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

Campus Name: SUDAN EL Campus ID: 140908101 District Name: SUDAN ISD

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

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);

													EL
			All	African			American		Pacific	Two or More	Econ	Special	(Current
				American	Hisnanic	White	Indian	Asian	Islander	19201819191	Disady	Educ	and Former)
Academic Performance (At Meets		Baseline 2016-17	Students	American	mapanic	vviille	iliulari	ASIAII	isianuei	Naces	Disauv	Luuc	ronner)
Grade Level or Above)	Reading/ELA		44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
SECTION CONTROL CONTRO		2017-18 through						VALUE OF STREET			00,0	1.0.7.0	20.70
		2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through											
		2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through											
		2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17											
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through											
		2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through											
		2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through											
		2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
		Baseline 2016-17											
EL Progress		Rates											41%
		2017-18 through											
		2021-22											42%
		2022-23 through											
		2026-27											44%
		2027-28 through											
ā ē k =		2031-32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17		2230									
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through		222	range of the	rananaro	Terenov	ramaioni	have our	100019191	1772 constrain	Hamping?	179490-9701
		2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through	000/	0004	0004	0001	0001	0004	2001				
		2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through	0.407	0.40/	0.400			90 M 90 M				New Contract of Co.	
		2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including: (aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
10.5	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 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.

