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

Campus Name: SUTTON EL Campus ID: 101912248 District Name: HOUSTON ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(1) 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
			All	African			American		Pacific	or More	Econ	Special	(Current and
				American	Hispanic	White	Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets		Baseline 2016-17			•								,
Grade Level or Above)	Reading/ELA	Rates 2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		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%
	Mathamatica	Baseline 2016-17 Rates	46%	240/	400/	E00/	450/	000/	E00/	E 40/	36%	220/	400/
	Mathematics	2017-18 through	40%	31%	40%	59%	45%	82%	50%	54%	30%	23%	40%
		2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through											
		2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		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 Brogreso		Baseline 2016-17 Rates											41%
EL Progress		2017-18 through											41%
		2021-22											42%
		2022-23 through 2026-27											4.40/
		2020-27 2027-28 through											44%
		2031-32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
Rate		Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		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%
		2026-27 2027-28 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		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

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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 (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18

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.

											Two										
					African			Americar	1	Pacific	or More	Econ	Non Econ							Foster	
		State	Distric	Campus	American	Hispani	cWhite	Indian	Asiar	Islander	Races	Disadv	Disad	vCWD	cwoi	D EL Male	Female	Migrant	Homeless	s Care	Military
STAAR Percent Grade 3	at Appro	aches	s Grade	Level o	r Above																
Reading	All Students	77%	70%	71%	77%	75%	75%	-	41%	-	-	71%	72%	60%	72%	68% 79%	62%	-	*	-	-
`		51%	42%	60%	*	*	*	_	*	_	_	56%	*	60%	_	* *	*	_	_	_	_
	CWOD		72%	72%	73%	77%	82%	-	38%	_	-	72%	71%	-	72%	68%81%	61%	-	*	_	_
	EL	70%	68%	68%	*	75%	78%	-	32%	-	-	69%	64%	*	68%		56%	_	-	-	-
	Male	74%	67%	79%	71%	80%	*	-	75%	-	-	78%	88%	*	81%		-	-	*	-	-
	Female		73%	62%	83%	69%	71%	-	*	-	-	62%	60%	*		56% -	62%	-	-	-	-
Mathematics		77%	73%	68%	77%	72%	62%	-	45%	-	-	69%	67%	70%	68%	66% 73%	63%	-	*	-	-
(Students																				
	CWD	52%	47%	70%	*	*	*	-	*	-	-	67%	*	70%	-	83% *	*	-	-	-	-
	CWOD		75%	68%	73%	72%	67%	-	43%	-	-	69%	61%	-	68%		61%	-	*	-	-
	EL	74%	74%	66%	*	72%	60%	-	37%	-	-	66%	60%	83%	65%		60%	-	-	-	-
	Male	77%	72%	73%	71%	74%		-	75%	-	-	73%	67%	*		71% 73%	-	-	*	-	-
	Female	78%	74%	63%	83%	69%	71%	-	*	-	-	64%	60%	*	61%	60% -	63%	-	-	-	-
