

28 de marzo de 2019

Estimado padre de familia:

Escuela de Ciencia y Tecnología-Discovery District / SST Advancement es compartir esta información sobre el distrito y el campus de su hijo con usted como parte de sus obligaciones según la Ley federal para el éxito de todos los estudiantes de 2015 (ESSA).

Los boletines de calificaciones federales para el estado, el distrito y cada uno de los campus del distrito ahora están disponibles en el sitio web del distrito en este enlace: [SSTAdvancementlink](#) o también están disponibles en el sitio web de la Agencia de Educación de Texas en:

https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Report_Card/.

La información en estas libretas de calificaciones incluye:

Parte (i): Descripción general del sistema de responsabilidad del estado de Texas

- (I) el número mínimo de estudiantes que el Estado determina son necesarios para ser incluidos en cada uno de los subgrupos de estudiantes para su uso en el sistema de responsabilidad;
- (II) los objetivos a largo plazo y las mediciones del progreso interino para todos los estudiantes y para cada uno de los subgrupos de estudiantes;
- (III) los indicadores utilizados para diferenciar de manera significativa a todas las escuelas públicas del estado;
- (IV) el sistema del estado para diferenciar significativamente todas las escuelas públicas del estado, incluyendo—
 - (aa) el peso específico de los indicadores en dicha diferenciación;
 - (bb) la metodología por la cual el Estado diferencia a todas estas escuelas;
 - (cc) la metodología por la cual el estado diferencia a una escuela por su bajo desempeño constante para cualquier subgrupo de estudiantes; y
 - (dd) la metodología por la cual el Estado identifica una escuela para un mejoramiento y apoyo integral;
- (V) el número y los nombres de todas las escuelas públicas en el estado identificadas por el estado para un mejor apoyo y mejora o para implementar un apoyo específico y planes de mejora;
- (VI) los criterios de salida establecidos por el Estado, incluyendo la duración de los años establecidos.

Parte (ii): Logro de los estudiantes por nivel de competencia

Esta sección proporciona información sobre los logros de los estudiantes en el rendimiento de STAAR (Evaluación de la preparación académica del estado de Texas) para matemáticas, ELA / lectura y ciencias por nivel de grado y nivel de competencia para el 2017–18 año escolar. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidad.

Parte (iii) (I): Crecimiento académico

Esta sección proporciona información sobre el crecimiento académico de los estudiantes para matemáticas y ELA / lectura para escuelas primarias públicas y escuelas secundarias que no tienen un índice de graduación. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidad.

Parte (iii) (II): Tasa de graduación

Esta sección proporciona información sobre las tasas de graduación de la escuela secundaria.

Parte (iv): Dominio del idioma inglés

Esta sección proporciona información sobre la cantidad y el porcentaje de estudiantes de inglés que logran el dominio del idioma inglés.

Parte (v): Calidad escolar o éxito estudiantil (SQSS)

Esta sección proporciona información sobre el otro indicador de calidad escolar o éxito estudiantil, que es preparación universitaria, profesional y militar (CCMR, por sus siglas en inglés) para las escuelas secundarias y tasa de rendimiento promedio de los tres STAAR niveles de rendimiento de todos los estudiantes, independientemente de si estaban en el subconjunto de responsabilidad, para las escuelas primarias y secundarias sin un índice de graduación.

Parte (vi): Estado de la reunión de objetivos

Esta sección proporciona información sobre el progreso de todos los estudiantes y de cada grupo de estudiantes hacia el cumplimiento de los objetivos a largo plazo u objetivos interinos sobre el rendimiento académico de STAAR, el índice de graduación federal y la competencia lingüística de los estudiantes de inglés.

Parte (vii): Participación en STAAR

Esta sección proporciona el porcentaje de estudiantes evaluados y no evaluados para matemáticas, ELA / lectura y ciencias.

Parte (viii): Datos de derechos civiles

Parte (viii) (I) La sección proporciona información presentada por los distritos escolares a la Oficina de Derechos Civiles sobre medidas de calidad escolar, clima y seguridad.

Parte (viii) (II) Esta sección proporciona información presentada por los distritos escolares a la Oficina de Derechos Civiles sobre el número y el porcentaje de estudiantes matriculados en programas preescolares y cursos acelerados para obtener créditos postsecundarios mientras aún están en la escuela secundaria.

Parte (ix): Datos de calidad

de los docentes Esta sección proporciona información sobre las calificaciones profesionales de los docentes, incluida la información desagregada por escuelas de alta y baja pobreza sobre el número y el porcentaje de (I) docentes, directores y otros líderes escolares sin experiencia; (II)

docentes que enseñan con credenciales de emergencia o provisionales; y (III) maestros que no están enseñando en la materia o el campo para el cual el maestro está certificado o licenciado.

