II	All	66%	77%	76%	76%	74%	100%	-	-	*	-	72%	86%	-	76%	*	69%	80%	-	*	-	
	Students CWD	25%	19%	_																		
	CWD		81%	76%	76%	74%	100%	-	-	*	-	72%	86%	-	76%	*	69%	80%	-	*	-	
	EL	27%	47%	*	*	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	
	Male	61%	73%	69%	* 750/	67%	*	-	-	*	-	69%	* 010/	-	69%	*	69%	- 900/	-	*	-	-
	Female	12%	80%	80%	75%	73%		-	-	-	-	74%	91%	-	80%		-	80%	-	-	-	-
Algebra I	All Students	82%	86%	78%	70%	81%	75%	-	100%	-	*	76%	81%	60%	78%	44%	74%	81%	-	*	-	-
	CWD	47%	39%	60%	*	75%		-	. .	-	-	83%	*	60%			100%		-		-	
	CWOD EL	86% 67%	89% 68%	78% 44%	71%	81% 44%	75% -	-	100%	-	*	75% *	84% 71%	-	78% 44%	44% 44%	72%	84%	-	*	-	
	Male	78%	83%	74%	75%	75%	*	-	*	-	*	68%	85%	100%		*	74%	_	-	*	-	
	Female		88%	81%	65%	85%	*	-	*	-	-	82%	77%	*	84%	*	-	81%	-	*	-	
Biology	All	86%	90%	91%	92%	89%	100%	-	100%	*	100%	90%	93%	*	94%	74%	90%	93%	-	100%	-	
	Students CWD	56%	51%	*	*	*	_	_	_	_	_	*	*	*	_	_	*	*	_	_	_	
	CWOD		93%	94%	92%	93%	100%	-	100%	*	100%	92%	96%	-	94%	74%	92%	95%	-	100%	-	
	EL	64%	71%	74%	*	73%	-	-	-	-	-	58%	100%	-			70%	78%	-	-	-	
	Male Female	83%	88% 92%	90% 93%	88% 93%	87% 90%	100%	-	*	*	*	85% 95%	97% 87%	*	92% 95%		90%	93%	-	*	-	
nd of Cours	e					620/	F00/		E70/		900/	640/	669/	*	650/	200/	E40/	740/		*		
nd of Cours	e All Students	43%	61%	63%	65%	63%	50%	-	57%	-	80%	61%	66%	*	65%	29%	54%	71%	-	*	-	
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	CWOD		18%	9%	10%	9%	15%	_	14%	*	0%	5%	18%	_	9%	0%	6%	13%	_	0%	-	_
	EL	7%	8%	0%	*	0%	-				-	*	0%	_	0%	0%	*	0%	_	-	-	_
	Male	16%	14%	5%	0%	9%	*	_	*	*	*	2%	12%	*	6%	*	5%	-	_	*	-	_
	Female		20%	12%	18%	8%	25%	-	*	-	*	7%	23%	*	13%	0%	-	12%	-	*	-	-
Mathematics	All Students	23%	16%	14%	12%	13%	13%	-	50%	-	*	8%	25%	0%	15%	6%	14%	14%	-	*	-	-
	CWD	10%	6%	0%	*	0%						0%	*	0%			0%	*				
	CWOD		16%	15%	12%	15%	13%	-	50%	-	*	8%	27%	-	15%	6%	15%	15%	-	*	-	-
	EL	13%	11%	6%	12/0	6%	1370	-	30 /0	-		*	14%	- 3	6%	6%	*	*	-		-	-
	Male	23%	16%	14%	10%	14%	*	-	*	-	*	5%	27%	0%	15%	*	14%		-	*	-	-
	Female		15%	14%	13%	13%	*	-	*	-	_	10%	23%	*	15%	*	-	14%	-	*		
Science	All	22%	14%	12%	9%	14%	11%		29%	*	0%	5%	25%	*	13%	E0/	12%	13%		0%		_
	Students		14 70	12 70	970	1470	1170	-	2970		0 70	370	2370		1370	370	1270	1370	-	U 70	-	-
	CWD	7%	6%	*	*	*	_		_		_	*	*	*			*	*		_		_
	CWOD		15%	13%	10%	15%	11%		29%	*	0%	5%	26%		13%	50/-	13%	13%	-	0%	-	-
	EL	5%	5%	5%	*	7%	1170	-	29 /0		-	0%	14%	- 3	5%		10%	0%	-	0 70	-	-
	Male	23%	16%	12%	0%	18%	0%	-	*	*	*	4%	23%	*	13%		12%	-		*		- :
	Female		13%	13%	17%	10%	*		*	_	*	5%	26%	*	13%	0%	12 /0	13%	_	*		
	Ciliale	. 2 1 /0	1370	13/0	17 70	1070		•		-		J 70	2070		1370	0 70	-	1070	-		-	-
' Indicator	oculto or	n maal	rod dua	to amal	numbers t	o protos	otudor	st confide	ntiality													
Indicates I						o protec	sidder	it confide	nuality.													
indicates 2	ein onse	ıvauol	is repor	เเฮน เบโ แ	ns group.																	

