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

Campus Name: PERKINS MIDDLE Campus ID: 031901046 District Name: BROWNSVILLE 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander			Special Educ	EL (Current and Former)
Academic Performance (At Meets		Baseline 2016-17											
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22 2022-23 through 2026-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		27 2027-28 through 2031-	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27 2027-28 through 2031-	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031-											44%
One desertion Detect Vene Law eltertion		32											46%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		22 2022-23 through 2026-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		27 2027-28 through 2031-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		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
- e. Chaddation Hade: 1 dead of addation 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%
_	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);

<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											
					A 5-1			•	_	D161-	or	-	Non								- - 4	_
		State	District	Campus	African Americai	nHispanio	White	America: Indian		Pacific Islander					CWO	EL.	Male	Female	Migran	tHomeless	Foster Care	
STAAR Percen	t at Appro	aches	s Grade	Level or	Above																	
Grade 6																						
Reading	All Students	68%	64%	55%	-	55%	*	-	-	-	-	54%	*	25%	61%	40%	47%	64%	*	*	-	-
	CWD	35%	31%	25%	-	25%	-	-	-	-	-	25%	-	25%	-	*	31%	*	-	*	-	-
	CWOD	71%	69%	61%	-	61%	*	-	-	-	-	61%	*	-	61%	48%	53%	70%	*	*	-	-
	EL	42%	38%	40%	-	40%	-	-	-	-	-	40%	-	*	48%		31%	53%	*	*	-	-
	Male	63%	59%	47%	_	48%	*	_	_	_	_	47%	*	31%				-	*	*	_	_
	Female		70%	64%	-	64%	-	-	-	-	-	64%	-	*	70%			64%	*	*	-	-
Mathematic	s All Students	76%	76%	76%	-	77%	*	-	-	-	-	76%	*	43%	83%	66%	74%	79%	*	70%	-	-
	CWD	50%	48%	43%	_	43%	_	_	_	_	_	43%	_	43%	_	*	50%	*	_	*	_	_
	CWOD		80%	83%	_	84%	*	_	_	_	_	83%	*	-		74%	82%	85%	*	*	_	_
	EL	61%	61%	66%	_	66%	_	_	_	_	_	66%	_	*	74%		65%	68%	*	*	_	_
	Male	76%	75%	74%		75%	*					74%	*	50%				-	*	100%		
	Female		77%	79%	_	79%		_	_	_	-	79%		*	85%			79%	*	*	_	_
	remaie	11/0	11/0	13/0	-	1970	-	-	-	-	-	1970	-		05 /0	00 /0	-	1970			-	-
Grade 7	A 12	700/	700/	760/	_	700/						700/	_	0001	770/	4701	0001	700/	+	070/	_	
Reading	All Students	73%	70%	70%	*	70%	-	-	-	-	-	70%	*	36%	77%	47%	63%	78%	•.	67%	*	-
	CWD	37%	32%	36%	-	36%	-	-	-	-	-	36%	-	36%	-	*	46%	*	-	*	-	-