											Two		957									
					African			Americar	í	Pacific	or More	Econ	Non								Foster	
		State	District	Campus	American	nHispani								CWE	CWOD	EL	Male	Female	Migranth	Homeles		
STAAR Percen	t at Appr	oache	s Grad	e Level	or Above																	
Grade 3 Reading	All	77%	82%	82%		76%	93%	2				77%	92%		82%	*	95%	64%	2			
Reading	Students		82%	82%	-	76%	93%			-		1170	92%	-	82%		95%	04%		-	-	1-0
	CMD	51%			-			50	(5)	2774	7	5	- 5	50	no Electric	5.		near Plants		-	9	
	CMOE		82%	82%	2	76%	93%	*	2	-	*	77%	92%	2	82%	*	95%	64%	*	=	-	141
	EL	70%	0500	0.50/	-	1000/	1000/	-		1997	7) 	020/	1000/	=	050/	*	OED/	8		5	=	486
	Male Femal	74% e 79%	95% 64%	95% 64%	5 d	100%	100% 86%	2	- C	:#: :#:	2	93%	100% 83%	5 8	95% 64%	5	95%	64%	=	2	=	-
																			4.			
Mathematic		77%	83%	83%	75	78%	93%	**	175	275	*	78%	92%	*	85%	*	95%	67%	*	=:	=	270
	Students	52%	2									*		*								
	CWOE		85%	85%	-	82%	93%	*		4.00	*	82%	92%	101	85%	*	95%	71%	*	- 5	-	
	EL	74%	*	*	2	0270	*	161	-		*	*	32 /0	2	*	*	*	7 1 70	*	5	6	120
	Male	77%	95%	95%	9	100%	100%	*	-	-90	*	93%	100%	-	95%	*	95%	140	*	~	146	
	Femal		67%	67%	~	•	86%	*:	580	346	*	56%	83%	*	71%		100	67%	7.	-	2	170
Grade 4																						
Reading	All	72%	77%	77%	*	64%	87%	(8)	:=:		*	60%	88%	*	80%	-	70%	81%	75	*	•	
	Students	46%	4			(4)						.43	200	*	-							127
	CWOE		80%	80%	-	70%	87%	100		12		67%	88%	-	80%	-	70%	87%	-	*		-
	EL	60%	-	0070	-	7.0.70	-	-			_	07.70	00.70	_	-	-	1070	-	-	-	2	
	Male	70%	70%	70%	2	*	*	821	25	25	9	*	100%	-	70%	22	70%	120	<u> </u>	*		246
	Female		81%	81%	×	•	90%	*	500	590	-	*	82%	*	87%	*	# E	81%	*	-		(80)
Mathematic	e All	77%	78%	78%	2	69%	85%	643	-	127	65	79%	77%		84%	*	77%	78%	2	₩.	2	
Mauremanc	Students		1070	1070	-	0370	0370	-	-	-	-	1370	1 / 70		04 70		1 1 70	1070				
	CWD	49%	*	*	-	141	*	-		4.5%		(4)	(W)	*	-	*		*		2	=	- 7 1
	CWO	81%	84%	84%	9	69%	94%	-			-	82%	85%	$\tilde{\Xi}$	84%	12	83%	84%	27	*	2	126
	EL	72%	*	*	Η.	*	=	12	196	(4)	2	*	1081	*	*	*	-	*	-	20	100	000
	Male	77%	77%	77%	*	100	75%	100	*	100	*	*	75%	*	83%	12	77%	_5	8	*	12	370
	Female	e 78%	78%	78%	2	64%	92%	»Ē		3	5	78%	79%	*	84%	***	-	78%	4	2	=	527
Grade 5																						
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	Students																1000					
	CWD	54%	*	*		*	40007		(*)	190	-	*	0.400		-		0000	0.007	*	=		100
	CWOD	73%	83%	83%	2	67%	100%	101	351	850	2	64%	94%	-	83%	4	83%	82%	50	50		
	Male	81%	73%	73%	-	60%	100%	100		100	-	56%	100%	*	83%	*	73%	~			-	
	Female		82%	82%		63%	100%			2.50	-	*	92%	-	82%	*	-	82%	5	-	=	
Mathematic	s All Students	90%	88%	88%	×	78%	100%	104		500	*	71%	100%	â	93%	*	80%	94%	-	-	-	:00
	CWD	70%	*	2.80									23	*	9	*	*		2			-
	CWO		93%	93%	8	87%	100%	16		573	5	82%	100%		93%	*	92%	94%	-		-	
	EL	86%	*	*	-	*	- 10070			, -		*	-	*	*	*	*		-	=		4.70
	Male	89%	80%	80%	5	70%	100%	100	30		=	67%	100%	*	92%	*	80%	3	2	9	8	
	Femal		94%	94%	<u> </u>	88%	100%	828	-	22	2	*	100%	2	94%	*	35	94%	2	×	2	
Science	All	75%	88%	88%		78%	100%			0.7		71%	100%	*	90%	* 5	87%	88%	-	į.	2	121
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	EL	62%	0704	*	<u> </u>	0000	4000	Star Star	-2	127	2	700	40000		000/		0701		2	2	=	-
	Male Femal	76%	87% 88%	87% 88%	-	80% 75%	100% 100%	093	-		-	78%	100%	20	92% 88%	*	87%	88%	**	-	-	