Parte (x): Gastos por alumno

Esta sección proporciona información sobre los gastos por alumno de los fondos federales, estatales y locales, incluidos los gastos reales de personal y los gastos reales no relacionados con el personal, desglosados por fuente de fondos, para cada distrito escolar y Campus para el año fiscal anterior.

Texas retrasará la información sobre los gastos por alumno hasta el año escolar 2018–19.

Parte (xi): Participación de STAAR Alternate 2

Esta sección proporciona información sobre la cantidad y el porcentaje de estudiantes con las discapacidades cognitivas más significativas que toman STAAR Alternate 2, por grado y materia.

Parte (xii): Evaluación nacional del progreso educativo a nivel estatal (NAEP)

Esta sección proporciona resultados sobre las evaluaciones académicas estatales en lectura y matemáticas en los grados 4 y 8 de la Evaluación nacional del progreso educativo, en comparación con el promedio nacional de dichos resultados.

Parte (xiii): Tasa de cohorte de graduados inscritos en educación postsecundaria

Esta sección proporciona información sobre la tasa de cohorte a la que se inscriben los estudiantes que se gradúan de la escuela secundaria, durante el primer año académico que comienza después de la graduación del alumno, en (I) programas de educación postsecundaria pública en Texas; y (II) programas de educación postsecundaria privada en Texas o programas de educación postsecundaria fuera de Texas.

Datos no disponibles para el año escolar 2017-18.

Si tiene dificultades para acceder a la información del sitio web, las copias impresas de los informes están disponibles en la oficina del distrito o del campus. Si tiene preguntas sobre la información, comuníquese con el Sr. Dilli o la Sra. L Sanchez al 713-266-2522

Atentamente,

Sr. M Dilli



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Texas Education Agency
2017-18 Federal Report Card for Texas Public Schools
Campus Name: SCHOOL OF SCIENCE AND TECHNOLOGY ADVANCEMENT
Campus ID: 015831003
District Name: SCHOOL OF SCIENCE AND TECHNOLOGY DISCOVERY

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

Part (f)(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 (f)(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);

Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17 Rates	All	African	Hispanic	White	American	Asian	Pacific	Two	Econ	Special	EL	
			Students	American	Hispanic	White	Indian	Islander	More	Disadv	Educ	and Former)		
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2027-28 through 2031-32	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2032-33	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
EL Progress	Baseline 2016-17 Rates												41%	
	2017-18 through 2021-22													42%
	2022-23 through 2026-27													44%
	2027-28 through 2031-32													46%
Graduation Rate:4-Year Longitudinal Rate	Baseline 2016-17 Rates		89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
	2017-18 through 2021-22		90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	
	2022-23 through 2026-27		92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	
	2027-28 through 2031-32		94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	
	2032-33		94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	

Part (f)(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 (f)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

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

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

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

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); **Comprehensive Support and Improvement Schools** and **Additional Targeted Support Schools** list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