	CWOD	77%	75%	77%	*	77%	-	-	-	-	-	77%	*	-	77%	49%	67%	86%	*	86%	*	-
	EL	44%	40%	47%	*	46%	-	-	-	-	-	48%	*	*	49%	47%	36%	62%	-	*	-	-
	Male	69%	64%	63%	-	63%	-	-	_	_	-	63%	*	46%	67%	36%	63%	-	*	*	-	_
	Female		75%	78%	*	78%	-	-	-	-	-	77%	*	*	86%			78%	-	*	*	-
Mathematic	s All	71%	68%	67%	*	67%	-	-	-	-	-	67%	*	46%	71%	48%	62%	72%	*	89%	*	-
	Students																					
	CWD	42%	39%	46%	-	46%	-	-	-	-	-	46%	-	46%	-	*	42%	53%	-	*	-	-
	CWOD	75%	73%	71%	*	71%	-	-	-	-	_	71%	*	-	71%	51%	67%	74%	*	86%	*	-
	EL	52%	46%	48%	*	47%	-	-	-	-	-	48%	*	*	51%	48%	47%	49%	-	*	-	-
	Male	69%	66%	62%	_	62%	_	_	_	_	_	63%	*	42%				_	*	*	_	_
	Female		71%	72%	*	71%	-	-	-	-	-	71%	*	53%				72%	-	*	*	-
Grade 8																						
	All	85%	84%	78%	*	78%	*					78%	*	50%	84%	220/	750/	82%	*	71%		
Reading	Students	05/6	04 /0	10/0		1070		-	-	-	-	10/0		30 /6	04 /0	JJ /0	15/6	02 /0		/ 1 /0	-	-
	CWD	49%	56%	50%	-	50%	-	-	_	_	-	50%	-	50%	-	*	44%	59%	*	*	-	_
	CWOD		88%	84%	*	84%	*	-	_	_	-	84%	*	-	84%	38%	82%	86%	*	*	-	_
	EL	58%	52%	33%	_	34%	*	_	_	_	_	32%	*	*			27%	41%	*	*	_	_
	Male	82%	81%	75%	*	75%	*	_	_	_	_	75%	_	44%				-	*	*	_	_
	Female		87%	82%	-	82%	-	-	-	-	-	81%	*	59%				82%	*	*	-	-
Mathematic	s All	85%	87%	87%	_	87%	*	_	_	_	_	87%	*	64%				90%	*	86%	_	_
Matromato	Students																					
	CWD	53%	63%	64%	-	64%	-	-	-	-	-	64%	-	64%			63%	65%	*	*	-	-
	CWOD		92%	94%	-	94%	*	-	-	-	-	94%	*	-			92%	96%	*	100%	-	-
	EL	73%	81%	75%	-	75%	*	-	-	-	-	75%	*	*	82%	75%	67%	86%	*	*	-	-
	Male	82%	85%	85%	-	85%	*	-	-	-	-	85%	-	63%				-	*	100%	-	-
	Female	87%	88%	90%	-	90%	-	-	-	-	-	90%	*	65%	96%	86%	-	90%	*	*	-	-
Science	All	75%	72%	66%	*	65%	*	-	-	-	-	66%	*	42%	71%	38%	65%	67%	*	63%	-	-
	Students	200/	400/	420/		420/						420/		420/		*	460/	250/	*	*		
	CWD		40%	42% 71%	*	42% 71%	*	-	-	-	-	42% 71%	*	42%			46%		*	*	-	-
	CWOD		76%	71%	-	71%		-	-	-	-	71%		-	71%				+		-	-
	EL.	46%	43%	38%	-	37%		-	-	-	-	37%		400/			38%		_	_	-	-
	Male		71%	65% 67%	•	64%	^	-	-	-	-	65%	-	46%					*	*	-	-
	Female	70%	12%	67%	-	67%	-	-	-	-	-	66%	-	35%	72%	J9%	-	67%		-	-	-
End of Course	е																					
Algebra I	All Students	82%	90%	100%	*	100%	-	-	-	-	-	100%	*	-	100%	*	100%	100%	*	*	-	-
	CWD	47%	59%		_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD		95%	100%	*	100%	-	_	_	_	_	100%	*	_	100%	*	100%	100%	*	*	-	_
	EL	67%	83%	*	_	*	_	_	_	_	_	*	_	_	*	*	-	*	_	_	_	_
	Male	78%	87%	100%	*	100%	_	_	_	_	_	100%	_	_	100%	_	100%		*	_	_	_
	Female			100%	_	100%	_	_	_	_	_	100%	*	_	100%		-	100%	_	*	_	_
	i emale	01/0	J∠ /0	100 /0	-	100 /0	-	-	-	-	-	100 /0		-	100 /0		-	100/0	-		-	-

