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

Campus Name: MEADOR ELEMENTARY Campus ID: 101917111 District Name: PASADENA ISD

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

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%
and the second second	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);

* Meador Elem. s cored higher than the State and District average in EVERY area tested.

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.

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		38	AN	2	African			America	an f	Pacific	or More	Econ	Non							Foster	
_		State	District	Campus	American	Hispani	White							CWD	CWO	EL Malei	emale	Migran	ntHomeless		
TAAR Percent	at Appn	oache	s Grade	Level	r Above																
Grade 3 Reading	All		77%	87%	87%	85%	٠	-	100%	-		86%	94%	70%	89%	84%85%	89%				
	Students CWD	51%	49%	70%								70%		70%		* 67%					-
	CWOD		80%	89%	88%	87%		-	100%	-		88%	94%	-	89%	90%90%	88%	-		-	-
	EL	70%	78%	84%		82%	-	100		-		83%			90%	84%76%	93%	(*)	-	-	-
		74%	73%	85%	87%	83%	*	-		-	-	85%		67%		76%85%	-			-	-
	Female	79%	81%	89%	87%	87%	•	-		**	•	87%	100%	•	88%	93% -	89%	*			-
Mathematics	All Students	77%	77%	87%	80%	92%		*			٠	86%	94%	60%	90%	91%88%	87%			-	
	CWD		51%	60%		100%		7.0		-		60%		60%	-	* 56%				-	-
	CWOD		80%	90%	92%	91%				-	٠	89%	94%	-	90%	90%95%	87%	-		-	-
	EL	74%	79%	91%	-	96%	-			-		93%	•		90%	91%88%	93%	-	-	-	-
		77%	76%	88%	73%	97%	*					85%		56%		88%88%		-:			-
	Female	78%	78%	87%	87%	87%	•	-		-	•	87%	89%	•	87%	93% -	87%			-	-
Grade 4																					
Reading	All Students	72%	71%	87%	71%	94%	•	-			٠	84%	100%	63%	89%	91%85%	89%	-		-	-
	CWD		44%	63%	*	*								63%	-		*	-		-	-
	CWOD	75%	74%	89%	73%	96%	•	-		-	.*	87%	100%		89%	94%90%	89%	-			-
	EL	60%	66%	91%	- 7	91%	-	-	•		*	90%	100%	•		91%90%	92%	-		~	-
			70%	85%	69%	92%	•	-			•	82%	100%	:		90% 85%	-	-		7	-
	Female	7576	72%	89%	73%	96%				-		87%	100%		89%	92% -	89%	-		-	-
	All Students	77%	77%	86%	74%	89%	•					83%	100%	45%	91%	91%88%	83%			-	
		49%	51%	45%	•			-						45%				-		-	
	CWOD	81%	80%	91%	75%	96%		-		-	*	89%	100%		91%	97%94%	86%	-		-	-
	EL	72%	78%	91%	-	91%		-				90%	100%	2.0		91%91%	92%	-	*	-	-
		77%	76%	88%	79%	89%	•	-	•	-	•	85%	100%	•		91%88%	-	-		-	-
	Female	1070	77%	83%	69%	89%	-					79%	100%		86%	92% -	83%			•	
TAAR Percent	at Meets	Grad	e Level	or Abov	/e																
Grade 3 Reading	All	43%	39%	56%	40%	60%			60%			52%	81%	30%	59%	66% 50%	62%			_	
	Students		222		4	321															
		28%	29%	30%	*	*		-	-		-	30%	-	30%		* 33%	*	-	- 5	-	-
	CWOD	32%	40%	59% 66%	46%	61% 68%		-	60%	•		55% 66%	81%			69% 54% 66% 59%	63% 73%	-			-
		40%	38%	50%	33%	55%						45%	75%	33%		59% 50%	7370	- 5			
	Female		40%	62%	47%	65%		-				58%	88%	*	63%		62%				
Mathematics	All	46%	39%	52%	40%	59%						51%	59%	40%		72%49%	56%				-
	Students																				
						67%								40%		* 44%					
			31%	40%				7.		*		40%		10.70		Lanca de la companya		-	4		-
	CWOD	48%	40%	54%	46%	58%	•					53%	59%	-		72%50%	57%	:	:	:	
	CWOD	48% 39%	40% 42%	54% 72%	46%	58% 75%	:				•	53% 76%	•	:	72%	72%50% 72%71%	57% 73%	-	:	:	:
	CWOD	48% 39% 47%	40%	54%	46%	58%	:				:	53%	•	-	72%	72%50% 72%71% 71%49%			:		
	CWOD EL Male	48% 39% 47%	40% 42% 41%	54% 72% 49%	46%	58% 75% 60%		:	:			53% 76% 49%	50%	:	72% 50%	72%50% 72%71% 71%49%	73%		:		
Grade 4	CWOD EL Male Female	48% 39% 47% 45%	40% 42% 41% 37%	54% 72% 49% 56%	46% 27% 53%	58% 75% 60% 58%						53% 76% 49% 53%	50% 67%	44%	72% 50% 57%	72%50% 72%71% 71%49% 73%	73% - 56%		:		
Grade 4 Reading	CWOD EL Male Female	48% 39% 47% 45%	40% 42% 41%	54% 72% 49%	46%	58% 75% 60%			:			53% 76% 49%	50% 67%	44%	72% 50% 57%	72%50% 72%71% 71%49%	73% - 56%		:		