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					African			American		Pacific	or	Econ	Non								Foster	
		State	District	Campu	sAmerican	Hispanie	:White							CWD	CWOD	EL	Male	Female	Migrant	Homeless		Vilitary
Grade 6 Reading	All	68%	69%	69%	2	76%	63%		100	1000		64%	75%	*	72%	ě	73%	67%	-	-	2	_
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	CWD	35%	72%	72%		76%	71%	15	-5	-52	-	69%	75%	0.00	72%	*	80%	67%	(2) (127	2	2
	EL	42%	1270	1270	-	70%	7 1 70	7.E	-	585	•	*	1370	-	1 2 70	æ	-	0176		:01	5	5
	Male	63%	73%	73%		83%	*	0.50	2.74	:5:	2	71%	:*: NEXESTS	*	80%	2	73%	-	*		2	2
	Female	72%	67%	67%	E	73%	*	84	-2		*		75%	-	67%	*	-	67%	124	943	2	~
Mathematics	s All	76%	90%	90%	=	95%	78%	J.E		:*:	*	84%	100%	(*)	96%	*	88%	93%		-	ŝ	3
	Students		*	*								-		746								
	CWD	50% 79%	96%	96%	-	100%	88%	106	190	190	*	94%	100%	720	96%	*	100%	93%	100	ie.	2	2
	EL	61%	*	*	2	*	2	041	72	-92	*		121	25		*	*	*	26	7-2	Ç	=
	Male Female	76%	88% 93%	88% 93%	~	90%	83%	139	-	-	*	83% 86%	100%	*	100% 93%	*	88%	93%	5 0 0	3.63	5	-
	геппан	: 1170	93%	93%	3	100%		SE/	3.75			00 70	100 76		55 70			3370	(54	57.5		5
Grade 7			consister	1212221			100000													1.47		
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	Female		85%	85%	-	100%	71%	136	251	100	8	*	88%	*	92%			85%	S.		=	201
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Reading	All Students		38%	38%		29%	50%		3.40	270	*	32%	50%	-	38%	-	30%	50%		35	0	170
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	CWOD		38%	38%	150	29%	50%	*		(#)	*	32%	50%	-	38%	*	30%	50%	*	576 1000	5	150
	EL Male	32% 40%	30%	30%	17K	30%	29%	-	120	1756 17 4 7	*	29%	33%	10	30%	*	30%	5	*	126	- H	-
	Female		50%	50%	-		71%	-	: 	Ses	€	•	67%		50%	×	2. 1	50%	>	95	5	120
Mathematics	. All	46%	60%	60%	120	50%	71%	*	Section	rer!		61%	58%		62%		70%	47%	¥	-	_	
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	CWOD	39%	62%	62%		53%	71%		~	191	*	64%	58%		62%	*	70%	50%	*	-	-	(-)
	Male	47%	70%	70%	-5:	60%	86%	*		8.50	*	71%	67%	= 5,	70%	*	70%		w	100	-	*
	Female	45%	47%	47%	-		57%	~	12	220	2	44%	50%	*	50%	2	10	47%	2	-	2	193
Grade 4																						
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	Students		*	*		*								1.6				*:		_	_	_
	CWOD		68%	68%		60%	73%	-	4	(A)	Ē	44%	81%	o.	68%	=	60%	73%	2	*	2	120
	EL	29%	2	-	æs	-	-	¥	12	24	<u>~</u>	: 27 : 4 :	1000/	=	-	2	-	=	=	-	-	(*)
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Mathematics	s All Students		53%	53%	(m)	44%	60%	-		(*)	-	50%	55%	*	58%	*	46%	57%	=	*	用	(*)
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Grada E																						
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mo-Estation (1941)	Students	E											14.75°									
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	CWOD	35%	59%	59%	940	33%	86%	-	ne:	136	8	30%	1270	*	*	*	*	*	-	-		353
	Male	50%	40%	40%		20%	80%		0.70	965	3	22%	67%	*	50%	*	40%	900000	-	*	4	-
	Female	56%	65%	65%		38%	89%	=	h <u>u</u> s	80	~	c. ≛	75%	2	65%	Ť	35	65%	2	=	2	(-)
Mathematics	s All	57%	63%	63%	.5 2	50%	79%	-		95	=	50%	72%	*	66%	*	60%	65%	*	₹.	5.	127
	Students	5												32		9						
	CWD	34%	66%	66%	*	53%	79%	-	100	-	9	55%	72%	*	66%	: *	67%	65%	-	=		
	EL	46%	*	*		3376	-	. 8	1	16	8	*	1270	*	*	*	*	*	2	E	20	121
	Male	57%	60%	60%	21	50%	80%	2	929	34	9	44%	83%	*	67%	*	60%	=	3	=	-	9-3