Grade 4	٨١١	72%	64%	60%	42%	64%	*	*	50%			62%	48%	*	63%	50% 53%	67%	*	*		
Reading	All Students	1 2 /0	U+ /0	00 /0	→∠ /0	U4 /0			JU /0	-	-	UZ /0	1 0 /0		00 /0	JU /0 JJ /0	67%			-	-
`	CWD	46%	38%	*	*	*	*	_	_	_	_	*	*	*	_	* *	*	_	*	_	_
	CWOD		66%	63%	*	68%	*	*	50%	_	_	64%	55%	_	63%	54% 56%	70%	*	_	_	_
	EL	60%	54%	50%	*	53%	*	*	*	_	_	51%	42%	*	54%		60%	*	_	_	_
	Male	70%	61%	53%	*	58%	*	_	*	_	_	54%	50%	*		41% 53%	-	*	_	_	_
	Female		67%	67%	56%	71%	*	*	56%	_	_	70%	46%	*		60% -	67%	_	*	_	_
Mathematics		77%		80%	58%	85%	*	*	56%	_	_	83%	57%	40%		78% 76%		*	*	_	_
	Students	49%	41%	40%	*	42%	*	_	-	_	_	50%	*	40%	-	* *	*	_	*	_	_
	CWOD		77%	83%	60%	89%	*	*	56%	_	_	86%	65%	-070	83%	82% 79%	87%	*	_	_	_
	EL	72%	72%	78%	*	82%	*	*	*			80%	58%	*	82%		83%	*			-
	Male	77%	73%	76%	*	81%	*	_	56%	_	_	78%	60%	*		73% 76%	-	*	_	_	_
	Female		75%	83%	67%	90%	*	*	56%	-	_	88%	54%	*		83% -	83%	-	*	-	-
Grade 5	A II	020/	700/	0.40/	000/	070/	FF0/		000/			0.50/	*	E00/	000/	700/ 000/	070/	*	*		
Reading	All	83%	76%	84%	82%	87%	55%	-	80%	-	-	85%		50%	80%	76% 80%	87%			-	-
•	Students	E 4 0/	47%	E00/	*	*	*					E00/	_	50%	_	E00/ E60/	*				
	CWD	54%	79%	50% 86%	85%	90%	60%	-	80%	-	-	50% 88%	*	30%		50% 56% 78% 83%	89%	*	*	-	-
	EL	73%	65%	76%	71%	81%	*	-	64%	-	-	78%	*	50%			77%	*		-	-
		81%	73%	80%		86%	56%			-			*	56%			11 /0		*	-	-
	Male		79%	87%	75% 89%	88%	30 %	-	75% 88%	-	-	83%	*	30%			070/	*		-	-
	Female	80%	79%	8/%	89%	88%		-	88%	-	-	86%			89%	77% -	87%		-	-	-
Mathematics	All Students	90%	84%	91%	94%	93%	91%	-	80%	-	-	92%	71%	83%	92%	86% 91%	92%	*	*	-	-
		70%	59%	83%	*	71%	*	-	-	-	-	83%	-	83%	-	80% 89%	*	-	-	-	-
	CWOD		87%	92%	92%	94%	90%	-	80%	-	-	93%	71%	-	92%	87% 91%	93%	*	*	-	-
	EL	86%	81%	86%	86%	90%	86%	-	64%	-	-	88%	*	80%	87%	86% 86%	86%	*	-	-	-
	Male	89%	83%	91%	88%	93%	100%	-	75%	-	-	93%	*	89%	91%	86% 91%	-	-	*	-	-
	Female	91%	85%	92%	100%	93%	*	-	88%	-	-	92%	*	*	93%	86% -	92%	*	-	-	-
Science	All	75%	68%	72%	83%	72%	50%	-	71%	-	-	72%	71%	*	75%	61% 70%	74%	*	*	-	-
\$	Students																				
	CWD			*	*	*	*	-	-	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD		70%	75%	86%	76%	56%	-	71%	-	-	75%	71%	-		65% 74%		*	*	-	-
	EL	62%	57%	61%	71%	62%	*	-	55%	-	-	62%	*			61% 64%		*	-	-	-
		76%	68%	70%	78%	71%	*	-	75%	-	-	71%	*			64% 70%		-	*	-	-
	Female	75%	68%	74%	89%	73%	*	-	67%	-	-	72%	*	*	75%	58% -	74%	*	-	-	-
STAAR Percent	at Meets	Grad	le Level	or Abov	/e																
Grade 3 Reading	All	43%	39%	36%	38%	38%	25%	_	27%	_	_	35%	39%	50%	35%	32% 40%	30%	_	*	_	_
	Students							-		-	-				JJ 70	JZ /0 4U%	3070	-		-	-
	CWD			50%	*	*	*	-	*	-	-	44%	*	50%	-	* *	*	-	-	-	-
	CWOD		39%	35%	27%	38%	27%	-	24%	-	-	35%	35%	-		31% 40%		-	*	-	-
	EL	32%	34%	32%	*	37%	11%	-	16%	-	-	32%	36%	*		32% 40%		-	-	-	-
		40%	36%	40%	29%	41%	*	-	50%	-	-	40%	50%	*		40% 40%	-	-	*	-	-
	Female	45%	41%	30%	50%	35%	14%	-	*	-	-	30%	30%	*	29%	24% -	30%	-	-	-	-