Grade 4 Reading	CWOD EL Male Female	48% 39% 47% 45%	40% 42% 41% 37%	54% 72% 49% 56%	46% 27% 53%	58% 75% 60% 58%						53% 76% 49% 53%	50% 67%	44%	72% 50% 57%	72%50% 72%71% 71%49% 73%	73% - 56%		:		
Grade 4 Reading	CWOD EL Male Female All Students CWD	48% 39% 47% 45% 45%	40% 42% 41% 37% 40% 30%	54% 72% 49% 56% 58%	46% 27% 53% 50%	58% 75% 60% 58% 58%			:			53% 76% 49% 53% 55%	50% 67% 71%	44%	72% 50% 57% 61%	72% 50% 72% 71% 71% 49% 73% - 50% 62%	73% 56% 53%				
Grade 4 Reading	CWOD EL Male Female All Students CWD CWOD	48% 39% 47% 45% 45%	40% 42% 41% 37% 40% 30% 41%	54% 72% 49% 56%	46% 27% 53%	58% 75% 60% 58%						53% 76% 49% 53%	50% 67%	44% 25% 25%	72% 50% 57% 61%	72% 50% 72% 71% 71% 49% 73% -	73% 56% 53%				
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Grade 4 Reading Mathematics	CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	48% 39% 47% 45% 28% 47% 29% 43% 47% 29% 50% 38% 48% 47%	40% 42% 41% 37% 40% 30% 41% 40% 40% 43% 32% 44% 41% 44% 41%	54% 72% 49% 56% 58% 25% 61% 50% 62% 53% 66% 27% 711% 65% 68%	46% 27% 53% 50% - 50% - 46% 55% 48% - 43%	58% 75% 60% 58% 58% * 63% 47% 64% 50% 72% * 79% 70% 70%						53% 76% 49% 53% 55% - 59% 48% 52% 61% - 66% 67% 61%	50% 67% 71% - 69% 60% 57% 89% - 94% 100% 82%	25% 25% 25% 27% 27%	72% 50% 57% 61% 61% 53% 64% 57% 71% 71% 75% 70%	72% 50% 72% 71% 71% 49% 73% - 50% 62% - 53% 64% 50% 48% 48% 62% 54% - 71% 65% - - - 71% 65% 68% 65%	73% 56% 53% 57% 54% 53% 68%				
Grade 4 Reading S Mathematics	CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female at Maste	48% 39% 47% 45% 28% 47% 29% 43% 47% 29% 50% 38% 48% 47%	40% 42% 41% 37% 40% 40% 41% 41% 40% 43% 32% 44% 41% 44% 41%	54% 72% 49% 56% 58% 25% 61% 50% 62% 53% 66% 27% 711% 65% 68%	46% 27% 53% 50% - 50% - 46% 55% 48% - 43%	58% 75% 60% 58% 58% * 63% 47% 64% 50% 72% * 79% 70% 70%			40%			53% 76% 49% 53% 55% - 59% 48% 52% 61% - 66% 67% 61%	50% 67% 71% 69% 60% 80% 57% 89% - 94% 100% 82%	25% 25% 25% 27%	72% 50% 57% 61% 	72% 50% 72% 71% 71% 49% 73% - 50% 62% - 53% 64% 50% 48% 48% 62% 54% - 71% 65% - - - 71% 65% 68% 65%	73% 56% 53% 57% 54% 53% 68% 73% 77% 68%				
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				African			merica	n o	acific	or More	Econ	Non Econ							Foster	
	State	Distric	tCampusA	merican	Hispanio	White	Indian	Asianls	lander	Races	Disadv	Disadv	CWD	CWOL	EL Male	emalel	Migrant	Homeless	Care	Milit
	CWOD 26%	21%	38%	23%	43%	•		40%		*	32%	69%	:	38%	38% 38%	38%	*		-	- 1
	EL 15%	19%	38%	2004	39%		*				34% 25%	75%	11%		38%41% 41%33%	33%	- 1			
	Male 22% Female 26%	18% 21%	33% 38%	20%	38% 42%						33%	63%			33% -	38%				
	remaie 20%	2170	30 /8	2070	42 /0						0070	0010								
Mathematic	cs All 22%	15%	28%	20%	33%	•				•	24%	47%	10%	30%	31%31%	26%	-	*	*	
	Students												400/		+ 440/					
	CWD 12%	9%	10%		17%	:		-	-	-	10%	470/	10%	200/	* 11% 34% 35%	26%	-		-	
	CWOD 24%	16%	30%	23%	35% 32%		-				26% 31%	47%			31% 29%	33%				
	EL 17% Male 23%	16%	31% 31%	27%	33%		-				27%	50%	11%		29%31%	-	-			
- 1	Female 21%	14%	26%	13%	32%		-		-	*	22%	44%			33% -	26%	-	*		
- 1	1 Citiale E 170	1.1.0		1010	22.10															
rade 4																				
Reading	All 23%	18%	30%	29%	26%					*	33%	18%	0%	33%	29%33%	26%	-		-	
	Students												00/							
	CWD 9%	10%	0% 33%	32%	29%		-				36%	19%	0%	33%	31%36%	29%			-	
	CWOD 25% EL 12%	19%	29%	3270	28%					-	31%	20%			29% 29%	31%	-	-	-	
	Male 22%	18%	33%	23%	28%		-				36%	20%			29%33%	=	-	-		
	Female 25%	19%	26%	36%	23%	-					29%	14%	•	29%	31% -	26%			-	
- 1																1120				
Mathemati		20%	40%	22%	44%				*	•	36%	56%	9%	44%	34%39%	41%	-		-	
	Students			14.									004					120	201	