1/11/19, 7:06 AM

					African			America		Pacific			Non Econ								Foste	
	Female	Statel 58%	District 65%	Campu 65%	sAmericar -	Hispanio 50%	cWhite 78%	Indian	Asia	nislander -	Races	Disadv *	Disadv 67%	CWI	65%	EL	Male	Female 65%	eMigrant -	Homeless	Care	Military
Science	All	40%	53%	53%	Sec	28%	86%	-	æ	*		36%	67%	*	55%	3	47%	59%	(9)	89	90	341
	Students	25%				2	(4)					9				2						
	CWOD		55%	55%	25	27%	86%	-	8	8		36%	67%	8	55%	8	50%	59%	190	191	-	(#) (#)
	EL	24%	470/	4704	(E	*	-	(2)		-	27	*	-	*	1	*	*	*		5.00	5	386
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	Students		22 70	20 /6	- 7	2070	3370		1.7	334		17%	35%	U 70	29%	11%	2370	27%			150	5
	CWD		0%	0%	100	*	*	140				0%	*	0%	120	*	*		120		107	
	CWOD		25%	29%		22%	38%	*		-	*	20%	37%	0%	29%	14%		29%	(W)	::::00 :::::::::::::::::::::::::::::::	196	-
	EL	13%	8%	11%	(E)	17%	3070		:: :2	12		11%	3170		14%		17%	23/0	*	20	574	5) 2/
			24%	25%		19%	36%	*	·	-	*	17%	39%	*	29%	17%		242	*	*	124	=
	Female		21%	27%		20%	34%	-	-	-	396	17%	33%	*	29%	*	25%	27%	,	*	-	-
	· ornalo	//	~			2070	0.770	9	28			11.70	. 55 /0		2070		77	21 70	-		576	5
Science	All	22%	14%	19%	e d e	6%	36%	9	9	9	100	14%	22%	٠	21%	*	20%	18%	-	2	623	=
	Students											Hallo			The second		1000	or hands and				
	CWD	7%	•	*	126	*	120	22	2	-2	020	*1	24		-	*	*	*	-	3	÷	2
	CWOD	24%	15%	21%	363	7%	36%	~	*	24		18%	22%	100	21%	*	25%	18%	-	2	2	2
	EL	5%	(#C)	*	174	*	-		3	æ	5 .0 4		354		*	*	*		÷		0.00	×
	Male		14%	20%	125	10%	40%	3	3	ã.	-	11%	33%	*	25%	*	20%	. M a	ā	-5	1.5	-
	Female	21%	13%	18%	÷	0%	33%	32	¥	æ	-		17%		18%	*	-	18%	12	12	747	ş

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.

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

	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	62	-	55	71	120	20	2	*	50	*	
CWD	*	-	*	*		93	8	:2	*	*	*
CWOD	62	e#3	55	72		37		196	50	-	*
EL	*	-	*	940	120	20	2	- ×-	363		*
Male	61	:+:	55	69		~	*	1.21	48	*	*
Female	62	150	55	72	-			196	52	*	*
Mathematics											
All Students	72	340	75	68	æ:	16	~		66	46	*
CWD	46	18.0	*		-	-		250		46	*
CWOD	75	220	78	71	222	92	3	2.90	71	=	S#0
EL	*	9-0	*	340	120	14	9			•	*
Male	69	255	69	69	(8)	-	-	2.53	62	w .	*
Female	75	(20)	81	67	-	9	ē	-26	73	*	*

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
Federal Graduation Rates													
4-year Longitudinal Cohort Gra	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	5	95-000 (6550) 95		50.901 5	543	25	-	5	-	-	8	5 - 5	(m)
CWD	<u>Va</u>	944	9	2	-		=	-	4.5		-	25	963
CWOD	*	250	=	3	727	2	2	2	12	2	5	841	10
EL		350	:=	-	580		-	*	190	-	~	(*)	49
Male	2	4	=	2	2 3 7.5	-	-		127	-		5.50	100
Female		521	22	2	142	2		2	100	12	2	-	200

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

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

* *

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 Achie		African American nain Score		White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	54	70 70 70	45	65	*	, Él		(#)	44	9#0	(W)
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	141	ψ.	-	2	¥	723		2	9	259	320

^{&#}x27;* Indicates results are masked due to small numbers to protect student confidentiality.

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.

								Two or			
	All	African			American		Pacific	More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
STAAR Performance Status											

^{&#}x27;-' Indicates there are no students in the group.

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.

^{&#}x27;n/a' Indicates the student group is not applicable to this report.

