# Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: GREENSPOINT EL Campus ID: 101902135 District Name: ALDINE 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);

			All	African		14/1-14-	American		Pacific Islander		Econ	Special	
A		Decelling 0010 17		American			Indian 43%	Asian 74%		56%		Educ 19%	Former)
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	50%	33%	19%	29%
Grade Level of Above)		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22		0270	01 /0	0070	4070	1 - 10	4070	00 /0	0070	1070	2070
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27	0270	12.70	1070	0070	0170	1070	0070	0270	1070	0170	0070
		2027-28 through	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32											
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		Rates											
		2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22											
		2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2026-27 2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2027-28 through 2031-32	03%	54%	59%	13%	03%	88%	00%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17	1070	0070	1070	0070	10/0	5170	10/0	1170	0070	02 /0	41%
2211091000		Rates											1170
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											
		2027-28 through											46%
		2031-32											
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates	000/	000/	000/	000/	000/	000/	000/	000/	0.00/	000/	000/
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22 2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2022-23 through 2026-27	92 /0	92 /0	52 /0	92 /0	52 /0	9Z /0	9Z /0	9Z /0	52 /0	9Z /0	9Z /0
		2020-27 2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32	5475	J- 70	5470	5470	J-770	0-770	J-77	0 <del>-</del> 70	0-70	0 <del>-</del> 70	0-1-70
		LUCIUL											

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%
Ū.	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;