	CWD 11%		9%	250/	4004		•	-	*		39%	63%	9%	44%	38%42%	46%				
	CWOD 28%		44% 34%	25%	48% 30%						27%	80%		38%		54%		-		
	EL 18% Male 27%		39%	14%	43%					*	33%	64%			23%39%	-	-	-		
	Female 25%		41%	31%	44%	-	-		-		41%	43%			54% -	41%			-	
			3.48		- Conti															
	ent at Approach	es Grad	ie Level o	r Above																
Il Grades	te All 770	7.40/	87%	78%	90%	92%		89%		100%	85%	97%	59%	90%	89%87%	87%		75%		
All Subject	Students 77%	74%	0/76	1070	5070	3270		0370	157	,0070	00 /0	0110	0010	5570	30,100,70	3.012		100		
	CWD 45%	43%	59%	46%	65%					-	56%		59%		55% 53%	78%			-	
	CWOD 80%		90%	83%	93%	92%	-	89%	-	100%	88%	97%		90%		88%	-	75%	-	
	EL 60%	61%	89%		90%	-	-	83%	141	-	89%	94%	55%		89%87%	93%	*		-	
	Male 74%		87%	77%	90%	83%	- 5	92%	7.	*	84%	97%	53%		87%87%	070/			-	
	Female 79%	77%	87%	80%	90%	100%	-	83%	-	100%	85%	97%	78%	88%	93% -	87%	-			
Reading	All 73%	68%	87%	80%	89%	83%		100%			85%	97%	67%	89%	88%85%	89%	-		-	
reading	Students	0070	07 70	0070	0070	00 /0		10010												
	CWD 39%	34%	67%	•	67%	-	-	-	-	-	65%		67%	-	* 57%	*	-	-	-	
	CWOD 77%	72%	89%	81%	92%	83%	-	100%	-	*	88%	97%	-	89%		89%			-	
	EL 52%	51%	88%	-	87%		-	100%		-	86%	100%	*	92%		93%	-		-	
	Male 69%		85%	79%	88%	- :	-	100%	-		84%	94%	57%		84% 85% 93% -	89%				
	Female 77%	73%	89%	81%	91%		-				87%	100%		0970	9370 -	0570				
Mathemati	ics All 80%	79%	87%	77%	90%	100%		78%	12	*	84%	97%	52%	91%	91%88%	85%				
THAT I CHINA	Students					THE PART														
	CWD 52%	52%	52%	•	64%	-	-	-	-	-	47%		52%	-	* 50%		15		-	
	CWOD 83%		91%	84%	94%	100%		78%		•	89%	97%			93% 94%		-			
	EL 70%		91%	700/	93%	-	-	020/	-	:	92%	88%		94%	91% 90% 90% 88%	93%				
	Male 78%		88%	76%	93%		-	83%	-		85% 84%	100%	50%		93% -	85%				
	Female 82%	80%	85%	79%	88%		-		-		04 70	34 70		01.70	50 /4	0070				
AAR Perce	ent at Meets Gra	de Lev	el or Abov	/e																
II Grades						FOC		700		9000	EEN	750/	240/	640/	65% F70/	60%	9	38%		
All Subjec		41%	58%	44%	62%	58%	*	78%		86%	55%	75%	31%	01%	65% 57%	60%	-	3070	-	
	Students	2200	240/	15%	38%						28%		31%		36%37%	11%	-			
	CWD 23% CWOD 50%			48%	65%	58%		78%		86%	58%	75%	- 10		67%60%		-	38%		
	EL 26%			40%	64%	-		67%		-	64%	69%	36%		65%61%		-	-	2	
	Male 45%			37%	63%	50%	-	83%	-		53%	73%	37%	60%	61%57%	-	-	•	-	
	Female 50%			52%	62%	67%	-	67%	-	80%	56%	77%	11%	62%	70% -	60%	-		-	
			_									-	000		E00/ F00	Enci				
Reading	All 46%	38%	57%	44%	59%	83%		78%	•		53%	76%	28%	60%	58% 56%	58%	-			
	Students	4000	2007		220/						24%		28%	-	* 36%					
	CWD 22% CWOD 48%			48%	33% 62%	83%	-	78%			57%	75%	2070	60%	61%60%		-			
	EL 21%			40%	57%	-	-	67%		-	57%	63%			58%53%		-		-	
	Male 41%			39%	60%			83%		*	52%	78%	36%	60%	53% 56%	-	-		-	
	Female 50%			50%	58%		-			*	55%	73%		61%	64% -	58%	-		-	
					20.00			- Carlotte			-				700/ 500	0404				
Mathemat		42%	59%	44%	66%	33%		78%		•	56%	74%	33%	62%	72%58%	61%	7		-	
	Students		2001		4004						220/		33%		* 38%					
	CWD 269			4904	43%	220/		78%			32% 59%	76%	33%		74%61%					
	CWOD 519 EL 339			48%	68% 72%	33%		7076			71%	75%			72%69%		-			
	EL 339 Male 479			34%	66%		- /-	83%			55%	68%	38%		69%58%		-		-	
	Female 499			54%	66%				20		57%	81%			75% -	61%	-		-	
	ent at Masters (Grade L	.evel																	
All Grades		4.50	220/	220/	36%	33%		56%		71%	31%	47%	8%	36%	33%34%	33%	-	25%		
All Subjec	Students	15%	33%	23%	30%	33%	100	30%		1170	0170	41 /0	370	JU //	. 55.05.70					
	CWD 8%	7%	8%	0%	12%	-		-		-	8%		8%		9% 10%	0%			-	
				26%	38%	33%		56%		71%	33%	49%	-		35% 38%	34%	-	25%	-	
	CWOD 239	6 17%																		
	EL 9% Male 20%	8%		21%	32% 36%	33%	-	42% 67%	-	-	31%	50% 51%			33%30% 30%34%		-			