STAAR Percent at Meets Grade Level or Above

											Two										
					African			America	n	Pacific	or More	Econ	Non Econ							Foster	r
					American							Disadv	/Disad	vCWD				Migrant	Homeless		
Reading	All Students	38%	31%	26%	-	26%	*	-	-	-	-	26%	*	17%	28%	14% 25%	28%	*	*	-	-
`	CWD	22%	18%	17%	-	17%	-	-	-	-	-	17%	-	17%	-	* 21%	*	-	*	-	-
	CWOD		34%	28%	-	28%	*	-	-	-	-	28%	*	-		17% 26%		*	*	-	-
	EL Male	14% 34%	9% 27%	14% 25%	-	14% 25%	- *	-	-	-	-	14% 24%	*	21%		14% 13% 13% 25%		*	*	-	-
	Male Female		36%	28%	-	28%	-	-	-	-	-	28%	-	Z I 70 *		16% -	28%	*	*	-	-
Mathematics	All	43%	38%	31%	_	31%	*	_	_	_	_	30%	*	19%	33%	16% 28%	35%	*	30%	_	_
	Students														0070				0070		
	CWD	23%	21%	19%	-	19%	-	-	-	-	-	19%	-	19%	-	* 23%		-	*	-	-
	CWOD EL	46% 24%	41% 18%	33% 16%	-	34% 16%	_	-	-	-	-	33% 16%	_	*		19% 29% 16% 17%		*	*	-	-
	Male	44%	39%	28%	_	28%	*	_	_	_	-	27%	*	23%		17% 28%		*	20%	_	_
	Female	42%	38%	35%	-	35%	-	-	-	-	-	35%	-	*	38%	16% -	35%	*	*	-	-
Grade 7																					
Reading	All	47%	40%	39%	*	39%	-	-	-	-	-	39%	*	28%	41%	11% 32%	45%	*	11%	*	-
,	Students CWD	23%	21%	28%	_	28%	_	_	_	_	_	28%	_	28%	_	* 33%	*	_	*	_	_
	CWOD		43%	41%	*	41%	-	-	-	-	-	41%	*	-	41%	12% 32%		*	14%	*	-
	EL	16%	9%	11%	*	10%	-	-	-	-	-	11%	*	*		11% 6%	18%	-	*	-	-
	Male	42%	36%	32%	- *	32%	-	-	-	-	-	33%	*	33%	32%	6% 32% 18% -		*	*	- *	-
	Female	: 55%	45%	45%		45%	-	-	-	-	-	45%			49%	18% -	45%	-			-
Mathematics	All Students	39%	35%	31%	*	31%	-	-	-	-	-	32%	*	31%	32%	12% 27%	35%	*	33%	*	-
•	CWD	20%	20%	31%	-	31%	-	-	-	-	-	31%	-	31%	-	* 38%	20%	-	*	-	-
	CWOD	41%	37%	32%	*	31%	-	-	-	-	-	32%	*	-		14% 24%	38%	*	29%	*	-
	EL	17%	11%	12%	*	11%	-	-	-	-	-	12%	*	*		12% 13%		-	*	-	-
	Male Female	38%	33% 37%	27% 35%	*	27% 35%	-	-	-	-	-	28% 35%	*	38% 20%	38%	13% 27% 11% -	35%	_	*	*	-
	i ciliale	7070	37 /0	3376		33 /0	_	_	_	_	_	33 /0		2070	30 /0	1170 -	3370	_			_
Grade 8 Reading	All	48%	45%	34%	*	34%	*	_	_	_	_	34%	*	29%	35%	0% 32%	36%	*	29%	_	_
	Students	4070	4070	3470		O+70						O+ 70		2570	00 /0	070 0270	3070		2370		
	CWD	23%		29%	-	29%	-	-	-	-	-	29%	-	29%	-	* 28%		*	*	-	-
	CWOD		47%	35%	*	35%	*	-	-	-	-	35%	*	- *	35%	0% 33%		*	*	-	-
	EL Male	13% 44%	6% 42%	0% 32%	*	0% 32%	*	-	-	-	-	0% 32%	_	28%	0% 33%	0% 0% 0% 32%	0% -	*	*	-	-
	Female		47%	36%	-	36%	-	-	-	-	-	36%	*	29%	38%	0% 027	36%	*	*	-	-
		500 /	400/	4=0/		400/	_					470/	_	000/	400/	050/ 400/	400/	_	==0/		
Mathematics	All Students	50%	46%	47%	-	48%	•	-	-	-	-	47%	•	39%	49%	25% 46%	48%	•	57%	-	-