Two or Non Pacific More Econ Econ African American Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL MaleFemaleMigrantHomeless Care Military 36% Mathematics All 46% 43% 40% 31% 42% 38% 41% 39% 40% 41% 39% 46% 34% Students CWD 30% 29% 40% 44% 40% 67% **CWOD 48%** 44% 41% 27% 43% 42% 33% 40% 39% 41% 38% 46% 35% 41% 42% 30% 26% 40% 39% 39% 39% 67% 38% 39% 47% 30% Male 47% 44% 46% 14% 48% 63% 46% 44% 46% 47% 46% Female 45% 43% 34% 50% 35% 43% 35% 30% 35% 30% 34% Grade 4 Reading ΑII 45% 38% 34% 17% 36% 33% 35% 30% 36% 22% 31% 38% Students CWD 28% 28% 36% 38% 33% 36% 35% 36% 24% 32% 39% **CWOD 47%** 39% EL 29% 26% 22% 24% 23% 17% 24% 22% 17% 28% 40% 32% 17% 31% 43% 36% 31% 32% 29% Male 33% 38% 22% Female 47% 41% 40% 23% 39% 28% 41% 38% Mathematics All 48% 54% 33% 57% 44% 56% 35% 13% 57% 49% 52% 55% Students CWD 29% 27% 13% 8% 17% 13% 58% **CWOD 50%** 30% 61% 44% 60% 40% 57% 53% 56% 48% 57% 38% 42% 49% 53% 51% 33% 53% 49% 49% 49% 48% 46% 52% 55% 44% 54% 40% 56% 49% 52% Female 47% 47% 44% 59% 44% 59% 31% 49% 55% 58% 55% Grade 5 Reading ΑII 53% 46% 51% 47% 52% 27% 60% 51% 8% 54% 33% 43% 60% Students 29% 8% 8% 10% 0% CWD 30% 8% **CWOD 56%** 62% 54% 30% 60% 54% 54% 61% 48% 54% 35% 47% 33% 36% 10% 35% 33% 27% FΙ 35% 30% 14% 36% 34% 41% 22% Male 50% 43% 43% 25% 45% 58% 45% 0% 47% 27% 43% 60% Female 56% 49% 60% 59% 63% 58% 61% 41% 67% 59% 36% 75% 66% 57% 8% 70% 53% 55% Mathematics All 57% 52% 65% 67% 77% Students CWD 8% 14% 8% 8% 10% 0% CWOD 60% 53% 70% 77% 71% 40% 75% 70% 57% 70% 58% 62% 78% 64% 54% 10% 46% 44% 53% 29% 56% 29% 58% 53% 46% 64% Male 57% 51% 55% 25% 59% 75% 57% 62% 46% 55% 33% 0% Female 58% 53% 89% 76% 75% 76% 78% 64% 77% 77% Science ΑII 40% 35% 43% 44% 42% 20% 57% 43% 43% 45% 27% 33% 53% Students CWD 25% 24% **CWOD 42%** 45% 50% 43% 22% 45% 36% 57% 43% 45% 29% 36% 53% FΙ 24% 22% 27% 0% 28% 45% 28% 29% 27% 24% 31% 35% 24% 33% Male 42% 36% 33% 33% 29% 67% 36% 53% 56% 53% 44% 51% 53% 31% 53% Female 38% 34% STAAR Percent at Masters Grade Level Grade 3 Reading ΑII 24% 21% 15% 15% 14% 25% 18% 15% 22% 20% 15% 10% 15% 16% Students CWD 9% 20% 20% **CWOD 26%** 22% 15% 9% 14% 27% 19% 15% 18% 15% 10% 14% 16% 15% 16% 10% 12% 11% 5% 10% 14% 10% 10% 11% 10% Male 22% 19% 15% 14% 12% 25% 15% 13% 14% 11% 15% Female 26% 23% 16% 17% 17% 14% 14% 30% 16% 10% 16% Mathematics All 22% 22% 20% 0% 22% 23% 18% 20% 22% 10% 21% 20% 26% 14% Students 12% 10% 11% 17% CWD 12% 10% 25% 21% **CWOD 24%** 22% 21% 0% 23% 19% 21% 22% 20% 27% 15% 17% 19% 20% 22% 20% 16% 19% 27% 20% 20% 27% FΙ 17% 11% 0% 28% 33% 23% 22% 25% 27% 27% 26% Male 26% 25% 14% Female 21% 21% 10% 15% 14% 0% 15% 14% 11% Grade 4 Reading ΑII 23% 20% 17% 8% 19% 11% 18% 9% 18% 7% 14% 19% Students CWD **CWOD 25%** 21% 18% 21% 11% 19% 10% 18% 8% 15% 21% EL 12% 11% 7% 9% 8% 0% 8% 7% 3% 11% Male 22% 19% 14% 15% 13% 20% 15% 3% 14% Female 25% 22% 19% 11% 23% 11% 23% 0% 21% 11% 19% Mathematics All 26% 27% 30% 17% 30% 33% 31% 22% 7% 32% 24% 25% 34% Students CWD 11% 0% 8% 10% 33% 25% 25% 27% 37% **CWOD 28%** 28% 32% 33% 33% 32% 18% 22% 24% 27% 25% 17% 25% 24% 20% 28% FΙ 33% 27% 27% 25% 25% 26% 20% 27% 20% 25% Male 23% 22% Female 25% 27% 34% 36% 33% 36% 37% 28% Grade 5 Reading ΑII 26% 22% 24% 24% 23% 18% 35% 24% 0% 26% 10% 16% Students CWD 9% 0% 0% 0% 0% 0%