Female 22 Reading All 19 Students	2% 9%	17% 14%	33%	American 24%	Hispanio 36%		Indian	Asiani	Islander	Dacae	Dieadu	Diagdo								
Reading All 19 Students CWD 7	9%		33%	24%	36%				I GOI		Disauv				EL Malef		wigranth	omeless	Care	Militar
Students CWD 7		14%			0070	33%		33%	-	60%	31%	42%	0%	34%	38% -	33%			-	-
CWD 7			33%	24%	33%	50%		56%	-		31%	42%	6%	36%	33%33%	33%	-			
			Section 200																	
CWOD 20	%	6%	6%		8%	-				-	6%		6%	140	* 7%			-	-	
	0%	15%	36%	27%	35%	50%		56%	-	*	34%	44%	-	36%	34%37%	34%			-	-
EL 7	%	8%	33%	-	33%	-	-	33%		-	33%	38%		34%	33%34%	32%		-		
Male 16	6%	12%	33%	21%	32%	*		67%	-	*	31%	44%	7%	37%	34%33%	-	-		-	*
Female 22	2%	16%	33%	27%	33%			•	-		32%	40%	•	34%	32% -	33%	-		*	-
	3%	17%	34%	21%	38%	17%		56%			30%	51%	10%	37%	33%35%	33%	4		-	
Students																				
	0%	8%	10%	•	14%	-	-		-	-	11%	*	10%	-	* 13%			-	-	-
CWOD 25	5%	18%	37%	24%	41%	17%		56%	-	*	33%	55%	-	37%	36% 39%	34%				
EL 13	3%	11%	33%	-	31%	-	-		-	-	29%	63%	*	36%	33% 26%	43%		-	-	-
Male 23	3%	16%	35%	21%	39%	•	-	67%	-		30%	58%	13%	39%	26%35%			•	-	-
Female 24	4%	17%	33%	21%	38%	•	-		-		30%	44%		34%	43% -	33%	-	•	-	-