Part (iii)(l): 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	Hienanic	White	American	Acian		Two or More	Econ	CWD	EL
Otudents	American	mapanic	Willia	maian	Asiaii	isianuei	Naces	Disauv	OND	
77	05	60	*					74		*
11	95	69		-	-	-	-	74	-	
-	-	-	-	-	-	-	-	-	-	-
77	95	69	*	-	-	-	-	74	-	*
*	*	*	-	-	-	-	-	*	-	*
86	*	83	-	-	-	-	-	83	-	*
71	100	58	*	-	-	-	-	67	-	*
48	31	53	*	-	*	-	*	46	*	*
*	*	*	-	-	-	-	-	*	*	-
49	32	53	*	-	*	-	*	45	-	*
*	*	*	-	-	-	-	-	*	-	*
46	38	48	*	-	*	-	*	41	*	*
50	*	56	*	-	*	-	-	49	*	*
	77 - 77 * 86 71 48 * 49 * 46	77 95	77 95 69 77 95 69 77 95 69 78 * * 86 * 83 71 100 58 48 31 53 * * * 49 32 53 * * * 46 38 48	77 95 69 * 77 95 69 * 77 95 69 * * * * * 86 * 83 - 71 100 58 * 48 31 53 * * * * - 49 32 53 * * * * * 46 38 48 *	77 95 69 * - 77 95 69 * - 77 95 69 * - 86 * 83 - - 71 100 58 * - 48 31 53 * - 49 32 53 * - 46 38 48 * -	77 95 69 * - - 77 95 69 * - - 77 95 69 * - - 86 * 83 - - - 71 100 58 * - - 48 31 53 * - - 49 32 53 * - - 46 38 48 * - *	77 95 69 * - - - 77 95 69 * - - - 77 95 69 * - - - 77 95 69 * - - - 86 * 83 - - - - 71 100 58 * - - - 48 31 53 * - - - 49 32 53 * - - - 46 38 48 * - * -	77 95 69 * -	77 95 69 * - - - - 74 77 95 69 * - - - - - 74 77 95 69 * - - - - 74 * * * - - - - 74 * * * -	77 95 69 * - - - - 74 - 77 95 69 * - - - - 74 - 77 95 69 * - - - - 74 - 86 * 83 - - - - 83 - 71 100 58 * - - - 67 - 48 31 53 * - - - * 46 * 49 32 53 * - - - - * 45 - 46 38 48 * - * - * 41 *

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates.

	All	African			American	,	Pacific	Two or More	Econ		,		Foste
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
ederal Graduation Rates													
year Longitudinal Cohort Gra	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	· - ·	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
Indicates results are mask	ed due to smal	I numbers to	nrotect stu	dent con	fidentiality								

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
	22	8	-
!*! !_!	Indicates results are masked due Indicates zero observations repor	to small numbers to protect student cor ted 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 Ach	ievement Dor	nain Score	: STAAR Co	omponen	t Only)						
STAAR Component Score	49	48	47	*	-	63	*	*	45	*	*
School Quality (College, Caree	r, and Military	Readiness	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
**' Indicates results are maske -' Indicates there are no stud 'n/a' Indicates the student group	ents in the gro	up.	•	udent 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 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) Target Met	44% Y	32% Y	37% Y	60%	43%	74%	45%	56%	33% Y	19%	29% Y
Interim Goals (2023-2027) Target Met	52% Y	42% Y	46% Y	66%	51%	78%	53%	62%	43% Y	31%	39% Y
Interim Goals (2028-2032) Target Met	62% Y	54% Y	58% Y	73%	62%	82%	63%	70%	55% Y	45%	52% N
Long-Term Goals Target Met	72% N	66% Y	69% N	80%	72%	87%	73%	78%	67% N	60%	65% N
Mathematics	••	•									•••
Interim Goals (2018-2022) Target Met	46% N	31% Y	40% N	59%	45%	82%	50%	54%	36% N	23%	40% N
Interim Goals (2023-2027) Target Met	54% N	41% N	49% N	65%	53%	85%	57%	61%	45% N	34%	49% N
Interim Goals (2028-2032) Target Met	63% N	54% N	59% N	73%	63%	88%	66%	69%	57% N	48%	59% N
Long-Term Goals Target Met	73% N	66% N	70% N	80%	73%	91%	75%	77%	68% N	62%	70% N
English Learner Language Prof	ficiency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met Interim Goals (2023-2027)											44%
Target Met Interim Goals (2028-2032) Target Met											46%
Long-Term Goals Target Met											46%
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%
	Graduation us	e EL(Currer	nt & Monitor	ed), EL Er	nglish Learne	r Languag	ge Proficienc			0470	5. .