Two or Non African Pacific More Econ Econ American Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL MaleFemaleMigrantHomeless Care Military CWOD 27% 11% 18% 23% 26% 31% 25% 20% 35% 26% 26% 35% ĒΙ 12% 10% 10% 0% 9% 18% 10% 11% 10% 8% 11% Male 24% 20% 16% 13% 12% 42% 17% 0% 18% 8% 16% Female 28% 33% 32% 35% 11% 34% Mathematics All 30% 28% 41% 41% 40% 27% 60% 42% 29% 0% 45% 30% 33% 51% Students CWD 13% 0% 0% በ% 0% 0% 0% **CWOD 31%** 29% 45% 54% 42% 30% 60% 46% 29% 45% 33% 37% 53% FΙ 10% 19% 30% 14% 29% 14% 55% 31% ٥% 33% 30% 29% 32% Male 29% 27% 33% 13% 33% 22% 58% 35% 0% 37% 29% 33% Female 30% 28% 51% 67% 47% 63% 50% 53% 32% 51% 16% 14% 21% 28% 19% 0% 33% 29% 23% 10% 21% Science ΑII 21% 21% Students 8% CWD 9% CWOD 17% 15% 23% 36% 21% 0% 33% 22% 29% 23% 11% 23% 22% 7% 6% 10% 0% 10% 18% 10% 11% 10% 12% 7% EL 11% 18% 15% 21% 21% 42% 21% 23% 12% 21% Male Female 15% 13% 44% 18% 22% 20% 22% 7% STAAR Percent at Approaches Grade Level or Above All Grades All Subjects ΑII 77% 69% 75% 75% 78% 64% 60% 76% 61% 50% 77% 69% 75% 75% 63% Students CWD 45% 39% 50% 80% 42% 53% 50% 47%49% 51% 70% **CWOD 80%** 72% 77% 74% 81% 60% 78% 64% 77% 71% 77% 77% 83% 47% FΙ 60% 55% 69% 65% 73% 64% 46% 70% 56% 71% 69% 70% 68% 60% 49% Male 74% 66% 75% 69% 77% 67% 69% 76% 77% 70% 75% 83% 75% Female 79% 73% 75% 81% 80% 61% 52% 77% 63% 51% 77% 68% 71% 69% 60% 57% 72% 58% 43% 73% 65% 71% 71% Reading ΑII 73% 65% 75% Students CWD 33% 43% 75% 45% 38% 43% 39% 36% 43% 44% CWOD 77% 67% 56% 61% 73% 68% 73% 68% 77% 75% 67% 73% 73% 52% 47% 65% 56% 69% 58% 44% 66% 52% 38% 67% 65% 66% 63% Male 69% 60% 71% 61% 74% 59% 66% 72% 59% 43% 73% 66% 71% Female 77% 70% 71% 75% 76% 62% 48% 73% 44% 73% 63% 71% 80% Mathematics All 80% 74% 80% 79% 83% 73% 60% 82% 63% 62% 81% 76% 80% Students CWD 52% 62% 88% 56% 67% 62% 62% 62% **CWOD 83%** 78% 59% 66% 77% 