À 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); <u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> 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										
											or	_	Non								
		State	District	Campus	African Americar	Hispanic		America Indian				Econ Disadv			cwor	) EL Male	Female	Migrant	Homeless	Foster	
				•		mopune		manan	Aolai	noranao		Diouar	Diouu		001		i oniaio	ingranti		ouro	, and a second
STAAR Percent Grade 3	t at Appro	baches	s Grade	Level or	Above																
Reading	All	77%	69%	67%	53%	72%	*	-	*	-	-	68%	56%	*	70%	70% 59%	74%	-	*	*	-
	Students		0070	01 /0	0070	1270						0070	0070		1070	10/000/0	11/0				
	CWD	51%	35%	*	*	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD			70%	59%	73%	*	-	*	-	-	70%	56%	-		71%62%		-	*	*	-
	EL	70%	68%	70%	-	69%	-	-	*	-	-	72%	*	*	71%	70%67%	72%	-	-	-	-
	Male	74%	65%	59%	45%	63%	*	-	*	-	-	62%	*	*		67% 59%	-	-	*	-	-
	Female	979%	73%	74%	60%	78%	î	-	^	-	-	73%	^	^	75%	72% -	74%	-	^	î	-
Mathematics	all All	77%	75%	73%	53%	81%	*	-	*	-	-	74%	67%	*	76%	83% 69%	77%	-	*	*	-
	Students																				
	CWD	52%	44%	*	*	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD		78%	76%	59%	82%	*	-	*	-	-	77%	67%	-	76%	84%73%		-	*	*	-
	EL	74%	77%	83%	-	82%	-	-	*	-	-	85%	*	*	84%	83%79%	86%	-	-	-	-
	Male	77%	75%	69%	50%	76%	*	-	*	-	-	71%	*	*	73%		-	-	*	-	-
	Female	e 78%	76%	77%	56%	85%	*	-	*	-	-	76%	*	*	79%	86% -	77%	-	*	*	-
Grade 4																					
Reading	All	72%	63%	68%	63%	69%	*	-	*	-	-	68%	67%	28%	73%	55%61%	74%	-	*	-	-
	Students												-								
	CWD	46%	31%	28%	*	*	-	-	-	-	-	*	*	28%	-	* *	*	-	-	-	-
	CWOD	75%	65%	73%	69%	73%	*	-	*	-	-	73%	69%	-	73%	59% 66%	78%	-	*	-	-
	EL	60%	53%	55%	-	55%	-	-	-	-	-	54%	*	*	59%	55% 54%	56%	-	-	-	-
	Male	70%	59%	61%	50%	64%	*	-	-	-	-	61%	*	*	66%		-	-	-	-	-
	Female	975%	66%	74%	74%	74%	*	-	*	-	-	75%	67%	*	78%	56% -	74%	-	*	-	-
Mathanatia		770/	700/	740/	0.00/	740/	*		*			700/	1000/	200/	700/	E00/ 7E0/	740/		*		
Mathematics	Students	77%	78%	74%	80%	71%		-		-	-	72%	100%	39%	79%	59%75%	74%	-		-	-
	CWD	49%	42%	39%	*	*	-	-	-	-	-	31%	*	39%	-	* 50%	*	-	-	-	-
	CWOD			79%	86%	75%	*	-	*	-	-	77%	100%		79%	64% 79%	78%	-	*	-	-
	EL	72%	77%	59%	-	59%	-	-	-	-	-	57%	*	*	64%	59% 66%		-	-	-	-
	Male	77%	76%	75%	76%	74%	*	-	-	-	-	73%	100%	50%		66%75%	-	-	-	-	-
	Female	78%	80%	74%	83%	69%	*	-	*	-	-	71%	100%		78%	50% -	74%	-	*	-	-
STAAR Percent	at Moote	Grad		or Abov	~																
Grade 3		Giau	e Levei		e																
Reading	All	43%	28%	25%	13%	28%	*	-	*	-	-	26%	11%	*	25%	26% 21%	28%	-	*	*	-
Ū.	Students																				
	CWD	28%	20%	*	*	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD		28%	25%	15%	27%	*	-	*	-	-	26%	11%	-	25%	27%21%		-	*	*	-
	EL	32%	23%	26%	-	24%	-	-	*	-	-	27%	*	*	27%		28%	-	-	-	-
	Male	40%	26%	21%	5%	24%	*	-	*	-	-	23%	*	*	21%		-	-	*	-	-
	Female	9 45%	30%	28%	20%	30%	*	-	*	-	-	27%	*	*	28%	28% -	28%	-	*	*	-
Mathematics		46%	38%	32%	18%	38%	*	_	*	_	_	34%	11%	*	33%	42% 34%	31%	_	*	*	_
manematics	Students		0070	<b>UL</b> /0	1070	0070		-		-	-	0-170	1170		0070	72 /0 04 /0	0170	-			-
	CWD	30%	25%	*	*	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD		39%	33%	20%	38%	*	-	*	-	-	35%	11%	-	33%	43% 35%	32%	-	*	*	-
	EL	39%	37%	42%	-	42%	-	-	*	-	-	43%	*	*	43%	42% 52%		-	-	-	-
	Male	47%	38%	34%	10%	41%	*	-	*	-	-	37%	*	*	35%	52% 34%	-	-	*	-	-
	Female	9 45%	38%	31%	24%	35%	*	-	*	-	-	31%	*	*	32%	35% -	31%	-	*	*	-
Crede 1																					
Grade 4	A II	4 = 0/	220/	35%	40%	32%	*		*			35%	220/	220/	260/	14% 28%	410/		*		
Reading	All Students		32%	35%	40%	3270		-		-	-	35%	3370	2270	30%	14 70 20 70	4170	-		-	-
	CWD		21%	22%	*	*	_	_	_	_	_	*	*	22%	-	* *	*	-	_	_	_
	CWOD			36%	42%	33%	*	-	*	-	-	36%	31%	-		15% 28%	43%	-	*	-	-
	EL	29%		14%	-	14%	-	-	-	-	-	13%	*	*		14% 15%		-	-	-	-
	Male			28%	35%	25%	*	-	-	-	-	27%	*	*		15% 28%		-	-	-	-
	Female			41%	43%	39%	*	-	*	-	-	42%	33%	*		13% -	41%	-	*	-	-
Mathematics			43%	34%	32%	34%	*	-	*	-	-	34%	40%	22%	36%	16% 30%	39%	-	*	-	-
	Students		270/	220/	*	*						100/	*	220/		* 250/	*				
	CWD CWOD			22%			-	-	-	-	-	19% 25%		22%	-	* 25%		-	-	-	-
	EL	50% 38%		36% 16%	32%	35% 16%		-		-	-	35% 16%	38% *	- *		18% 31% 16% 20%		-		-	-
	EL Male	38% 48%		30%	- 24%	31%	*	-	-	-	-	28%		25%		20% 30%		-	-	-	-
	Female			30 % 39%	24 % 39%	36%	*	-	*	-	-	20 <i>%</i>	33%	2370		13% -	- 39%	-	*	-	-
	- ondie	/0	1070	0070	0070	0070		-		-	-	0070	0070		1070	.0/0 -	0070			-	-