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	73	64		-		-		71		78
CWD							-				
CWOD	69	75	64		-		-		74		80
EL	78	-	76	-	-		-	-	82		78
Male	71	68	69		22		2		74	*	84
Female	64	77	56				-		67		68
Mathematics											
All Students	84	82	85		-		-		83	82	85
CWD	82	•	88		-		-		78	82	
CWOD	84	84	84				-		84	-	83
EL	85	-	84		-		-		84		85
Male	83	79	84		-		-		80	86	83
Female	85	85	85					-	87	•	88

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
ederal Graduation Rates													
year Longitudinal Cohort Gr	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	- 2			- 2	-	-	-	-	-	-	100	-	
CWD			-				-	-		-			
CWOD				-	-	-			-	-		-	
L								-	100	-	-	4	
Male								-	-	-	-		-
Female			2		-			-			-	-	
Indicates results are mask Indicates there are no stud			o protect stu	ident 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
136	7	5%
" Indicates results are masked du Indicates zero observations repo	e to small numbers to protect student co	nfidentiality.

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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
udent Success (Student Ach	ievement Dor	nain Score	STAAR C	omponen	t Only)						
STAAR Component Score	59	48	63	٠	-	74	-	86	57	•	62
hool Quality (College, Caree	r, and Military	Readines	s Performa	nce)							
%Students meeting CCMR							-		•		-
Indicates results are maske			o protect str	udent con	fidentiality.						
Indicates there are no stud a' Indicates the student group			eport.								