						African		American		Two or Econ Non		Pacific More Econ Non		Disadv Disadv CWD		CWD		EL		Male Female		Migrant Homeless		Foster Care Military				
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military					
STAAR Percent at Approaches Grade Level or Above																												
Grade 3																												
Reading	All	77%	73%	76%	88%	*	*	-	*	-	*	76%	73%	-	76%	*	71%	82%	-	-	-	-	-	-	-	-		
	Students																											
	CWD	51%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	79%	75%	76%	88%	*	*	-	*	-	*	76%	73%	-	76%	*	71%	82%	-	-	-	-	-	-	-	-		
	EL	70%	50%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	*	-	-	-	-	-	-	-	-	
	Male	74%	66%	71%	84%	*	*	-	*	-	*	71%	71%	-	71%	*	71%	-	-	-	-	-	-	-	-	-	-	
	Female	79%	81%	82%	100%	*	*	-	*	-	*	85%	*	-	82%	*	-	82%	-	-	-	-	-	-	-	-	-	
	Mathematics	All	77%	85%	91%	92%	78%	*	-	100%	-	*	91%	91%	-	91%	78%	89%	94%	-	-	-	-	-	-	-	-	
	Students																											
	CWD	52%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	80%	86%	91%	92%	78%	*	-	100%	-	*	91%	91%	-	91%	78%	89%	94%	-	-	-	-	-	-	-	-	-		
EL	74%	82%	78%	*	*	*	-	*	-	*	75%	*	-	78%	78%	*	*	*	-	-	-	-	-	-	-	-		
Male	77%	82%	89%	95%	*	*	-	*	-	*	90%	86%	-	89%	*	89%	-	-	-	-	-	-	-	-	-	-		
Female	78%	87%	94%	86%	*	*	-	*	-	*	92%	*	-	94%	*	-	94%	-	-	-	-	-	-	-	-	-		
Grade 4																												
Reading	All	72%	83%	95%	96%	90%	*	-	*	-	*	94%	100%	*	98%	75%	94%	96%	-	-	-	-	-	-	-	-		
	Students																											
	CWD	46%	*	*	*	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-	-	-	-	
	CWOD	75%	85%	98%	100%	90%	*	-	*	-	*	97%	100%	-	98%	86%	100%	96%	-	-	-	-	-	-	-	-	-	
	EL	60%	81%	75%	*	*	*	-	*	-	*	71%	*	-	86%	75%	*	*	*	-	-	-	-	-	-	-	-	
	Male	70%	85%	94%	92%	*	*	-	*	-	*	94%	*	-	100%	*	94%	-	-	-	-	-	-	-	-	-	-	
	Female	75%	82%	96%	100%	88%	*	-	*	-	*	95%	*	-	96%	*	-	96%	-	-	-	-	-	-	-	-	-	
	Mathematics	All	77%	86%	91%	96%	80%	*	-	*	-	*	89%	100%	*	90%	89%	95%	88%	-	-	-	-	-	-	-	-	
	Students																											
	CWD	49%	60%	*	*	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-	-	-	-	
CWOD	81%	88%	90%	96%	80%	*	-	*	-	*	89%	100%	-	90%	88%	94%	88%	-	-	-	-	-	-	-	-	-		
EL	72%	80%	89%	*	*	*	-	*	-	*	88%	*	-	88%	89%	*	*	*	-	-	-	-	-	-	-	-		
Male	77%	85%	95%	92%	*	*	-	*	-	*	94%	*	-	94%	*	95%	-	-	-	-	-	-	-	-	-	-		
Female	78%	87%	88%	100%	75%	*	-	*	-	*	85%	*	-	88%	*	-	88%	-	-	-	-	-	-	-	-	-		
Grade 5																												
Reading	All	83%	86%	85%	79%	100%	88%	-	*	-	*	90%	73%	*	84%	82%	75%	95%	-	-	-	-	-	-	-	-		
	Students																											
	CWD	54%	43%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-	-	-	-	
	CWOD	87%	90%	84%	78%	100%	88%	-	*	-	*	89%	73%	-	84%	80%	75%	94%	-	-	-	-	-	-	-	-		
	EL	73%	83%	82%	*	*	*	-	*	-	*	80%	*	-	80%	82%	*	100%	-	-	-	-	-	-	-	-	-	
	Male	81%	82%	75%	70%	*	*	-	*	-	*	79%	*	-	75%	*	75%	-	-	-	-	-	-	-	-	-	-	
	Female	86%	91%	95%	89%	100%	100%	-	*	-	*	100%	*	-	94%	100%	-	95%	-	-	-	-	-	-	-	-		
	Mathematics	All	90%	94%	98%	95%	100%	100%	-	*	-	*	100%	91%	*	97%	100%	95%	100%	-	-	-	-	-	-	-	-	
	Students																											
	CWD	70%	65%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-	-	-	-	
CWOD	92%	97%	97%	94%	100%	100%	-	*	-	*	100%	91%	-	97%	100%	95%	100%	-	-	-	-	-	-	-	-			
EL	86%	98%	100%	*	*	*	-	*	-	*	100%	*	-	100%	100%	100%	100%	-	-	-	-	-	-	-	-			
Male	89%	95%	95%	90%	*	*	-	*	-	*	100%	83%	-	95%	100%	95%	-	-	-	-	-	-	-	-	-			
Female	91%	92%	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	-	100%	-	-	-	-	-	-	-	-			
Science	All	75%	68%	70%	68%	70%	75%	-	*	-	*	76%	55%	*	71%	45%	55%	85%	-	-	-	-	-	-	-	-		
Students																												
CWD	48%	41%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-	-	-	-		
CWOD	78%	70%	71%	67%	78%	75%	-	*	-	*	78%	55%	-	71%	50%	55%	89%	-	-	-	-	-	-	-	-			
EL	62%	43%	45%	*	*	*	-	*	-	*	50%	*	-	50%	45%	*	*	*	-	-	-	-	-	-	-	-		
Male	76%	68%	55%	50%	*	*	-	*	-	*	64%	*	-	55%	*	55%	-	-	-	-	-	-	-	-	-			
Female	75%	67%	85%	89%	*	100%	-	*	-	*	87%	*	-	89%	*	-	85%	-	-	-	-	-	-	-	-			
Grade 6																												
Reading	All	68%	67%	76%	73%	*	*	-	*	-	*	75%	*	*	83%	*	64%	91%	-	-	-	-	-	-	-	-		
	Students																											
	CWD	35%	*	*	*	-	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	-	-	-	-		
	CWOD	71%	71%	83%	85%	*	*	-	*	-	*	79%	*	-	83%	*	75%	91%	-	-	-	-	-	-	-	-		
	EL	42%	58%	*	*	*	*	-	*	-	*	*	*	-	*	*	*	*	-	-	-	-	-	-	-	-		
	Male	63%	68%	64%	63%	*	*	-	*	-	*	64%	*	-	75%	*	64%	-	-	-	-	-	-	-	-	-		
	Female	72%	67%	91%	86%	*	-	-	*	-	*	89%	*	-	91%	*	-	91%	-	-	-	-	-	-	-	-		
	Mathematics	All	76%	87%	92%	87%	*	*	-	*	-	*	90%	100%	*	91%	*	93%	91%	-	-	-	-	-	-	-		
	Students																											
	CWD	50%	67%	*	*	-	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	-	-	-	-		
CWOD	79%	90%	91%	85%	*	*	-	*	-	*	89%	*	-	91%	*	92%	91%	-	-	-	-	-	-	-	-			