Two or Non African American Pacific More Econ Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL MaleFemaleMigrantHomeless Care Military

STAAR	Percent a	t Masters	Grade	l evel
	r ei cent a	L Masters	Glaue	Level

Reading		0.497	4007	4.007	407	4000	-		±			4.001		-		400/ 62/	44.07		±		
	All Students	24%	12%	10%	4%	12%	*	-	*	-	-	10%	11%	*	11%	12% 8%	11%	-	*	*	
	CWD	9%	4%	*	*	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	
	CWOD		13%	11%	5%	12%	*	-	*	-	-	11%	11%	-	11%	12% 9%	12%	-	*	*	
	EL	15%	8%	12%	-	12%	-	-	*	-	-	12%	*	*	12%	12% 12%	12%	-	-	-	
	Male	22%	10%	8%	0%	10%	*	-	*	-	-	9%	*	*	9%	12% 8%	-	-	*	-	
	Female	26%	14%	11%	8%	13%	*	-	*	-	-	11%	*	*	12%	12% -	11%	-	*	*	
athematics		22%	16%	13%	4%	15%	*	-	*	-	-	13%	0%	*	13%	18% 14%	11%	-	*	*	
	Students	400/	7%	*	*	*						*		*		* *	*				
	CWD CWOD	12%	16%	13%	5%	14%	-	-	- *	-	-	13%	- 0%		- 13%	19% 14%	12%	-	-	- *	
	EL	17%	14%	18%		14 %	_	-	*	-	-	19%	*	*		18% 21%	12 %	-	_	_	
	Male	23%	16%	14%	0%	16%	*	_	*	_	-	15%	*	*		21% 14%	-	-	*	-	
	Female		15%	11%	8%	13%	*	-	*	-	-	12%	*	*		16% -	11%	-	*	*	
ade 4	A 11	23%	100/	13%	16%	11%	*		*			13%	20%	0%	15%	5% 13%	1 4 0/		*		
Reading	All Students	2370	12%	13%	1070	1170		-		-	-	1370	20%	070	15%	370 1370	14%	-		-	
	CWD	9%	5%	0%	*	*	-	-	-	-	-	*	*	0%	-	* *	*	-	-	-	
	CWOD		13%	15%	19%	12%	*	-	*	-	-	14%	23%	-	15%	6% 15%	15%	-	*	-	
	EL	12%	6%	5%	-	5%	-	-	-	-	-	4%	*	*	6%	5% 10%	0%	-	-	-	
	Male	22%	11%	13%	10%	13%	*	-	-	-	-	12%	*	*	15%	10% 13%	-	-	-	-	
	Female	25%	13%	14%	22%	8%	*	-	*	-	-	14%	11%	*	15%	0% -	14%	-	*	-	
lathematics		26%	19%	14%	16%	11%	*	-	*	-	-	14%	13%	17%	14%	3% 14%	14%	-	*	-	
	Students	110/	60/	17%	*	*						100/	*	170/		* 25%	*				
	CWD CWOD	11% 28%	6% 20%				-	-	-	-	-	19% 13%		17%	-	20/0		-	-	-	
	EL	28% 18%	20% 14%	14% 3%	14%	12% 3%	_	-	_	-	-	13% 1%	15% *	-	14% 3%	3% 13% 3% 5%	15% 0%	-	_	-	
	⊏∟ Male	27%	14%	3% 14%	- 14%	13%	*	-	-	-	-	13%	33%	25%	13%	5% 5% 5% 14%	-	-	-	-	
	Female		20%	14%	17%	10%	*	-	*	-	-	15%	0%	*	15%	0% -	14%	-	*	-	
			0		<b>A b a a a</b>																
AR Percent Grades	at Appro	acnes	Grade	Level or	Above																
All Subjects	All	77%	69%	71%	62%	73%	100%	_	88%	_	_	70%	75%	28%	74%	67% 66%	75%	_	67%	*	
	Students	1170	0370	1170	0270	1370	100 /0	-	00 /0	-	-	1070	1370	2070	/ 4 /0	07 /0 00 /0	1370	-	0770		
		45%	36%	28%	23%	32%	-	-	-	-	-	24%	*	28%	-	* 35%	*	-	-	-	
	CWOD		72%	74%	68%	76%	100%	-	88%	-	-	74%	75%	-	74%	70% 70%	78%	-	67%	*	
	EL	60%	54%	67%	-	66%	-	-	*	-	-	67%	50%	*	70%	67% 66%	68%	-	-	-	
	Male	74%	65%	66%	56%	69%	100%	-	*	-	-	67%	63%	35%		66% 66%	-	-	*	-	