Source: 2018 Accountability Closing the Gaps Status Table

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migran
articipation Rat	е																
All Subjects	All Students	99%	98%	100%	100%	_	100%	*	100%	100%	98%	88%	100%	100%	100%	99%	_
,	CWD	88%	*	95%	-	_	-	_	-	93%	80%	88%	-	-	100%	75%	_
	CWOD	100%	99%	100%	100%	-	100%	*	100%	100%	99%	-	100%	100%	100%	100%	_
	EL	100%	100%	100%	-	-	-	-	-	100%	100%	_	100%	100%	100%	100%	_
	Male	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	_
	Female	99%	97%	99%	100%	-	100%	-	*	99%	97%	75%	100%	100%	-	99%	-
Reading	All Students	100%	100%	99%	100%	_	100%	*	100%	99%	100%	83%	100%	100%	100%	99%	_
ŭ	CWD	83%	*	*	-	-	-	-	-	*	*	83%	-	-	*	*	-
	CWOD	100%	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	*	*	100%	100%	*	100%	100%	100%	-	-
	Female	99%	100%	98%	100%	-	*	-	*	99%	100%	*	100%	100%	-	99%	-
Mathematics	All Students	99%	98%	100%	100%	-	100%	-	*	100%	98%	90%	100%	100%	100%	99%	-
	CWD	90%	*	100%	-	-	-	-	-	100%	*	90%	-	-	100%	*	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	96%	100%	*	-	*	-	-	100%	96%	*	100%	100%	-	99%	-
Science	All Students	99%	96%	100%	100%	-	100%	*	100%	100%	97%	89%	99%	100%	100%	98%	-
	CWD	89%	*	100%	-	-	-	-	-	100%	*	89%	-	-	100%	*	-
	CWOD	99%	98%	100%	100%	-	100%	*	100%	100%	98%	-	99%	100%	100%	99%	-
	EL	100%	*	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-	-
an Dantialmatia	Female	98%	93%	100%	*	-	*	-	*	100%	94%	*	99%	100%	-	98%	-
on-Participation	n Kate																
All Subjects	All Students CWD	1% 12%	2%	0% 5%	0%	-	0%	*	0%	0% 7%	2% 20%	12% 12%	0%	0%	0% 0%	1% 25%	-
	CWD	0%	1%	0%	0%	-	0%	-	0%	0%	1%	1270	0%	0%	0%	0%	
	EL	0% 0%	0%	0%	0%	-	U%		0%	0%	0%		0%	0%	0%	0%	
					- 00/	-	0%	-	- 00/							076	-
	Male Female	0% 1%	0% 3%	0% 1%	0% 0%	-	0%	-	0%	0% 1%	0% 3%	0% 25%	0% 0%	0% 0%	0% -	- 1%	-
Reading	All Students	0%	0%	1%	0%		0%	*	0%	1%	0%	17%	0%	0%	0%	1%	
Reading	CWD	17%	U 70 *	170	U 70	-	0 70		0 70	170	U 70 *	17%	0 70	0 70	U 70 *	170	
	CWD		0%	0%	- 00/	-	0%	-	0%	0%	0%		0%	0%	0%	0%	
	EL	0% 0%	0% 0%	0% 0%	0%	-	0%			0% 0%	0% 0%	-	0% 0%	0% 0%	0% 0%	0% 0%	-
					- 00/	-	*	-	*			*				0%	
	Male Female	0% 1%	0% 0%	0% 2%	0% 0%	-	*		*	0% 1%	0% 0%	*	0% 0%	0% 0%	0%	1%	-
	remale	1 70	076	270	070	-		-		1 70	070		076	0 70	-	1 70	-
Mathematics	All Students	1%	2%	0%	0%	-	0%	-	*	0%	2%	10%	0%	0%	0%	1%	-
	CWD	10%	*	0%	-	-	-	-	-	0%	*	10%	-	-	0%	*	-
	CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	4%	0%	*	-	*	-	-	0%	4%	*	0%	0%	-	1%	-
Science	All Students	1%	4%	0%	0%	_	0%	*	0%	0%	3%	11%	1%	0%	0%	2%	_
	CWD	11%	*	0%	-	-	-	-	-	0%	*	11%	-	-	0%	*	-
	CWOD	1%	2%	0%	0%	-	0%	*	0%	0%	2%	-	1%	0%	0%	1%	-
	EL	0%	*	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	_
	Female	2%	7%	0%	*	-	*	-	*	0%	6%	*	1%	0%	-	2%	-
	sults are masl				tect stud	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	16.9	84.9%
Teachers Teaching with Emergency or Provisional Credentials	3.0	15.9%