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	EL	81%	77%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	76%	87%	93%	88%	*	*	-	*	-	-	91%	*	*	92%	*	93%	-	-	-	-
	Female	77%	88%	91%	86%	*	-	-	*	-	-	89%	*	-	91%	*	91%	-	-	-	-
Grade 7 Reading	All Students	73%	86%	77%	73%	*	*	-	-	-	-	83%	*	*	89%	83%	60%	92%	-	-	-
	CWD	37%	*	*	*	-	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-
	CWOD	77%	91%	89%	92%	*	*	-	-	-	-	88%	*	-	89%	*	75%	100%	-	-	-
	EL	44%	85%	83%	*	*	*	-	-	-	-	83%	-	*	83%	*	*	*	-	-	-
	Male	69%	86%	60%	*	*	-	-	-	-	-	67%	*	*	75%	*	60%	*	-	-	-
	Female	79%	86%	92%	88%	*	*	-	-	-	-	100%	*	*	100%	*	-	92%	-	-	-
Mathematics	All Students	71%	82%	65%	63%	*	*	-	-	-	-	63%	*	*	78%	*	55%	75%	-	-	-
	CWD	42%	31%	*	*	-	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-
	CWOD	75%	88%	78%	75%	*	*	-	-	-	-	75%	*	-	78%	*	63%	90%	-	-	-
	EL	52%	71%	*	*	*	*	-	-	-	-	-	-	*	*	*	*	*	-	-	-
	Male	69%	82%	55%	*	*	-	-	-	-	-	50%	*	*	63%	*	55%	*	-	-	-
	Female	73%	82%	75%	75%	*	*	-	-	-	-	78%	*	*	90%	*	-	75%	-	-	-
STAAR Percent at Meets Grade Level or Above																					
Grade 3 Reading	All Students	43%	39%	40%	50%	*	*	-	*	-	-	44%	27%	-	40%	*	43%	35%	-	-	-
	CWD	28%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	44%	40%	40%	50%	*	*	-	*	-	-	44%	27%	-	40%	*	43%	35%	-	-	-
	EL	32%	19%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-
	Male	40%	34%	43%	53%	*	*	-	*	-	-	48%	29%	-	43%	*	43%	-	-	-	-
	Female	45%	44%	35%	43%	*	*	-	*	-	-	38%	*	-	35%	*	-	35%	-	-	-
Mathematics	All Students	46%	48%	49%	58%	33%	*	-	60%	-	*	53%	36%	-	49%	33%	54%	41%	-	-	-
	CWD	30%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	48%	49%	49%	58%	33%	*	-	60%	-	*	53%	36%	-	49%	33%	54%	41%	-	-	-
	EL	39%	41%	33%	*	*	*	-	*	-	-	38%	*	-	33%	33%	*	*	-	-	-
	Male	47%	48%	54%	63%	*	*	-	*	-	-	57%	43%	-	54%	*	54%	-	-	-	-
	Female	45%	48%	41%	43%	*	*	-	*	-	-	46%	*	-	41%	*	-	41%	-	-	-
Grade 4 Reading	All Students	45%	54%	67%	72%	50%	*	-	*	-	*	64%	83%	*	68%	38%	67%	67%	-	-	-
	CWD	28%	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	55%	68%	75%	50%	*	-	*	-	*	66%	83%	-	68%	43%	71%	67%	-	-	-
	EL	29%	38%	38%	*	*	*	-	*	-	-	43%	*	*	43%	38%	*	*	-	-	-
	Male	43%	52%	67%	58%	*	*	-	*	-	-	63%	*	*	71%	*	67%	-	-	-	-
	Female	47%	55%	67%	85%	50%	*	-	*	-	-	65%	*	-	67%	*	-	67%	-	-	-
Mathematics	All Students	48%	57%	67%	69%	50%	*	-	*	-	*	68%	67%	*	69%	44%	68%	67%	-	-	-
	CWD	29%	20%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	50%	59%	69%	72%	50%	*	-	*	-	*	69%	67%	-	69%	50%	72%	67%	-	-	-
	EL	38%	40%	44%	*	*	*	-	*	-	-	38%	*	-	50%	44%	*	*	-	-	-
	Male	48%	55%	68%	62%	*	*	-	*	-	-	71%	*	*	72%	*	68%	-	-	-	-
	Female	47%	59%	67%	77%	50%	*	-	*	-	-	65%	*	-	67%	*	-	67%	-	-	-
Grade 5 Reading	All Students	53%	52%	48%	53%	50%	50%	-	*	-	*	45%	55%	*	47%	18%	25%	70%	-	-	-
	CWD	30%	29%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	56%	54%	47%	50%	56%	50%	-	*	-	*	44%	55%	-	47%	20%	25%	72%	-	-	-
	EL	35%	22%	18%	*	*	*	-	*	-	-	20%	*	*	20%	18%	*	40%	-	-	-
	Male	50%	46%	25%	30%	*	*	-	*	-	-	14%	*	-	25%	*	25%	-	-	-	-
	Female	56%	58%	70%	78%	50%	80%	-	*	-	-	73%	*	*	72%	40%	-	70%	-	-	-
Mathematics	All Students	57%	58%	60%	58%	60%	63%	-	*	-	*	69%	36%	*	61%	55%	45%	75%	-	-	-
	CWD	34%	18%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	62%	61%	56%	67%	63%	-	*	-	*	70%	36%	-	61%	60%	45%	78%	-	-	-
	EL	46%	48%	55%	*	*	60%	-	*	-	-	60%	*	*	60%	55%	50%	60%	-	-	-
	Male	57%	57%	45%	30%	*	*	-	*	-	-	50%	33%	-	45%	50%	45%	-	-	-	-
	Female	58%	60%	75%	89%	50%	80%	-	*	-	-	87%	40%	*	78%	60%	-	75%	-	-	-
Science	All Students	40%	27%	20%	11%	40%	25%	-	*	-	*	17%	27%	*	21%	18%	5%	35%	-	-	-
	CWD	25%	12%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	42%	28%	21%	11%	44%	25%	-	*	-	*	19%	27%	-	21%	20%	5%	39%	-	-	-
	EL	24%	9%	18%	*	*	*	-	*	-	-	20%	*	-	20%	18%	*	*	-	-	-
	Male	42%	28%	5%	0%	*	*	-	*	-	-	7%	*	-	5%	*	5%	-	-	-	-
	Female	38%	25%	35%	22%	*	20%	-	*	-	-	27%	*	*	39%	*	-	35%	-	-	-
Grade 6 Reading	All Students	38%	41%	40%	33%	*	*	-	*	-	*	40%	*	*	43%	*	21%	64%	-	-	-
	CWD	22%	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	40%	45%	43%	38%	*	*	-	*	-	-	42%	*	-	43%	*	25%	64%	-	-	-
	EL	14%	17%	*	*	*	*	-	*	-	-	-	-	-	-	*	*	*	-	-	-
	Male	34%	36%	21%	13%	*	*	-	*	-	-	18%	*	*	25%	*	21%	-	-	-	-
	Female	42%	47%	64%	57%	*	-	-	*	-	-	67%	*	-	64%	*	-	64%	-	-	-