	Female	79%	73%	75%	68%	76%	100%	-	83%	-	-	74%	88%	*	78%	68% -	75%	-	63%	*	
eading	All	73%	63%	67%	58%	70%	100%	_	*	_	_	68%	63%	24%	71%	62% 60%	74%	_	83%	*	
loading	Students	10/0	0070	01 /0	0070	1070	100 /0					0070	0070	2470	1170	02/000/0	7470		0070		
	CWD	39%	29%	24%	*	*	-	-	-	-	-	22%	*	24%	-	* 29%	*	-	-	-	
	CWOD		66%	71%	64%	73%	100%	-	*	-	-	72%	64%	-	71%		77%	-	83%	*	
	EL	52%	44%	62%	-	62%	-	-	*	-	-	63%	*	*	65%	62% 59%	65%	-	-	-	
	Male	69%	58%	60%	48%	64%	*	-	*	-	-	61%	50%	29%	64%	59% 60%	-	-	*	-	
	Female	77%	68%	74%	67%	76%	*	-	*	-	-	74%	75%	*	77%	65% -	74%	-	*	*	
Acthomatics		000/	760/	740/	660/	760/	1000/		*			720/	000/	200/	770/	710/ 700/	750/		*	*	
<i>Nathematics</i>	Students	80%	76%	74%	66%	76%	100%	-		-	-	73%	88%	32%	11%	71%72%	15%	-			
	CWD	52%	42%	32%	*	36%	_	_	_	_	_	26%	*	32%	_	* 41%	*	_	_	_	
	CWOD		79%	77%	72%	78%	100%	_	*	_	-	77%	86%	-	77%	74% 76%	78%	-	*	*	
	EL	70%	69%	71%	-	71%	-	-	*	-	-	72%	*	*		71%72%	71%	-	-	-	
	Male	78%	73%	72%	63%	75%	*	-	*	-	-	72%	75%	41%		72% 72%	-	-	*	-	
	Female			75%	69%	77%	*	-	*	-	-	74%	100%	*		71% -	75%	-	*	*	
AR Percent	t at Meets	Grade	e Level	or Abov	e																
		170/	2/0/	200/	250/	220/	E00/		620/			2.20/	<b>77</b> 0/	200/	220/	250/ 200/	360/		250/	*	
	A II	41%	34%	32%	25%	33%	58%	-	63%	-	-	32%	27%	20%	33%	25% 28%	30%	-	25%	-	
	All	11 /0					-	-	-	-	-	17%	*	20%	-	* 24%	*	-	_	-	
	Students		20%	200/	18%	210/-		-	-	-	-			2070				-	- 25%	*	
	Students CWD	23%	20%	20% 33%	18% 26%	21% 33%			63%	_	_	330%	25%	-	330%	26% 20%	36%		20/0		
	Students CWD CWOD	23% 50%	35%	33%	26%	33%	- 58%	-	63% *	-	-	33% 25%	25% 20%	- *		26% 29% 25% 26%	36% 23%	-	-	-	
	Students CWD CWOD EL	23% 50% 26%	35% 19%	33% 25%	26% -	33% 24%	58% -	-		-	-	25%	20%		26%	25% 26%	36% 23%	-	- *	-	
	Students CWD CWOD	23% 50% 26% 45%	35%	33%	26%	33%	58%		*	- - -					26% 29%		23%	-		- - *	
	Students CWD CWOD EL Male	23% 50% 26% 45%	35% 19% 32%	33% 25% 28%	26% - 19%	33% 24% 30%	58% - 67%	- - -	*	- - -	-	25% 29%	20% 21%	24%	26% 29%	25% 26% 26% 28%	23% -	-	*	- - *	
II Subjects	Students CWD CWOD EL Male Female	23% 50% 26% 45%	35% 19% 32%	33% 25% 28%	26% - 19%	33% 24% 30%	58% - 67%	- - -	*	- - - -	-	25% 29%	20% 21%	24% *	26% 29% 36%	25% 26% 26% 28%	23% - 35%	- - -	*	- - *	
II Subjects	Students CWD CWOD EL Male Female All Students	23% 50% 26% 45% 50%	35% 19% 32% 37%	33% 25% 28% 35%	26% - 19% 31%	33% 24% 30% 35%	58% - 67% 50%		*		-	25% 29% 35%	20% 21% 33%	24% *	26% 29% 36%	25% 26% 26% 28% 23% -	23% - 35%	-	* 25%	- - *	