Reading	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	400/	200/
Target Met	Y	JZ 70	N	Y	4370	7 4 70	4370	30%	33% N	19%	29%
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	42 70	N	Υ Υ	3 1 70	1070	3370	0270	43% N	3170	3970
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	0470	N	N	02.70	02/0	0370	7 0 70	N	4370	32 70
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	0070	N	N	1270	0170	1370	1070	N	00 70	0370
Mathematics	1.11		1.50	110,901					IN:		
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	0170	Y	Υ Υ	4370	02 70	30 %	3470	Y	2370	40 70
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	4.1	N	Y	5576	00 70	31 70	0170	Y	34 /0	4570
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	9.100	N	N		0070	0070	0070	N	40 70	5570
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	0070	N	N	1.0.70	0170	1070	1 1 70	N	02.70	1070
English Learner Language Pro Interim Goals (2018-2022)	ficiency Statu	s									
Target Met											42%
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met									#65514F6	203-303	
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met										14000000000000	
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^{&#}x27;+' 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

Part (vii): STAAR Participation

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

		Campus	African American	n Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	te																wood # 1000 per
All Subjects	All Students	100%	Ξ	100%	100%		(ec)	E (100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	9	100%	100%	5.	350		5.000 And	100%	*	100%	170,000 a 150,000		100%	100%	-
	CWOD	100%	2	100%	100%	*	20	Œ	100%	100%	100%	3.	100%	100%	100%	100%	*
	EL	100%	3	100%	•	*	90.0	- 6	*	100%	101	*	100%	100%	100%	100%	*
	Male	100%		100%	100%	*	-	12	*	100%	100%	100%	100%	100%	100%	morecular.	*
	Female	100%	<u>u</u>	100%	100%	22	3	3	*	100%	100%	100%	100%	100%	158	100%	π.
Reading	All Students	100%	5	100%	100%	*		-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	2	100%	*		3	17	170	100%	*	100%	-	*	100%	*	5
	CWOD	100%	*	100%	100%	*	12	12	*	100%	100%	12.1	100%	100%	100%	100%	*
	EL	100%		*	*	75	-	æ		100%	·	*	100%	100%	100%	*	*
	Male	100%	8	100%	100%	*	77		3.00	100%	100%	100%	100%	100%	100%	*	*
	Female	100%	¥	100%	100%	72	12	2	*	100%	100%	*	100%	1.0	8	100%	=
Mathematics	All Students	100%	2	100%	100%			a	(* 1)	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	L.	100%	100%	82	9	12	227	100%	*	100%	2	2,90	100%	100%	2
	CWOD	100%	+:	100%	100%	•	~	8	*	100%	100%	2	100%	100%	100%	100%	*
	EL	100%	5	100%	360		10		**	100%	: - 3:	1907	100%	100%	100%	*	*
	Male	100%	23	100%	100%	*	~	~	*:	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	100%	5+3	~	≤	*	100%	100%	100%	100%	*	E.	100%	12
Science	All Students	100%	<u></u>	100%	100%		2	Ē	6	100%	100%	*	100%	(4)	100%	100%	
	CWD	*	83	*	=	100	~	g	<u> </u>	*	146	*	22	*	*	2	100
	CWOD	100%	*	100%	100%	2.50	-		5	100%	100%	3	100%	*	100%	100%	36
	EL	*	942	*	9	100	-			★ 3	4.5	*	*		*	*	0.00
	Male	100%	2	100%	100%	229	2		2	100%	100%	*	100%	*	100%	<u> </u>	020
	Female	100%	22	100%	100%	(=)	. *	*		100%	100%	~	100%	*	D 0	100%	100