		State District		Campus		African American		Hispanic		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military		
Mathematics	All	43%	44%	48%	40%	*	*	-	-	-	-	-	-	-	45%	60%	60%	52%	52%	43%	55%	-	-	-	-	-	-	-	-	-	-	-	-			
	Students																																			
	CWD	23%	5%	*	*	-	-	-	-	-	-	-	-	-	*	*	*	-	*	*	*	-	*	*	-	*	*	-	-	-	-	-	-	-		
	CWOD	46%	49%	52%	46%	*	*	-	-	-	-	-	-	-	47%	*	*	52%	*	50%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-		
	EL	24%	38%	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Male	44%	44%	43%	38%	*	*	-	-	-	-	-	-	-	36%	*	*	50%	*	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Female	42%	43%	55%	43%	*	-	-	-	-	-	-	-	-	56%	*	*	55%	*	-	55%	-	-	-	-	-	-	-	-	-	-	-	-	-		
Grade 7	Reading	All	47%	61%	50%	47%	*	*	-	-	-	-	-	-	50%	*	*	61%	50%	40%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Students																																			
	CWD	23%	*	*	*	*	-	-	-	-	-	-	-	-	*	*	*	-	*	*	*	-	*	*	-	*	*	-	-	-	-	-	-	-	-	
	CWOD	50%	66%	61%	58%	*	*	-	-	-	-	-	-	-	56%	*	*	61%	*	50%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	16%	46%	50%	*	*	*	-	-	-	-	-	-	-	50%	-	-	50%	*	*	*	-	*	*	-	*	*	-	-	-	-	-	-	-	-	
	Male	42%	59%	40%	*	*	-	-	-	-	-	-	-	-	44%	*	*	50%	*	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	53%	62%	58%	63%	*	*	-	-	-	-	-	-	-	56%	*	*	70%	*	-	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mathematics	All	39%	53%	52%	44%	*	*	-	-	-	-	-	-	-	53%	*	*	67%	*	36%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Students																																			
	CWD	20%	0%	*	*	*	-	-	-	-	-	-	-	-	*	*	*	-	*	*	*	-	*	*	-	*	*	-	-	-	-	-	-	-	-	
	CWOD	41%	59%	67%	58%	*	*	-	-	-	-	-	-	-	63%	*	*	67%	*	50%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	17%	43%	*	*	*	*	-	-	-	-	-	-	-	*	*	*	50%	*	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	38%	51%	36%	*	*	-	-	-	-	-	-	-	-	40%	*	*	50%	*	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	40%	55%	67%	63%	*	*	-	-	-	-	-	-	-	67%	*	*	80%	*	-	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
STAAR Percent at Masters Grade Level																																				
Grade 3	Reading	All	24%	20%	20%	23%	*	*	-	*	-	*	-	*	24%	9%	-	20%	*	18%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																																			
	CWD	9%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	26%	21%	20%	23%	*	*	-	-	-	-	-	-	-	24%	9%	-	20%	*	18%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	15%	13%	*	*	*	*	-	-	-	-	-	-	-	*	*	*	22%	22%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	22%	16%	18%	21%	*	*	-	-	-	-	-	-	-	24%	0%	-	18%	*	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	26%	26%	24%	29%	*	*	-	-	-	-	-	-	-	23%	*	-	24%	*	-	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mathematics	All	22%	19%	24%	27%	22%	*	-	20%	-	*	-	*	24%	27%	-	24%	22%	32%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																																			
	CWD	12%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	24%	19%	24%	27%	22%	*	-	20%	-	*	-	*	24%	27%	-	24%	22%	32%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	17%	18%	22%	*	*	*	-	-	-	-	-	-	-	25%	*	-	22%	22%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	23%	21%	32%	37%	*	*	-	-	-	-	-	-	-	33%	29%	-	32%	*	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	21%	17%	12%	0%	*	*	-	-	-	-	-	-	-	8%	*	-	12%	*	-	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Grade 4	Reading	All	23%	30%	38%	44%	30%	*	-	*	-	*	-	*	39%	33%	*	39%	25%	44%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																																			
	CWD	9%	*	*	*	-	-	-	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	25%	30%	39%	46%	30%	*	-	-	-	-	-	-	-	40%	33%	-	39%	29%	47%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	12%	25%	25%	*	*	*	-	-	-	-	-	-	-	29%	*	-	29%	25%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	22%	31%	44%	42%	*	*	-	-	-	-	-	-	-	50%	*	*	47%	*	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	25%	28%	33%	46%	25%	*	-	-	-	-	-	-	-	30%	*	-	33%	*	-	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mathematics	All	26%	33%	35%	31%	30%	*	-	*	-	*	-	*	38%	17%	*	36%	11%	47%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																																			
	CWD	11%	20%	*	*	-	-	-	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	28%	34%	36%	32%	30%	*	-	-	-	-	-	-	-	39%	17%	-	36%	13%	50%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	18%	20%	11%	*	*	*	-	-	-	-	-	-	-	13%	*	-	13%	11%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	27%	35%	47%	31%	*	*	-	-	-	-	-	-	-	47%	*	*	47%	*	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	25%	30%	25%	31%	25%	*	-	-	-	-	-	-	-	30%	*	-	25%	*	-	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Grade 5	Reading	All	26%	27%	20%	21%	30%	13%	-	*	-	*	-	*	17%	27%	*	18%	9%	5%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																																			
	CWD	9%	14%	*	*	*	-	-	-	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	27%	28%	18%	17%	33%	13%	-	-	-	-	-	-	-	15%	27%	-	18%	10%	5%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	12%	6%	9%	*	*	*	-	-	-	-	-																								