81% 76% 85% 83% 81% 77% 81% 81% FΙ 70% 67% 76% 72% 80% 74% 46% 77% 61% 62% 77% 76% 76% 75% Male 78% 72% 80% 72% 82% 78% 69% 81% 64% 62% 81% 76% 80% Female 82% 76% 80% 83% 85% 62% 52% 82% 62% 63% 81% 75% 80% Science ΑII 79% 70% 72% 83% 72% 50% 71% 72% 71% 75% 61% 70% 74% Students CWD 48% **CWOD 82%** 73% 75% 86% 76% 56% 71% 75% 71% 75% 65% 74% 75% 58% 51% 61% 71% 62% 55% 62% 65% 61% 64% 58% 71% 71% Male 78% 68% 70% 78% 75% 74% 64% 70% Female 80% 74% STAAR Percent at Meets Grade Level or Above All Grades All Subjects ΑII 47% 41% 46% 40% 47% 33% 48% 47% 38% 21% 48% 37% 43% 49% 25% Students CWD 23% 21% 30% 18% 22% 21% 21% 16% 29% 37% **CWOD 50%** 42% 48% 43% 50% 47% 49% 40% 48% 38% 45% 50% 33% 25% 21% 40% 30% 37% 30% 21% 38% FΙ 26% 37% 23% 37% 36% 37% Male 45% 38% 43% 22% 44% 31% 57% 43% 36% 16% 45% 36% 43% 33% 49% Female 50% 43% 49% 54% 51% 36% 38% 50% 39% 29% 50% 37% 27% 40% Reading ΑII 46% 39% 40% 36% 42% 40% 35% 24% 41% 29% 38% 42% Students CWD 22% 24% 38% 20% 24% 23% 19% 30% 39% **CWOD 48%** 40% 41% 35% 43% 42% 36% 41% 30% 40% 43% 23% 21% 20% 29% 22% 32% 11% 21% 30% 26% 30% 29% 29% 30% Male 41% 35% 38% 39% 29% 48% 38% 19% 40% 29% 38% 32% Female 50% 45% 31% 43% 30% 42% 43% 46% 23% Mathematics ΑII 48% 43% 53% 43% 55% 43% 52% 54% 40% 19% 56% 46% 51% 55% Students CWD 26% 24% 19% 25% 16% 21% 19% 23% 14% 25% 48% 51% 43% **CWOD** 51% 45% 56% 47% 58% 57% 56% 48% 54% 57% 23% FΙ 33% 34% 46% 28% 50% 37% 36% 47% 39% 48% 46% 47% 46% Male 47% 42% 51% 17% 54% 39% 62% 52% 41% 14% 54% 47% 51% 55% Female 49% 57% 46% 44% 55% 63% 57% 46% 42% 57% 38% 25% 40% 43% 44% 20% 57% 43% 43% 45% 27% 33% 53% Science ΑII 49% 42% Students CWD 23% 22% CWOD 52% 41% 45% 50% 43% 22% 57% 45% 43% 45% 29% 36% 53% FΙ 21% 17% 27% 0% 28% 45% 28% 29% 27% 24% 31% Male 50% 39% 33% 33% 29% 67% 35% 36% 24% 33% Female 49% 40% 53% 56% 44% 31% 53%