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+
TAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y						Υ		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y						Υ		Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	Y						Y		Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		Y
Mathematics											No. of the last of
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y						Y		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
The state of the s	Y	N	Y						Y		Y
Target Met		0.004	70%	80%	73%	91%	75%	77%	68%	62%	70%
Long-Term Goals	73%	66%							N		Y
Long-Term Goals Target Met	N	N	Y	SAC		100 F25					44%
Long-Term Goals Target Met Inglish Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Target Met	N	N									44% Y 46% Y
Long-Term Goals Target Met inglish Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032)	N	N									44%
Long-Term Goals Target Met Inglish Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals	N	N									Y 44% Y 46% Y 46%
Long-Term Goals Target Met inglish Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	N	N		90%	90%	90%	90%	90%	90%	90%	Y 44% Y 46% Y 46% Y
Long-Term Goals Target Met Inglish Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Interim Goals (2018-2022)	N Siciency Statu	N	¥	90% 92%	92%	92%	92%	92%	90%	92%	Y 44% Y 46% Y 46% Y
Long-Term Goals Target Met Inglish Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Interim Goals (2018-2022) Target Met Interim Goals (2018-2022) Target Met Interim Goals (2018-2022) Target Met Interim Goals (2023-2027)	N Riciency Statu	90%	Y 90%						90%		Y 44% Y 46% Y 46% Y

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
rticipation Ra	ite																
All Subjects	All Students	100%	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%	100%	-
	EL	100%	-	100%			100%	-	-	100%	100%	100%	100%	100%	100%	100%	
0.00	Male	100%	100%	100%	100%		100%	-		100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%		100%		100%	100%	100%	100%	100%	100%	-	100%	
Reading	All	100%	100%	100%	100%		100%		•	100%	100%	100%	100%	100%	100%	100%	
100	Students									4000/		1000/		100%	100%		
	CWD	100%	100%	100%	-		-		(5)	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%	
	Male	100%	100%	100%	*	-	100%			100%	100%	100%	100%	100%	100%		-

			African			American		Pacific	Two or More	Econ	Non Econ		01110-			-	
_	Farmer			Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migran
	Female	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%	**
	CWOD	100%	100%	100%	100%	-	100%	-		100%	100%		100%	100%	100%	100%	-
	EL	100%	-	100%		-	100%		-	100%	100%	100%	100%	100%	100%	100%	
	Male	100%	100%	100%		-	100%	-		100%	100%	100%	100%	100%	100%		-
	Female	100%	100%	100%		-	•	-		100%	100%	100%	100%	100%		100%	-
Science	All		-			-					-		-	-			
	Students																
	CWD		-	-		-			-	-		-	-	-	-		
	CWOD		-	-	-		-		-	-			-	-			-
	EL		-	-	-	-	-		-	-	-		-		-		
	Male		-	-			-		-				-	-	-		-
	Female		147		-	-	-	-	-		-		-	-			-
on-Participatio	n Rate																
All Subjects	All Students	0%	0%	0%	0%		0%		0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	0%	0%	-	- 2	2	-	-	0%		0%		0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%		0%	0%	0%		0%	0%	0%	0%	-
	EL	0%	-	0%			0%		-	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	0%	0%	0%	-	0%			0%	0%	0%	0%	0%	0%		
	Female	0%	0%	0%	0%	-	0%		0%	0%	0%	0%	0%	0%		0%	
Reading	All	0%	0%	0%	0%		0%	-		0%	0%	0%	0%	0%	0%	0%	
	Students																
	CWD	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%	-
	Male	0%	0%	0%		-	0%			0%	0%	0%	0%	0%	0%	-	
	Female	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%	-	14.7	-		-	0%		0%		0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%			0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	2	-	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%		0%	-
Science	All Students					*	-				-		*				-
	CWD		-		-		-	-				-	40	-	12		2
	CWOD		-		-					-	-	-		-	-	-	-
	EL						-	-		-	-	-			-	-	
	Male		-				-								-		-
	Female	-	-	15	2		-	-	-	-	-	2	-	-	-		-