	CWD	25%	31%	39%	-	39%	-	-	-	-	-	39%	-	39%	-	* 41%	35%	*	*	-	-
	CWOD		50%	49%	-	50%	*	-	-	-	-	49%	*	-		27% 48%		*	60%	-	-
	EL Male	30% 48%	32% 45%	25% 46%	-	25% 47%	*	-	-	-	-	24% 46%	•	41%		25% 27% 27% 46%		*	60%	-	-
	Female		48%	48%	-	48%	_	-	_	_	-	48%	*	35%	51%		48%	*	*	-	-
Caiamaa	AII	E00/	450/	250/	*	250/	*					250/	*	250/	250/	60/ 040/	270/	*	200/		
Science	All Students	50%	45%	35%		35%		-	-	-	-	35%		35%	35%	6% 34%	37%		38%	-	-
	CWD	23%		35%	-	35%	-	-	-	-	-	35%	-	35%	-	* 38%		*	*	-	-
	CWOD			35%	*	35%	*	-	-	-	-	35%	*	-	35%	7% 33%		*	*	-	-
	EL Male	19% 51%	16% 47%	6% 34%	*	6% 33%	*	-	-	-	-	6% 34%	_	38%	7% 33%	6% 3% 3% 34%	9%	*	*	-	-
	Female		44%	37%	-	37%	_	-	-	-	_	37%	*	29%	38%	9% -	37%	*	*	_	-
E + 60																					
End of Course Algebra I	All	53%	70%	100%	*	100%	_	_	_	_	_	100%	*	_	100%	* 100%	5 100%	*	*	_	_
	Students																				
	CWD CWOD	19%	32% 76%	- 100%	*	- 100%	-	-	-	-	-	- 100%	- *	-	- 100%	 * 100%	- 5 100%	-	-	-	-
	EL	29%	46%	*	_	*	-	-	-	-	-	*	_	-	*	* -	*	_	_	-	-
	Male	49%	66%	100%	*	100%	-	-	-	-	-	100%	-	-	100%	- 100%	, -	*	-	-	-
	Female	58%	75%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	* -	100%	-	*	-	-
TAAR Percent	at Maata	C	ada I av	, a l																	
Grade 6	at Maste	is Gra	iue Lev	eı																	
Reading	All	18%	14%	10%	-	10%	*	-	-	-	-	9%	*	8%	10%	4% 10%	9%	*	*	-	-
,	Students CWD	8%	6%	8%	_	8%	_	_	_	_	_	8%	_	8%	_	* 10%	*		*	_	_
	CWOD		15%	10%	_	10%	*	_	_	_	_	10%	*	-	10%	5% 10%		*	*	_	_
	EL	4%	2%	4%	-	4%	-	-	-	-	-	4%	-	*	5%	4% 2%	6%	*	*	-	-
	Male	15%	10%	10%	-	10%	*	-	-	-	-	10%	*	10%	10%	2% 10%		*	*	-	-
	Female	: ∠∠%	18%	9%	-	9%	-	-	-	-	-	9%	-		10%	6% -	9%	-		-	-
Mathematics		18%	14%	8%	-	8%	*	-	-	-	-	8%	*	11%	7%	2% 8%	7%	*	20%	-	-
;	Students CWD	9%	7%	11%	_	11%	_	_	_	_	_	11%	_	11%	_	* 13%	*	_	*	_	_
	CWD		15%	7%	-	7%	*	-	-	-	_	7%	*	-	7%	3% 7%	7%	*	*	-	-
	EL	6%	3%	2%	-	2%	-	-	-	-	-	2%	-	*	3%	2% 2%	3%	*	*	-	-
	Male	18%	14%	8%	-	8%	*	-	-	-	-	8%	*	13%	7%	2% 8%	-	*	20%	-	-
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	CWD	7%	9%	16%	_	16%	_	_	_	_	-	16%	_	16%	_	*	19%	12%	*	*	_	_
	CWD		20%	14%	*	14%	*	-	-	_	-	13%	*	10 /0	14%	0%		13%	*	*	-	_
	EL	5%	6%	0%	_	0%	*	_	_	_	_	0%	*	*	0%	0%		0%	*	*	_	_
	Male	23%	21%	16%	*	16%	*	_	_	_	_	16%	_	19%	15%	0%		-	*	*	_	_
	Female		16%	13%	_	13%	_	_	_	_	_	12%	*	12%	13%	0%		13%	*	*	_	_
	· cinale	/0	10/0	. 0 /0		10/0						12/0		. 2 /0	10 /0	J /0		10/0				