Science	All	State	District	Campus	African		Hispanic	White	American	Indian	Asian	Pacific	Islander	Two or More	Races	Econ	Disadv	Non Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Care	Military
					American	Hispanic																							
	All	49%	36%	20%	11%	40%	25%	-	-	-	-	-	-	-	-	17%	27%	-	-	21%	18%	5%	35%	-	-	-	-	-	
	Students			*	*	*	-	-	-	-	-	-	-	-	-	*	*	-	-	*	*	*	*	*	-	-	-	-	
	CWD	23%	23%	*	*	*	-	-	-	-	-	-	-	-	-	*	*	-	-	*	*	*	*	*	-	-	-	-	
	CWOD	52%	38%	21%	11%	44%	25%	-	-	-	-	-	-	-	-	19%	27%	-	-	21%	20%	5%	39%	-	-	-	-	-	
	EL	21%	12%	18%	*	*	*	-	-	-	-	-	-	-	*	20%	*	*	*	20%	18%	*	*	-	-	-	-	-	
	Male	50%	40%	5%	0%	*	*	-	-	-	-	-	-	-	*	7%	*	*	*	5%	*	5%	*	-	-	-	-	-	
	Female	49%	32%	35%	22%	*	20%	-	-	-	-	-	-	-	*	27%	*	*	*	39%	*	*	35%	-	-	-	-	-	