Non-Participation	n Rate	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
All Subjects	All Students	0%		0%	0%	*		_	0%	0%	0%	0%	0%	0%	0%	0%	4
7 in Gabjaco	CWD	0%		0%	0%	621	2		-	0%	U 76	0%	070	U 70	0%	0%	
	CWOD	0%	-	0%	0%	2	8	2 2	0%	0%	0%	0 76	0%	0%	0%	0%	2
	EL	0%	_	0%	*	04:	-	-	*	0%	-	-	0%	0%	0%	0%	
	Male	0%		0%	0%	9	<u> </u>	2	W.:	0%	0%	0%	0%	0%	0%		*
	Female	0%	2	0%	0%	927	2	8	*	0%	0%	0%	0%	0%	0 70	0%	9
		- 96		17410						070	0.70	0 70	070	0 70		0.70	_
Reading	All Students	0%	2	0%	0%	:000			90	0%	0%	0%	0%	0%	0%	0%	*
handwall Ma	CWD	0%	×	0%	•	844	-	¥	12	0%	*	0%	121	*	0%	*	9
	CWOD	0%	5	0%	0%	-:W	-	8	*	0%	0%	*	0%	0%	0%	0%	
	EL	0%	2	*	(#E)	2.50	_	_	*	0%	-	*	0%	0%	0%	*	*
	Male	0%	8	0%	0%		2	2	*	0%	0%	0%	0%	0%	0%	200	*
	Female	0%	=	0%	0%	565		-	*	0%	0%	*	0%	*	12	0%	q
Mathematics	All Students	0%	2	0%	0%	2 3 6	€	0	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*:	0%	0%	100	-	-	*	0%	*	0%	(2·4)	*	0%	0%	2
	CWOD	0%		0%	0%	*	=	=	*	0%	0%	E-100	0%	0%	0%	0%	*
	EL	0%	5	0%	*	82	2	2	*	0%	14	*	0%	0%	0%	(*)	*
	Male	0%	=:	0%	0%	5.	8	6	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	10	0%	0%	575	5	5	*	0%	0%	0%	0%	•	56	0%	-
Science	All Students	0%	*	0%	0%	340	×	2	4	0%	0%	*	0%	*	0%	0%	2
	CWD	500	70	*	-35	55	21	20	5	*	-	*	5-5-27a2	*	•	680	*
	CWOD	0%	86	0%	0%	-	2	8	9	0%	0%	-	0%	(#0)	0%	0%	-
	EL	*	(e.	*	2	(20)	~	2	2	*	22	*	*	*	*	*	2
	Male	0%	85	0%	0%	4.57	*	5	~	0%	0%	*	0%	*	0%	(40)	~
	Female	0%	85	0%	0%		8	9	8	0%	0%		0%	963	50%	0%	-

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

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.

						Indian or			Two or		Students with Students Disabilities
		Total	African			Alaska		Pacific	More		with (Section
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities 504)
Students Without Disabilities											
In-School Suspensions											
	Male	16	*	5	11	*	5.00	3. ★	*	-#	
	Female	*	:	•	*	*	*	*	*	*	
0.1.10.1.10	Total	20	*:	7	13	*			*	*	
Out-of-School Suspensions	Male		9		*	*	5945		22	326	
	Female	1881 1 4 1			*			*	*	*	
	Total		,		.w	*		*		(₹) (*)	
Expulsions	TOTAL								•		
With Educational Services	Male	7 * 2	*	1.4	54.0		*	363	*	*	
Vital Educational Octobers	Female		*	200	:W1		*	(W)	*	100	
	Total	*	*		14.0	*		*			
Without Educational Services	Male		*	*	*	*	*	*	*	*	
	Female	·*:	*		7 4 (3)	*	*	*	*	*	
	Total	*	*	*	*	*	3 4 2	*	*	*	
Under Zero Tolerance Policies	Male	1961	*		*	*		*	*	*	
	Female	(*C)	*	1.0	**	*	75 6 0	(#C	*	*	
	Total	*	*	*	*	*	*	980	*	190	
School-Related Arrests											
	Male	3*3	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	3.00	(*)	*	(r 	
	Total	*	*	*	*	*	*	•	*	*	
Referrals to Law Enforcement											
	Male	*	*	0.00	*	9*	390	*	*:	*	
	Female	•	*	*	*	•	*	*	*	*	
ON R R REAL PROPERTY CONTRACT	Total	*	*	**	*	*	*	*	*	*	
Students With Disabilities In-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	3.0	*	3.47	*	× **	(**):	*	*	*	*
	Total	77	*		*	9.€0	***	*	*		*
Out-of-School Suspensions											
	Male	9	*	**	*	*	*	*	90.00	*	*
	Female		100	:±:: :¥:	-		*	*	*	(*)	*
Expulsions	Total		- 5	(T)	7	(8)		*	(·	*	*
With Educational Services	Mala	2	4	3.	*		(*)	*	: * :	(4)	
vviui Educational Services	Male Female	*		*		*				14.	*
	Total	.05 W	*	1#3	*	*	*			960	±.
Without Educational Services	Male		*	140	*	190	*	*	*	3 7 €	*
This of Educational Del vices	Female	*			*			*	*	*	*