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

Part (iii): Academic Growth and Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Academic Growth Score											
Reading											
All Students	64	*	64	*	-	-	-	-	64	58	60
CWD	58	-	58	-	-	-	-	-	58	58	41
CWOD	66	*	65	*	-	-	-	-	66	-	64
EL	60	*	60	*	-	-	-	-	60	41	60
Male	60	*	60	*	-	-	-	-	60	52	54
Female	69	*	69	-	-	-	-	-	69	69	68
Mathematics											
All Students	66	*	66	*	-	-	-	-	66	62	59
CWD	62	-	62	-	-	-	-	-	62	62	46
CWOD	67	*	66	*	-	-	-	-	67	-	61
EL	59	*	58	*	_	-	-	-	59	46	59
Male	63	*	63	*	_	_	_	_	64	58	55

Indicates zero observations reported for this group.

ΔII African Pacific Two or More American **Econ** Students American Hispanic White CWD EL Indian Disadv Asian Islander Races Female 69 69 68 69 63

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 Gra	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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
211	10	5%

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

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 Achi	All Students evement Dom		•	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	41	*	41	*	-	-	-	-	41	29	22
School Quality (College, Caree	r, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	_	-	_	-	_	-	-	-	-	_

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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	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						Υ	Υ	N
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		Υ						Υ	Υ	N
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	N		N						N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022)	42%
Target Met	Υ
Interim Goals (2023-2027)	44%

Indicates there are no students in the group.

Indicates zero observations reported for this group.

Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											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.

		Campus	African	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Fomalo	Migrant
Participation Rat	е	Campus	American	пізрапіс	wille	iliulali	Asiaii	isianuei	Naces	Disauv	Disauv	CVVD	CWOD	- LL	Wate	remale	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%	*
	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%
Reading	All Students	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	*
	CWOD	100%	_	100%	_	-	-	-	-	100%	100%	-	100%	99%	100%	100%	100%
	EL	100%		100%		-	-	-	-	100%	*	100%	99%	100%	100%	99%	4000/
	Male	100%		100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	4000/	100%
	Female	100%	•	100%	-	-	-	-	-	100%	•	100%	100%	99%	-	100%	•
Mathematics	All Students	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	-	100%
	Female	100%	*	100%	-	-	-	-	-	100%	*	100%	100%	100%	-	100%	*
Science	All Students	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%	-	*
	Female	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	-	100%	*
Non-Participation	n 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%	*
	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%	0%
Reading	All Students	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	1%	0%	0%	0%
	EL	0%	*	0%	*	-	-	-	-	0%	*	0%	1%	0%	0%	1%	*
	Male	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	-	0%
	Female	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	1%	-	0%	*
Mathematics	All Students	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	-	0%
	Female	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	-	0%	*
Science	All Students	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%	-	*
	Female	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	-	0%	*

Two or Pacific More Non African American Econ Econ Asian Islander Races Disadv Disadv CWD CWOD Campus American Hispanic White Indian EL Male Female Migrant

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.