II Subjects	Students CWD CWOD EL Male Female All Students CWD	23% 50% 26% 45% 50% 46% 22%	35% 19% 32% 37% 31% 18%	33% 25% 28% 35% 30% 20%	26% - 19% 31% 26% *	33% 24% 30% 35% 30%	58% - 67% 50% 50%		*	-	-	25% 29% 35% 30% 17%	20% 21% 33% 25%	24% * 20%	26% 29% 36% 31%	25% 26% 26% 28% 23% - 20% 25% * 24%	23% 35% 34% *	-	* 25% 17% -	- * * -	
II Subjects	Students CWD CWOD EL Male Female All Students	23% 50% 26% 45% 50% 46% 22%	35% 19% 32% 37% 31%	33% 25% 28% 35% 30%	26% - 19% 31% 26%	33% 24% 30% 35% 30%	58% - 67% 50%		*	-	-	25% 29% 35% 30%	20% 21% 33% 25%	24% * 20%	26% 29% 36% 31% - 31%	25% 26% 26% 28% 23% - 20% 25%	23% 35% 34% *	-	* 25%	- * * -	
II Subjects	Students CWD CWOD EL Male Female All Students CWD CWOD	23% 50% 26% 45% 50% 46% 22% 48%	35% 19% 32% 37% 31% 18% 32%	33% 25% 28% 35% 30% 20% 31%	26% - 19% 31% 26% * 27%	33% 24% 30% 35% 30% * 30%	58% - 67% 50% 50%		*	· · ·	-	25% 29% 35% 30% 17% 31%	20% 21% 33% 25% * 23%	24% * 20% 20% - *	26% 29% 36% 31% - 31% 21%	25% 26% 26% 28% 23% - 20% 25% * 24% 21% 25%	23% 35% 34% * 35%	-	* 25% 17% _ 17%	- * * - *	
II Subjects	Students CWD CWOD EL Male Female All Students CWD CWOD EL	23% 50% 26% 45% 50% 46% 22% 48% 21% 41%	35% 19% 32% 37% 31% 18% 32% 13%	33% 25% 28% 35% 30% 20% 31% 20%	26% - 19% 31% 26% * 27% -	33% 24% 30% 35% 30% * 30% 19%	58% - 67% 50% 50% - 50% -	-	*	· · · · · · · · · · · · · · · · · · ·	-	25% 29% 35% 30% 17% 31% 20%	20% 21% 33% 25% * 23% *	24% * 20% 20% - *	26% 29% 36% 31% - 31% 21% 25%	25% 26% 26% 28% 23% - 20% 25% * 24% 21% 25% 20% 19%	23% - 35% 34% * 35% 21%	-	* 25% 17% - 17% -	- * * - *	
Il Subjects	Students CWD EL Male Female All Students CWD CWOD EL Male Female	23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50%	35% 19% 32% 37% 31% 18% 32% 13% 27% 35%	33% 25% 28% 35% 30% 20% 21% 20% 25% 34%	26% - 19% 31% 26% * 27% - 20% 31%	33% 24% 30% 35% 30% * 30% 19% 25% 35%	58% 67% 50% 50% - 50% - *	-	*		-	25% 29% 35% 30% 17% 31% 20% 25% 34%	20% 21% 33% 25% * 23% * 17% 33%	24% * 20% 20% - * 24% *	26% 29% 36% 31% - 31% 21% 25% 35%	25% 26% 26% 28% 23% - 20% 25% * 24% 21% 25% 20% 19% 19% 25% 21% -	23% 35% 34% * 35% 21% - 34%	-	* 25% 17% - 17% -	- * * *	
Il Subjects	Students CWD EL Male Female All Students CWD CWOD EL Male Female S All	23% 50% 26% 45% 50% 46% 22% 48% 21% 41%	35% 19% 32% 37% 31% 18% 32% 13% 27%	33% 25% 28% 35% 30% 20% 31% 20% 25%	26% - 19% 31% 26% * 27% - 20%	33% 24% 30% 35% 30% * 30% 19% 25%	58% - 67% 50% 50% - 50% - *		*	· · · · · · · · · · · · · · · · · · ·	-	25% 29% 35% 30% 17% 31% 20% 25%	20% 21% 33% 25% * 23% * 17%	24% * 20% 20% - * 24% *	26% 29% 36% 31% - 31% 21% 25% 35%	25% 26% 26% 28% 23% - 20% 25% * 24% 21% 25% 20% 19% 19% 25%	23% 35% 34% * 35% 21% - 34%	-	* 25% 17% - 17% -	- * * - * - *	