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 Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions			-	_								
	Male	13	8	5	•		•					
	Female								•	•		
	Total	13	8	5								
Out-of-School Suspensions												
	Male	15	13						•	•		
	Female								•	•		
	Total	19	13							*		
Expulsions												
With Educational Services	Male				*		*			*		
	Female											
	Total											
Without Educational Services	Male									*		
William Educational Corridos	Female											
	Total											
Under Zero Tolerance Policies	Male											
Order Zero Tolerance Folicies	Female											
	Total									*		
School-Related Arrests	rotar											
SCHOOL-Kelated Arrests	Male											
	Female											
Data de la Catalana	Total											
Referrals to Law Enforcement												
	Male											
	Female											
	Total		100		- 27							
Students With Disabilities												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
n-School Suspensions												
	Male									*		•
	Female				*		*					
	Total											•
Out-of-School Suspensions												
	Male						*		*	*		
	Female											
	Total											
Expulsions	, otal											
With Educational Services	Male					*			*			
VVIII1 Educational Services	Female											
	Total											
Without Educational Services	Male											
Williout Educational Services	Female											
	Total											
Under Zero Tolerance Policies	Male	200		-								
	Female											
	Total											
School-Related Arrests												
	Male											
	Female	•	•				100					
	Total					50.0						
Referrals to Law Enforcement										194.1		
	Male		•		•		•					
	Female						1.0		*	•		
	Total						*	•				•
All Students												
Chronic Absenteeism												
West of the second seco	Male	21	14	5				•	*			
	Female	21	5	14					*.			*
	Total	42	19	19								
	1000000	200	100000	100								

	Total
ncidents 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	
Of the basis of disability	

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	35	5	26		•		•	•	8	5
	Female	36	5	29	*					14	5
	Total	71	10	55						22	10
Accelerated Coursework											
Advanced Placement Courses	Male		-				-	-	-	-	
	Female		-	-		-	-	-	.5	-	
	Total		-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male			-	-	-		-			
	Female	2	-		-	-	-	-	-		
	Total				-			-	-	-	-
Indicates results are masked due When only one racial/ethnic group Indicates there are no students in Blank cell indicates the student or	is masked, ther the group.	n the second sm	allest racial/	ntiality. ethnic group	is maske	ed (regardles	s of size).				

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.

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	2.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	1
Teacher Who Are Not Teaching in the Subject or Field for Which the leacher is Certified or Licensed	1.1	2.7%
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 Participatio

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%	83	2%		
Mathematics	6,020	1%	83	2%		
Grade 4						
Reading	6,061	1%	82	2%		
Mathematics	6,056	1%	82	2%		
Grade 5						
Reading	6,162	2%	65	2%		
Mathematics	6,160	1%	65	2%		
Science	6,164	1%	65	2%		
Grade 6						
Reading	5,678	1%	71	2%		
Mathematics	5,677	1%	71	2%		-
Grade 7						
Reading	5,298	1%	67	2%		
Mathematics	5,294	1%	67	2%		
Grade 8						
Reading	5,088	1%	62	2%		
Mathematics	5,087	2%	62	2%	*	
Science	5,087	1%	62	2%		
End of Course						
English I	4,868	1%	62	1%		
English II	4,556	1%	62	1%		
Algebra I	4,884	1%	62	1%		
Biology	4,861	1%	63	1%		
All Grades						
All Subjects	99,020	1%	1,236	2%		
Reading	43,730	1%	554	2%		
Mathematics	39,178	1%	492	2%		
Science	16,112	1%	190	1%		

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 S	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advance	
Grade 4		Student Group	TX	US	TX	US	TX	US	TX	US
State 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		
		American Indian		52		28	33	17	10	13
		Asian	16	16	23	25	42	37		3
		Pacific Islander		42		31	42	23	19	22
		Two or More Races	33	27	29	31	29	30		4
		Econ Disadv	50	46	32	32	16	18	8	11
		Students with Disabilities	70	68	20	20	9		2	3
		English Language Learners	63	68	25	23	11	10	1	2
	Mathematics	Overall	18	20	40					-
		Black	30		40	39	33	32	8	8
		Hispanic		37	46	44	22	17	3	2
		White	21	29	45	44	29	23	5	3
		American Indian	9	12	32	37	46	40	13	11
		Asian		31		44		21	•	3
			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
100		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
ade 8	Reading	Overall	29	24	44	40	26	32	2	
		Black	42	40	43	42	14	17	n/a	4
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	-
		American Indian		37	40	41	3/	20	3	6
		Asian	8	13	29	30	53			1
		Pacific Islander		35	29	42	53	45	10	12
		Two or More Races	23	18				22		2
		Econ Disady	38		42	40	31	36	5	6
		Students with Disabilities		35	45	43	16	20	1	1
			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 Disady	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
		English Language Learners	01	/1	32	23	1	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
** Indica	tes reporting standar	ds not met.	
'n/a' Indicat	es data reporting is r	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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