		Takal	African			Indian or		D. J. I.	Two or		Students	Students with
		Total	African American	Hisnanic	White	Alaska Native	Asian	Pacific Islander	More Races	EL	with Disabilities	Disabilities (Section 504)
Students Without Disabilities		Students	American	ilispailic	Wille	Native	Asiaii	isianuei	Naces		Disabilities	(Section 304)
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	5	*	5	*	*	*	*	*	*		
	Total	7	*	7	*	*	*	*	*	*		
Out-of-School Suspensions												
·	Male	43	*	43	*	*	*	*	*	10		
	Female	40	*	40	*	*	*	*	*	10		
	Total	83	*	83	*	*	*	*	*	20		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	16	*	16	*	*	*	*	*	*		*
	Female	13	*	13	*	*	*	*	*	*		*
	Total	29	*	29	*	*	*	*	*	8		8
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	44	*	44	*	*	*	*	*	14	11	5
	Female	44	*	44	*	*	*	*	*	11	11	*
	Total	88	*	88	*	*	*	*	*	25	22	7

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	66
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	13

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

Incidents of possession of a firearm or explosive device Allegations of Harassment or bullying On the basis of sex On the basis of race On the basis of disability

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

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	_	_	_	_	-	_	-	_	_	_
	Female	_	_	_	_	-	_	-	_	_	_
	Total	-	-	-	_	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	_	-	-	-	-	-	-
	Female	-	-	-	_	-	-	-	-	-	-
	Total	-	-	-	_	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	_	-	-	-	-	-	-
	Female	-	-	-	-	-	-	_	-	-	-
	Total	_	-	_	_	_	_	-	_	_	_

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

When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

... Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

High Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.0	Percent 3.5%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the	5.0	9.3%

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,019	1%	62	2%	-	-
Mathematics	6,020	1%	61	2%	-	-
Grade 4						
Reading	6,061	1%	78	2%	-	-
Mathematics	6,056	1%	78	2%	-	-
Grado 5						

Total

Reading	State Number of ALT2 6,162	State Rate of ALT2 2%	District Number of ALT2 50	District Rate of ALT2 2%	Campus Number of ALT2 -	Campus Rate of ALT2 -
Mathematics	6,160	1%	49	2%	-	-
Science	6,164	1%	50	2%	-	-
Grade 6 Reading	5,678	1%	57	2%	5	2%
Mathematics	5,677	1%	58	2%	5	2%
Grade 7 Reading	5,298	1%	62	2%	10	4%
Mathematics	5,294	1%	62	2%	10	4%
Grade 8 Reading	5,088	1%	67	2%	10	4%
Mathematics	5,087	2%	66	3%	10	5%
Science	5,087	1%	67	2%	10	4%
End of Course English I	4,868	1%	52	1%	-	-
English II	4,556	1%	54	1%	-	-
Algebra I	4,884	1%	52	1%	-	-
Biology	4,861	1%	50	1%	-	-
All Grades All Subjects	99,020	1%	1,075	2%	60	4%
Reading	43,730	1%	482	2%	25	4%
Mathematics	39,178	1%	426	2%	25	4%
Science	16,112	1%	167	2%	10	4%

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Ab	ove 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	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a

Indicates zero observations reported for this group.

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 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.

Source: TEA Division of Student Assessment

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

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

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