All Subjects	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students	23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48%	35% 19% 32% 37% 31% 18% 32% 13% 27% 35% 39%	33% 25% 28% 35% 30% 20% 20% 25% 34% 33%	26% - 19% 31% 26% * 27% - 20% 31%	33% 24% 30% 35% 30% 19% 25% 35%	58% 67% 50% 50% - 50% - *	-	*	-	-	25% 29% 35% 30% 17% 31% 20% 25% 34% 34%	20% 21% 33% 25% * 23% * 17% 33%	24% * 20% 20% * 24% * 20%	26% 29% 36% 31% - 31% 21% 25% 35%	25% 26% 26% 28% 23% - 20% 25% * 24% 21% 25% 20% 19% 19% 25% 21% - 30% 32%	23% 35% 34% * 35% 21% - 34%	-	* 25% 17% - 17% -	- * * - * - *	
All Subjects	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students	23% 50% 26% 45% 50% 46% 22% 48% 21% 50% 41% 50% 48% 26%	35% 19% 32% 37% 31% 18% 32% 13% 27% 35%	33% 25% 28% 35% 30% 20% 21% 20% 25% 34%	26% - 19% 31% 26% * 27% - 20% 31% 25%	33% 24% 30% 35% 30% * 30% 19% 25% 35%	58% 67% 50% 50% - 50% - *	-	*	-	-	25% 29% 35% 30% 17% 31% 20% 25% 34%	20% 21% 33% 25% * 23% * 17% 33% 29% *	24% * 20% 20% - * 24% *	26% 29% 36% 31% - 31% 21% 25% 35% 34% -	25% 26% 26% 28% 23% - 20% 25% * 24% 21% 25% 20% 19% 19% 25% 21% -	23% 35% 34% * 35% 21% - 34%	-	* 25% 17% - 17% -	- * * -* * *	
All Subjects	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD	23% 50% 26% 45% 50% 46% 22% 48% 21% 50% 41% 50% 48% 26%	35% 19% 32% 37% 31% 18% 32% 13% 27% 35% 39% 22%	33% 25% 28% 35% 30% 20% 20% 25% 34% 33% 20%	26% - 19% 31% 26% * 27% - 20% 31% 25% *	33% 24% 30% 35% 30% * 30% 19% 25% 35% 35% 21%	58% - 67% 50% - 50% - * 67% -	-	*		-	25% 29% 35% 30% 17% 31% 25% 34% 34% 17%	20% 21% 33% 25% * 23% * 17% 33% 29%	24% 20% 20% 24% 24% 20% 20%	26% 29% 36% 31% - 31% 21% 25% 35% 34% - 34%	25% 26% 26% 28% 23% - 20% 25% 21% 25% 20% 19% 19% 25% 21% - 30% 32% * 24%	23% 35% 34% * 35% 21% 34% 35% *	-	* 25% 17% - 17% -	- * * -* * -*	
l Grades All Subjects Reading Mathematics	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL CWOD EL	23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 26% 51%	35% 19% 32% 37% 31% 18% 32% 13% 27% 35% 39% 22% 40%	33% 25% 28% 35% 30% 20% 31% 20% 34% 33% 20% 34%	26% - 19% 31% 26% * 27% - 20% 31% 25% * 26%	33% 24% 30% 35% 30% * 30% 25% 35% 35% 35% 21% 36%	58% - 67% 50% - 50% - * * 67% 67%	-	*	-	-	25% 29% 35% 30% 17% 31% 20% 25% 34% 34% 17% 35%	20% 21% 33% 25% * 23% * 17% 33% 29% * 27%	24% 20% 20% 24% 20% 20%	26% 29% 36% 31% - 31% 21% 25% 35% 34% 34% 31%	25% 26% 26% 28% 23% - 20% 25% 21% 25% 20% 19% 21% - 30% 32% * 24% 31% 33%	23% 35% 34% * 35% 21% 34% 35% * 36%	-	* 25% 17% - 17% -	- * -* -* -* -*	