Two or

Non African American Pacific More Econ Econ Foster State District Campus American Hispanic White Indian Asian Islander Races Disadv Disadv CWDCWOD EL Male Female Migrant Homeless Care Military

STAAR Percent	at Maste	rs Gra	de Lev	el																	
All Grades																					
All Subjects	All Students	21%	19%	24%	21%	24%	20%	*	30%	-	-	24%	20%	5%	26%	16% 21%	27%	*	0%	-	-
	CWD	8%	9%	5%	10%	4%	*	-	*	-	-	4%	*	5%	_	5% 4%	6%	-	*	-	-
	CWOD	23%	20%	26%	23%	25%	22%	*	30%	-	-	26%	21%	_	26%	17% 23%	28%	*	0%	-	-
	EL	9%	10%	16%	5%	17%	14%	*	16%	-	-	16%	14%	5%	17%	16% 16%	15%	*	-	-	-
	Male	20%	18%	21%	9%	21%	19%	-	36%	-	-	22%	17%	4%	23%	16% 21%	-	*	0%	-	_
	Female	22%	20%	27%	30%	28%	21%	*	24%	-	-	27%	23%	6%	28%	15% -	27%	*	*	-	-
Reading	All	19%	17%	19%	17%	19%	17%	*	22%	-	-	19%	17%	5%	20%	9% 15%	23%	*	*	-	-
	Students																				
	CWD	7%	8%	5%	13%	4%	*	-	*	-	-	3%	*	5%	-	4% 5%	6%	-	*	-	-
	CWOD	20%	18%	20%	18%	20%	19%	*	22%	-	-	20%	16%	-	20%	10% 16%	24%	*	*	-	-
	EL	7%	7%	9%	0%	10%	11%	*	8%	-	-	9%	6%	4%	10%	9% 8%	11%	*	-	-	-
	Male	16%	15%	15%	11%	13%	18%	-	28%	-	-	15%	14%	5%	16%	8% 15%	-	*	*	-	-
	Female	22%	19%	23%	21%	25%	15%	*	16%	-	-	23%	19%	6%	24%	11% -	23%	*	*	-	-
Mathematics	All Students	23%	22%	30%	21%	31%	30%	*	37%	-	-	31%	23%	5%	32%	24% 28%	33%	*	*	-	-
	CWD	10%	10%	5%	13%	4%	*	_	*	_	_	6%	*	5%	_	8% 5%	6%	_	*	_	_
			23%	32%	24%	32%	33%	*	37%	_	_	33%	25%	-	32%	26% 30%	35%	*	*	_	_
	EL	13%	15%	24%	11%	26%	21%	*	23%	_	_	24%	23%	8%		24% 26%	23%	*	_	_	_
	Male	23%	21%	28%	6%	28%	28%	_	41%	_	_	29%	23%	5%		26% 28%		*	*	_	_
	Female		22%	33%	33%	33%	31%	*	32%	-	-	34%	23%	6%		23% -	33%	*	*	-	-
Science	All	22%	17%	21%	28%	19%	0%	-	33%	_	_	21%	29%	*	23%	10% 21%	21%	*	*	_	_
	Students																				
	CWD	7%	8%	*	*	*	*	-	-	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD	24%	18%	23%	36%	21%	0%	-	33%	-	-	22%	29%	-	23%	11% 23%	22%	*	*	-	-
	EL	5%	4%	10%	0%	10%	*	-	18%	-	-	10%	*	*	11%	10% 12%	7%	*	-	-	-
	Male	23%	17%	21%	11%	21%	*	-	42%	-	-	21%	*	*	23%	12% 21%	-	-	*	-	-
	Female	21%	17%	21%	44%	18%	*	-	22%	-	-	20%	*	*	22%	7% -	21%	*	-	-	-