	Total	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)
Under Zero Tolerance Policies	Male	*	2.	*	*	*	*	*	000	*		*
	Female	*	*	*	*	€	*	€	*	*		*
	Total	*	E#E	(#4)	*	5048	*:	*		4		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*0	73#41	wil	*	*	4	*	96	*		*
	Total	*		*:	*	*	303	*	3900	*		540
Referrals to Law Enforcement												
	Male	*0	5965	960	*	247	*	2	949	*		*
	Female	*	·*	*	*	-(*)	**	*	1980	*		940
	Total	*		**	*	*	*	*	*	*		3,903
All Students Chronic Absenteeism												
	Male	•	*	*	*	•	*	*	*	*	*	
	Female	0.00		· ·	*		*	*	*	*	*	*
	Total	6	((*))	*	5300	9907	*	*	000	w	*	*

Incidents of Violence	Total
Incidents of rape or attempted rape	620
Incidents of sexual assault (other than rape)	0.60
Incidents of robbery with a weapon	1
Incidents of robbery with a frearm or explosive device	
Incidents of robbery without a weapon	250
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	1961
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	900
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.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	16	*	11	5	267	9			*	*
	Female	13	*	8	5	2.	*	100	(w)	*	S#
	Total	29	*	19	10		*	2.6	*		*
Accelerated Coursework											
Advanced Placement Courses	Male		-	5	1,74	17.0		953	2	-	E.
	Female	-	-25	20	223	241	2	727	2	2	9
	Total	:00	-	*	⊕.	59.0	~	<u>:</u> €:		2	H
International Baccalaureate Courses	Male	(2)	l a	₹:		-	8	15.	-	=	-
	Female	-		-	924	527	查	3	2	- 9	74
	Total	(#)	*	*	100	93	=	345	12	9	2

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	4.6	18.9%
Teachers Teaching with Emergency or Provisional Credentials	0.0	*

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

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.

All School Number Percent 1.2 5.2%

Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed

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%		œ	(#E)	*
Mathematics	6,020	1%	-		= :	¥
Grade 4 Reading	6,061	1%	*	14	w ^o	¥
Mathematics	6,056	1%	(8)	1π2	t # .0	ē.
Grade 5 Reading	6,162	2%	Œ	35	15 0	z
Mathematics	6,160	1%	;÷	960	*:	*
Science	6,164	1%	924	121)	9	8
Grade 6 Reading	5,678	1%	¥	31	<u> </u>	÷
Mathematics	5,677	1%	(5)	#S	*	•
Grade 7 Reading	5,298	1%	*	æ		e
Mathematics	5,294	1%	:4:	2	4	.124
Grade 8 Reading	5,088	1%	z.	-	e e	Nej.
Mathematics	5,087	2%	(2)	ā		
Science	5,087	1%	96	£	=	£i a r
End of Course English I	4,868	1%	æd	-		艾蘭日
English II	4,556	1%	=	- 194 - 194	Ē.	176
Algebra I	4,884	1%	=	=	=	8:
Biology	4,861	1%	~	<u> </u>	<u> </u>	74 <u>0</u> 0
All Grades All Subjects	99,020	1%	2	2	8	
Reading	43,730	1%	Œ	n.		
Mathematics	39,178	1%		×	£	327
Science	16,112	1%	2	£	£.	3.7ts

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

^{&#}x27;-' 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

			% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		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	240	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23		4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disady	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	ī	2
		English Language Learners	63	68	25	23	11	8	1	1
	NACO PROGRAMMA									
	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	2 % 3	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
	25	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	4	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander		35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Man	0 "	72927	201	252					
	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	360	38		14	3*10	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	(1 00) (100)	39	5#6 2003	18	1 9 01	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

^{&#}x27;*' Indicates reporting standards not met.

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.

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