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Two or

Non

African American Pacific More Econ Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvCWDCWOD EL MaleFemaleMigrantHomeless Care Military

## STAAR Percent at Masters Grade Level

STAAK Percen	i al masie	IS GIA	ide Lev	ei																	
All Grades																					
All Subjects	All	21%	11%	13%	10%	12%	50%	-	38%	-	-	13%	13%	8%	13%	10% 13%	13%	-	8%	*	-
	Students																				
	CWD	8%	5%	8%	9%	7%	-	-	-	-	-	9%	*	8%	-	* 12%	*	-	-	-	-
	CWOD	23%	12%	13%	10%	12%	50%	-	38%	-	-	13%	14%	-	13%	10% 13%	13%	-	8%	*	-
	EL	9%	6%	10%	-	10%	-	-	*	-	-	9%	20%	*	10%	10% 11%	8%	-	-	-	-
	Male	20%	10%	13%	6%	13%	67%	-	*	-	-	12%	17%	12%	13%	11% 13%	-	-	*	-	-
	Female	22%	12%	13%	14%	11%	33%	-	33%	-	-	13%	8%	*	13%	8% -	13%	-	13%	*	-
Reading	All	19%	9%	12%	10%	11%	50%	-	*	-	-	11%	17%	0%	13%	9% 11%	13%	-	17%	*	-
	Students																				
	CWD	7%	4%	0%	*	*	-	-	-	-	-	0%	*	0%	-	* 0%	*	-	-	-	-
	CWOD	20%	10%	13%	12%	12%	50%	-	*	-	-	12%	18%	-	13%	9% 12%	13%	-	17%	*	-
	EL	7%	4%	9%	-	9%	-	-	*	-	-	8%	*	*	9%	9% 11%	7%	-	-	-	-
	Male	16%	8%	11%	5%	12%	*	-	*	-	-	11%	17%	0%	12%	11% 11%	-	-	*	-	-
	Female	22%	11%	13%	15%	11%	*	-	*	-	-	12%	17%	*	13%	7% -	13%	-	*	*	-
Mathematic	s All	23%	15%	13%	10%	13%	50%	-	*	-	-	14%	8%	16%	13%	11% 14%	13%	-	*	*	-
	Students																				
	CWD	10%	6%	16%	*	14%	-	-	-	-	-	17%	*	16%	-	* 24%	*	-	-	-	-
	CWOD		15%	13%	9%	13%	50%	-	*	-	-	13%	9%	-	13%		13%	-	*	*	-
	EL	13%	9%	11%	-	10%	-	-	*	-	-	10%	*	*	11%	11% 12%	9%	-	-	-	-
	Male	23%	14%	14%	7%	15%	*	-	*	-	-	14%	17%	24%		12% 14%	-	-	*	-	-
	Female		15%	13%	13%	12%	*	-	*	-	-	13%	0%	*	13%		13%	-	*	*	-

'\*' 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.

	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	67	67	*	-	*	-	-	68	63	64
CWD	63	*	60	-	-	-	-	-	64	63	*
CWOD	69	67	68	*	-	*	-	-	69	-	66
EL	64	-	64	-	-	-	-	-	65	*	64
Male	71	69	71	*	-	-	-	-	72	60	65
Female	66	64	64	*	-	*	-	-	65	*	63
Mathematics											
All Students	60	78	53	*	-	*	-	-	59	53	40
CWD	53	*	50	-	-	-	-	-	50	53	*
CWOD	61	81	53	*	-	*	-	-	60	-	41
EL	40	-	40	-	-	-	-	-	39	*	40
Male	63	82	56	*	-	-	-	-	63	65	49
Female	58	74	50	*	-	*	-	-	55	*	30

# Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Grac	luation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

'-' Indicates 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
316	35	11%

## Total EL in Class

2017-18 Federal Report Card Proficiency of EL

- 1\*1 Indicates results are masked due to small numbers to protect student confidentiality. ų,
  - Indicates zero observations reported for this group.