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

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	African		14/1-14-	American		Pacific	Two or More	Econ	OMB	
Academic Growth Score	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Reading											
All Students	67	73	63	78	*	84	-	-	67	52	64
CWD	52	*	50	*	-	-	-	-	55	52	53
CWOD	69	76	64	82	*	84	-	-	68	-	65
EL	64	80	59	75	*	75	-	-	63	53	64
Male	70	89	64	82	-	84	-	-	69	59	69
Female	65	65	62	*	*	85	-	-	65	46	57
Mathematics											
All Students	84	96	81	100	*	90	-	-	84	84	83
CWD	84	100	78	*	-	-	-	-	86	84	79
CWOD	84	95	81	100	*	90	-	-	84	-	83
EL	83	100	81	100	*	83	-	-	83	79	83
Male	80	89	77	100	-	88	-	-	81	85	79
Female	88	100	85	100	*	93	-	-	87	83	87

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
Federal Graduation Rates													
4-year Longitudinal Cohort Gr	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

^{...} Indicates zero observations reported for this group.

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 742 114 15%

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

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

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

Student Success (Student Achiev		African American nain Score		White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	48	45	50	39	*	46	-	-	49	*	41
School Quality (College, Career, a	ınd Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status	Ottadents	American	mapanic	Willia	malan	Asian	isianaci	Nuccs	Disauv	OIID	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met `	N	Υ	Υ			N			Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N			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	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	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	Υ	Υ	Υ			N			Υ	N	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ	Υ	Υ			N			Υ	N	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N			N			Υ	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N			N			N	N	N
English Learner Language Prof	ficiency Statu	IS									
Interim Goals (2018-2022)											42%
Target Met											Υ
Interim Goals (2023-2027)											44%
Target Met											Υ

Interim Goals (2018-2022)											42%
Target Met											Υ
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met `											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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

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

		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
Participation Ra	ite	раз	7				710.0				2.000						g
All Subjects	All Students	100%	100%	100%	99%	*	100%	-	-	100%	99%	100%	100%	100%	100%	100%	100%
	CWD	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	98%	*	100%	-	-	100%	99%	-	100%	100%	100%	100%	100%
	EL	100%	100%	100%	98%	*	100%	-	-	100%	99%	100%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	98%	-	100%	-	-	100%	98%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	-	100%	*
Reading	All Students	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	100%	100%	*	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	100%	100%	100%	97%	*	100%	-	-	100%	98%	100%	100%	100%	100%	100%	*
	CWD	100%	100%	100%	*	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	96%	*	100%	-	-	100%	98%	-	100%	100%	100%	100%	*
	EL	100%	100%	100%	95%	*	100%	-	-	100%	97%	100%	100%	100%	99%	100%	*
	Male	100%	100%	100%	94%	-	100%	-	-	100%	96%	100%	100%	99%	100%	-	*
	Female	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	*	-	-	-	-	100%	-	100%	-	100%	100%	*	-
	CWOD	100%	100%	100%	100%	-	100%	-	-	100%	100%	-	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%	-	-
Non-Participation	Female	100%	100%	100%	*	-	100%	-	-	100%	*	*	100%	100%	-	100%	*
Non-i articipatio	on Rate																
All Subjects	All Students	0%	0%	0%	1%	*	0%	-	-	0%	1%	0%	0%	0%	0%	0%	0%
	CWD	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	2%	*	0%	-	-	0%	1%	-	0%	0%	0%	0%	0%
	EL	0%	0%	0%	2%	*	0%	-	-	0%	1%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	2%	-	0%	-	-	0%	2%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	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%	*
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male .	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	0%	0%	3%	*	0%	-	-	0%	2%	0%	0%	0%	0%	0%	*
	CWD	0%	0%	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	4%	*	0%	-	-	0%	2%	-	0%	0%	0%	0%	*
	EL	0%	0%	0%	5%	*	0%	-	-	0%	3%	0%	0%	0%	1%	0%	*
	Male	0%	0%	0%	6%	-	0%	-	-	0%	4%	0%	0%	1%	0%	-	*
	Female	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-
	CWOD	0%	0%	0%	0%	-	0%	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	0%	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	0%	-	0%	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	0%	-	-	0%	*	*	0%	0%	-	0%	*