		All School	
		Number	Percent
	eacher Who Are Not Teaching in the Subject or Field for Which the cher is Certified or Licensed	0.0	-
v	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	6,019	1%	6	0%		
Reading	·				-	-
Mathematics	6,020	1%	6	0%	-	-
Grade 4						
Reading	6,061	1%	7	0%	-	-
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%	<u>-</u>	_
	3,131	. 75	•	0,0		
Grade 6 Reading	5,678	1%	11	1%	-	_
Mathematics	5,677	1%	11	1%	_	_
	5,077	170	***	170	-	_
Grade 7 Reading	5,298	1%	6	0%	<u>-</u>	_
•		1%	6	0%		
Mathematics	5,294	170	0	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%	*	*	_	_
	4,001	1 70			-	-
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%	-	-

^{&#}x27;-' Indicates zero observations reported for this group.

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.

Subject			w Basic		bove Basic			% At or Above Advanced	
	Student Group	TX	US	TX	US	TX	US	TX	US
Reading	Overall	40	32	32	31	23	27	5	9
	Black	44	49	34	31	19	17	3	3
									4
									13
		*		*		*		*	3
		16		23		42		19	22
		*		*		*		*	4
		33		29		29		8	11
									3
									2
									1
	English Earliguage Edumers	00	00	20	20		Ü	•	·
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
									3
									3
	English Language Learners	29	47	44	39	23	13	4	2
Reading	Overall	29	24	44	40	26	32	2	4
									1
									i
									6
		*		*		*		*	1
		8		29		53		10	12
		*		*		*		*	2
		23		12		31		5	6
									1
								•	1
									n/a
	English Language Learners	02	00	33	21	3	3	11/4	11/4
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
		24	27	43	36	24	25	8	13
	Econ Disady	40	45	40	37	17	15		3
									2
		61	71	32	23	7	5	1	1
	Reading	Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Mathematics Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Reading Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Mathematics Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners Mathematics Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races	Hispanic 49 White 21 American Indian * Asian 16 Pacific Islander * Two or More Races 33 Econ Disadv 50 Students with Disabilities 70 English Language Learners 63 Mathematics Overall 18 Black 30 Hispanic 21 White 9 American Indian * Asian 8 Pacific Islander * Two or More Races 13 Econ Disadv 23 Students with Disabilities 43 English Language Learners 29 Reading Overall 29 Black 42 Hispanic 34 White 17 American Indian * Asian 8 Pacific Islander * Two or More Races 23 Econ Disadv 23 Students with Disabilities 43 English Language Learners 29 Reading Overall 29 Students with Disabilities 55 English Language Learners 56 Con Disadv 38 Students with Disabilities 65 English Language Learners 62 Mathematics Overall 30 Black 44 Hispanic 38 Asian 38 Pacific Islander * Two or More Races 23 Econ Disadv 38 Students with Disabilities 65 English Language Learners 62 Mathematics Overall 30 Black 44 Hispanic 38 Asian Asian Asian Pacific Islander * Two or More Races 24 Econ Disadv 40 Students with Disabilities 67 Foreign Foreign	Hispanic 49 46 White 21 22 22 American Indian * 52 Asian 16 16 16 Pacific Islander * 42 17 27 27 28 27 29 24 27 29 24 29 24 27 29 24 27 29 24 27 29 24 27 29 24 27 29 24 27 29 24 27 29 24 27 25 25 25 25 25 25 25	Hispanic 49 46 31 White 21 22 34 American Indian * 52 * 52 * 52 * 53 * 52 * 53 * 52 * 53 * 52 * 53 * 52 * 53 * 52 * 53 * 52 * 53 * 52 * 53 * 52 * 52 * 53 * 52 * 52 * 52 * 53 * 52 * 5	Hispanic 49 46 31 32 White 21 22 34 32 American Indian * 52 * 28 Asian 16 16 23 25 28 Asian 16 16 16 23 25 28 Asian 16 16 16 23 25 25 23 25 25 23 25 25	Hispanic White 21 22 34 4 32 35 American Indian	Hispanic 49 46 31 32 16 19	Hispanic

State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

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
*! Indicat			
mulcai	es reporting standard		
n/a' Indicat	es data reporting is r	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.