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

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

Student Success (Student Achie			Hispanic e: STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL		
STAAR Component Score	39	32	39	69	-	*	-	-	38	*	34		
School Quality (College, Career,	School Quality (College, Career, and Military Readiness Performance)												
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-		

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

Q. Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

## Part (vi): Goal Meeting Status

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

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

# English Learner Language Proficiency Status

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

'+' 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.

Participation Rate	African Campus American Hispanic Whi	American ite Indian A	-	Two or Pacific More lander Races	Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migran	nt
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		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	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%	-
	Male	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	100%	100%	100%	_	*	-	_	100%	100%	100%	100%	100%	100%	100%	-
riodanig	Students CWD			100%	10070					100%	*	100%	-		100%	100%	
	CWOD	100% 100%	100% 100%	100%	- 100%	-	*	-	-	100%	100%	-	- 100%	100% 100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100 %	100%	- 100%	100%	100 %	100%	100%	-
	Male	100%	- 100%	100%	*	-	*	-	-	100 %	100%	100%	100%	100 %	100%	-	-
	Female	100%	100 %	100%	*	-	*	-	-	100 %	100%	100%	100%	100 %	-	- 100%	-
Mathematics					100%	-	*	-	-								-
Mathematics	Students	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%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participatio	Female on Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Subjects	All Students	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	_
	Male	0%	0%	0%	*	_	*	-	-	0%	0%	0%	0%	0%	0%	-	_
	Female	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All	_	_	_	_	_	_	_	_	_	_			_	-	_	
COICHUC	Students CWD	-	-		-	-	-	-	-	-	-	-	-		-	-	_
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	i cilidic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* 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.

There is no data for this campus.

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

There is no data for this campus.

https://rptsvr1.tea.texas.gov/cgi/sas/broker?\_service=marykay&year4=2018&year2=18&\_debug=0&single=N&title=2017-18+Federal+Report+Card&\_... 6/9

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

# High Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 12.0	Percent 24.2%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.3	9.4%

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

## Source: TEA Division of Research and Analysis

## Part (x): Per-pupil Expenditure

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

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

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

# Part (xi): STAAR Alternate 2 Participation

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

Oracita d	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%	66	1%	*	*
Mathematics	6,020	1%	66	1%	*	*
Grade 4 Reading	6,061	1%	70	1%	*	*
Mathematics	6,056	1%	70	1%	*	*
Grade 5 Reading	6,162	2%	68	1%		-
Mathematics	6,160	1%	68	1%	-	-
Science	6,164	1%	68	1%	-	-
Grade 6 Reading	5,678	1%	63	1%		-
Mathematics	5,677	1%	63	1%	-	-
Grade 7 Reading	5,298	1%	59	1%		-
Mathematics	5,294	1%	59	1%	-	-
Grade 8 Reading	5,088	1%	62	1%		-
Mathematics	5,087	2%	62	1%	-	-
Science	5,087	1%	62	1%	-	-
End of Course English I	4,868	1%	66	1%		-
English II	4,556	1%	58	1%	-	-
Algebra I	4,884	1%	63	1%	-	-
Biology	4,861	1%	66	1%	-	-
All Grades All Subjects	99,020	1%	1,159	1%	10	2%
Reading	43,730	1%	512	1%	5	2%
Mathematics	39,178	1%	451	1%	5	2%

	State	State	District		Campus	Campus	
	Number of ALT2	Rate of ALT2	Number of ALT2	District Rate of ALT2	Number of AL12	Rate of ALT2	
Э	16,112	1%	196	1%	-	-	

#### 1\*1 Indicates results are masked due to small numbers to protect student confidentiality.

 $\mathbf{v}$ Indicates zero observations reported for this group.

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

Science

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 Participation Rates for Students with Disabilities and Limited English Proficient Students

			% Belo	w Basic	% At or Ab	ove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	5	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 Disady	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	20	20	11 11	8	1	2
		English Language Learners	03	00	25	25	11	0	I	I
	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
0.000	riodaling	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	42	31	36	5	6
		Econ Disadv	38	35	42	40	16	20	5	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
			62	68	29 33	29 27	5	9 5		-
		English Language Learners	02	66	33	21	Э	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

<b>Grade</b> Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	<b>%</b> 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

# 1/8/2019

# 2017-18 Federal Report Card

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

December 2018