STAAR Percent at Masters Grade Level

All Grades		All	21%	23%	24%	23%	23%	25%	-	38%	-	36%	27%	16%	10%	25%	18%	22%	27%	-	-	-	-	-	-	-	-	-
All Subjects	All	21%	23%	24%	23%	23%	25%	-	38%	-	36%	27%	16%	10%	25%	18%	22%	27%	-	-	-	-	-	-	-	-	-	-
	Students			*	*	*	-	-	-	-	-	-	-	-	-	*	*	*	20%	-	-	-	-	-	-	-	-	-
	CWD	8%	5%	10%	13%	*	-	-	-	-	-	13%	*	10%	-	*	*	20%	-	-	-	-	-	-	-	-	-	-
	CWOD	23%	25%	25%	23%	24%	25%	-	38%	-	36%	27%	18%	-	25%	20%	24%	27%	-	-	-	-	-	-	-	-	-	-
	EL	9%	13%	18%	10%	22%	17%	-	33%	-	*	20%	0%	*	20%	18%	18%	19%	-	-	-	-	-	-	-	-	-	-
	Male	20%	23%	22%	19%	28%	21%	-	33%	-	*	25%	11%	*	24%	18%	22%	-	-	-	-	-	-	-	-	-	-	-
Female	22%	23%	27%	27%	18%	28%	-	43%	-	*	28%	22%	20%	27%	19%	-	27%	-	-	-	-	-	-	-	-	-	-	
Reading	All	19%	24%	25%	25%	24%	15%	-	33%	-	*	26%	19%	*	25%	18%	20%	30%	-	-	-	-	-	-	-	-	-	
	Students			*	*	*	-	-	-	-	-	-	-	-	-	*	*	*	-	-	-	-	-	-	-	-	-	
	CWD	7%	4%	*	*	*	-	-	-	-	-	-	-	-	-	*	*	*	-	-	-	-	-	-	-	-	-	-
	CWOD	20%	26%	25%	26%	26%	15%	-	33%	-	*	27%	21%	-	25%	20%	21%	30%	-	-	-	-	-	-	-	-	-	
	EL	7%	11%	18%	11%	25%	11%	-	*	-	*	20%	*	*	20%	18%	21%	16%	-	-	-	-	-	-	-	-	-	-
	Male	16%	22%	20%	20%	28%	0%	-	*	-	*	24%	5%	*	21%	21%	20%	-	-	-	-	-	-	-	-	-	-	-
Female	22%	27%	30%	32%	21%	25%	-	43%	-	*	29%	33%	*	30%	16%	-	30%	-	-	-	-	-	-	-	-	-	-	
Mathematics	All	23%	26%	29%	24%	27%	45%	-	50%	-	*	32%	16%	10%	30%	23%	29%	29%	-	-	-	-	-	-	-	-	-	
	Students			*	*	*	-	-	-	-	-	-	-	-	-	*	*	*	-	-	-	-	-	-	-	-	-	
	CWD	10%	6%	10%	13%	*	-	-	-	-	-	-	-	10%	-	*	*	*	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	28%	30%	24%	29%	45%	-	50%	-	*	33%	18%	-	30%	25%	31%	29%	-	-	-	-	-	-	-	-	-	
	EL	13%	19%	23%	10%	25%	33%	-	*	-	*	25%	*	*	25%	23%	20%	26%	-	-	-	-	-	-	-	-	-	
	Male	23%	27%	29%	22%	33%	50%	-	60%	-	*	32%	21%	*	31%	20%	29%	-	-	-	-	-	-	-	-	-	-	
Female	24%	25%	29%	25%	21%	42%	-	43%	-	*	33%	11%	*	29%	26%	-	29%	-	-	-	-	-	-	-	-	-		
Science	All	22%	13%	3%	5%	0%	0%	-	*	-	*	0%	9%	*	3%	0%	0%	5%	-	-	-	-	-	-	-	-		
	Students			*	*	*	-	-	-	-	-	-	-	-	-	*	*	*	-	-	-	-	-	-	-	-		
	CWD	7%	5%	*	*	*	-	-	-	-	-	-	-	-	-	*	*	*	-	-	-	-	-	-	-	-	-	
	CWOD	24%	14%	3%	6%	0%	0%	-	*	-	*	0%	9%	-	3%	0%	0%	6%	-	-	-	-	-	-	-	-		
	EL	5%	0%	0%	*	*	*	-	-	-	-	0%	0%	*	0%	0%	*	*	-	-	-	-	-	-	-	-		
	Male	23%	16%	0%	0%	*	*	-	*	-	*	0%	*	-	0%	0%	-	-	-	-	-	-	-	-	-	-		
Female	21%	8%	5%	11%	*	0%	-	-	-	-	0%	*	*	6%	*	-	5%	-	-	-	-	-	-	-	-			