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

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 Students Disabilities with (Section Disabilities 504)
Students Without Disabilities				•							•
In-School Suspensions											
•	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions											
·	Male	17	*	11	*	*	*	*	*	8	

Indicates zero observations reported for this group.

						Indian or			Two or		Students	Students with Disabilities
			African American	Hispanic	White	Alaska Native	Asian	Pacific Islander	More Races	EL	with Disabilities	(Section 504)
	Female	*	*	*	*	*	*	*	*	*		
	Total	19	*	13	*	*	*	*	*	10		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*		_	_	*	*		*	_		
Mid t Education - I O - miles	Total					*	*	*	*			
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Total Male	*	*	*	*	*	*	*	*	*		
Officer Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Iotai											
Concontended Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
r toron dio to Zan Zimer coment	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	7	*	7	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	9	*	9	*	*	*	*	*	*		*
Expulsions			_		_	*		_	*			
With Educational Services	Male	*	*	*	*	*	*	*	*			
	Female					*	*	•	*			
Mithaut Educational Commissa	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Officer Zero Tolerance i Offices	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Total											
00.100.110.110.110.110.110	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	44	5	26	5	*	8	*	*	26	8	*
	Female	38	*	29	*	*	5	*	*	23	5	*
	Total	82	7	55	7	*	13	*	*	49	13	*

	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.

			Indian or					Students
Total	African		Alaska		Pacific	Two or More		with
students	American Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	74	8	53	*	*	11	*	*	62	8
	Female	86	11	59	5	*	11	*	*	68	5
	Total	160	19	112	7	*	22	*	*	130	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.
- 1++1 When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group. Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty

	All So	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	11.0	16.4%
Teachers Teaching with Emergency or Provisional Credentials	2.0	3.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the	4.3	6.6%
Teacher is Certified or Licensed	4.3	0.070

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 nonpersonnel 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%	248	1%	*	*
Mathematics	6,020	1%	248	1%	*	*
Grade 4 Reading	6,061	1%	257	2%	*	*
Mathematics	6,056	1%	257	1%	*	*
Grade 5 Reading	6,162	2%	262	2%	*	*
Mathematics	6,160	1%	262	2%	*	*
Science	6,164	1%	262	2%	*	*
Grade 6 Reading	5,678	1%	269	2%	-	-
Mathematics	5,677	1%	268	2%	-	-
Grade 7 Reading	5,298	1%	217	2%	-	-
Mathematics	5,294	1%	217	2%	-	-

	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 8 Reading	5,088	1%	245	2%	-	-
Mathematics	5,087	2%	244	2%	-	-
Science	5,087	1%	245	2%	-	-
End of Course English I	4,868	1%	241	1%	-	-
English II	4,556	1%	219	1%	-	-
Algebra I	4,884	1%	240	1%	-	-
Biology	4,861	1%	233	1%	-	-
All Grades All Subjects	99,020	1%	4,434	2%	13	1%
Reading	43,730	1%	1,958	1%	6	1%
Mathematics	39,178	1%	1,736	2%	6	1%
Science	16,112	1%	740	2%	*	*

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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 Al	oove 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
	Ü	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 Disadv	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
	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 Disady	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
	· ·	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 Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	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

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

Indicates zero observations reported for this group.

Grade Grade 4	Subject Reading	Student Group 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

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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.

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^{&#}x27;*' Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.