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(i): Academic Growth

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

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Reading											
All Students	86	88	81	93	-	86	-	*	84	83	91
CWD	83	*	*	-	-	-	-	-	*	83	*
CWOD	86	88	80	93	-	86	-	*	84	-	90
EL	91	*	89	100	-	*	-	-	91	*	91
Male	78	79	73	*	-	*	-	*	75	*	80
Female	93	95	88	100	-	*	-	*	91	*	100
Mathematics											
All Students	75	76	66	86	-	93	-	*	75	71	72
CWD	71	83	*	-	-	-	-	-	*	71	*
CWOD	75	75	69	86	-	93	-	*	76	-	75
EL	72	*	55	86	-	*	-	-	72	*	72
Male	76	77	64	*	-	*	-	*	72	*	70
Female	74	76	68	80	-	*	-	*	78	*	73

Part (iii)(ii): Graduation Rates

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
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*** Indicates results are masked due to small numbers to protect student confidentiality.
 . Indicates there are no students in the group.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
54	18	33%

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

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

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

Student Success (Student Achievement Domain Score: STAAR Component Only)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	52	53	49	57	.	61	.	.	55	.	42
School Quality (College, Career, and Military Readiness Performance)											
%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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	Y	N	Y	Y	Y	Y	Y	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	Y	Y	Y	Y	Y	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	Y	N	Y	Y	Y	Y	Y	Y	Y	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	Y	Y	Y	Y	Y	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											42%
Target Met											N
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N
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											

2017-18 Federal Report Card

All Students African American Hispanic White American Indian Pacific Islander Asian Two or More Races Econ Disadv CWD EL Male Female Migrant

STAIR Performance and Graduation use EL(Current & Monitored), EL English Learner Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (viii): STAIR Participation

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

Subject	All Students	Participation Rate												
		All Students	CWD	CWOD	EL	Male	Female	All Students	CWD	CWOD	EL	Male	Female	
Reading	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
	CWOD	100%	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%	100%	
	Female	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
	Mathematics	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
		CWD	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
		CWOD	100%	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%	100%	
Female		100%	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%	100%	100%	100%	100%	100%	100%
		CWOD	100%	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%	100%	
	Female	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
	All Subjects	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
		CWD	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
		CWOD	100%	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%	100%	
Female		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Non-Participation Rate		All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
		CWD	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
		CWOD	100%	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%	100%	
	Female	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

Subject	All Students	Participation Rate												
		All Students	CWD	CWOD	EL	Male	Female	All Students	CWD	CWOD	EL	Male	Female	
Reading	All Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	0%	0%	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%	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%
		CWD	0%	0%	0%	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%	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	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
		CWD	0%	0%	0%	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%	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%	

Part (viii): Civil Rights Data

Part (viii)(1) 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)(1) 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.

Part (ix): Teacher Quality Data

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

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	24.0%
Teachers Teaching with Emergency or Provisional Credentials	3.0	13.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

'-' Indicates there are no data available in the group.
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

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

2017-18 Federal Report Card

	State Number of ALT2 99,020	State Rate of ALT2 1%	District Number of ALT2 10	District Rate of ALT2 0%	Campus Number of ALT2 .	Campus Rate of ALT2 .
All Subjects						
Reading	43,730	1%	.	.	.	.
Mathematics	39,178	1%	.	.	.	.
Science	16,112	1%	.	.	.	.

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

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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		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 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
		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

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

*** Indicates reporting standards not met.
 'n/a' Indicates data reporting is not applicable for this group.

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.

Texas Education Agency | Academics | Performance Reporting

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