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

Campus Name: DUBLIN EL Campus ID: 072902101 District Name: DUBLIN 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

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			American		Pacific		Econ	Special	
Academic Performance (At Meets		Baseline 2016-17	Students	s American I	tispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Grade Level or Above)	Reading/ELA	Rales 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22 2022-23 lhrough 2026-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		27 2027-28 lhrough 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 2032-33 Baseline 2016-17	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
EL Progress		Rates 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031-											44%
Graduation Rate:4-Year Longitudinal		32 Baseline 2016-17											46%
Rate		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 d. ELP Indicator: English Learner Language Proficiency Status
- 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 melhodology 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

student group achievement is monitored annually inrough the closing tine 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. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement that it is considered as a consistent of the consecutive years is identified for comprehensive support and improvement that it is business which is bound as a shadless of the provision of the score of the support and improvement that 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);

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 (Slate of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year, These results include all students tested, regardless of whether they were in the accountability subset,

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		State	District	Campus	African American	Hispani		merica Indian		Pacific Islander	More	Econ Disade	Econ Disade	CWD	cwor) EL	Male	Female	Migrar	ntHomel	Fos	ter re Mi
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	CWD	51%	•	•			*	(40)		84			*	•	100			•	0.0	24	1 1	
	CWOD		95%	95%	(*)	96%	93%	3.0	3	19		92%	100%		95%		97%	93%	100	+3	1.6	
	EL	70%	96%	96%	250	96%	19-	2.0		23		95%	*	•	96%		100%	94%	3.7	*:	15	
	Male	74%	94%	94%		95%	91%		3			91%	100%	•	97%	100%			-	7	1.5	
	Female	9 / 9%	93%	93%	-	96%	89%	-4	-		101	91%	100%		93%	94%	-	93%	-	20		
Mathematics	All Students	77%	97%	97%	307	98%	97%	30	30	29	•	98%	96%	•	99%	100%	94%	100%	39	•	16	
	CWD	52%	*	•	27		1.00				0.00	963	0.00	×			*	*				
	CWOD		99%	99%		98%	100%		9	-	200	100%	95%	-	99%	100%	97%	100%	- 12		- 12	
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	Male	77%	94%	94%	307	95%	91%	-	-	56		95%	91%			100%		-	54	100	116	
	Female			100%	35	100%	100%	:31	3	2	•	100%	100%	•	100%			100%	99	ŧ	(*	
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Grade 3					-						1000			-								
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	CWD	28%	*		121			72	2	12			0.0		22				16	3.		
	CWOD		58%	58%	-	52%	67%		į.	5	-	49%	77%		58%	58%	65%	52%	- 6		12	
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	Male	40%	61%	61%	341	59%	64%	1.5	*		30	50%	82%		65%	67%		30 %				
	Female		56%	56%	2.5	44%	68%	57	*		•	47%	77%	•	52%	50%	-	56%	2	193		
Mathematics	All Students	46%	73%	73%	-	72%	77%	32	•	2	: :	67%	88%	*	75%	84%	67%	78%	==	100	12	
	CWD	30%										*				*	*					
	CWOD		75%	75%	1	74%	78%	3.0	-			71%			750/	88%	710/	709/	-		1.0	
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	Male	47%	67%	67%	-	59%	82%	-	-	-	-	59%	82%		88% 71%	67%	67%	94%	3	18	02	
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Mathematics AR Percent I Grades All Subjects	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female at Appro All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	24% 9% 26% 15% 22% 22% 12% 22% 12% 24% 17% 23% 21% 45% 80% 60% 77% 45% 73%	ade Lev 36%	36% . 38% 28% 33% 38% 37% . 40% 40% 40% 96% 80% 97% 98% 94% 97%		28% 28% 28% 23% 32% 38% 40% 52% 97% 97% 98% 95% 98%	50% 56% 55% 47% 37% 41% 55% 26% 93% • 96% 91% 95%				•	30% 31% 29% 23% 34% 39% 41% 48% 32% 44% 94% 96% 98% 93% 95%	50% 55% 46% 33% 36% 31% 98% 100%	80% 80%	38% 38% 38% 40% 40% 40% 42% 35% 43% 97% 98% 98% 96%	28%	35% 11% 33% - 33% * 35% 22% 33% - 94% • 97% 100% 94%	38% 40% 38% 40% 43% 50% 40% 97% 97%		· · · · · · · · · · · · · · · · · · ·	72	
Mathematics AR Percent I Grades All Subjects	All Students CWD EL Male Female All Students CWD CWOD EL Male Female at Appro All Students CWD CWOD EL Male Female All Students CWD CWD EL Male Female Students CWD CWD EL Male Female CWD CWD EL Male Female	24% 9% 26% 15% 22% 12% 24% 17% 23% 21% bache 77% 45% 60% 74% 79% 73% 39%	ade Lev 36% 38% 28% 33% 38% 37% 40% 40% 40% 853% 66% 78% 86% 79% 41%	36% . 38% 28% 33% 38% 37% . 40% 40% 40% 96% 80% 97% 94% 94%		28% 28% 28% 23% 32% 38% 40% 40% 52% 97% 97% 98% 95% 98%	50% 56% 55% 47% 37% 41% 55% 26% 93% 96% 91% 95% 90%				•	30% 	50% . 55% 46% 33% . 36% 31% 98% 100% 100% .	80% 80%	38%	28%	94% 94%	38% 40% 38% 40% 43% 50% 40% 97% 97% 97% 93%			72	
Mathematics AR Percent I Grades All Subjects	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female at Appro All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female CWD CWOD CWOD EL CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	24% 9% 26% 12% 22% 12% 22% 45% 21% 22% 77% 45% 80% 74% 79% 73% 39% 77%	36%	36% 28% 28% 33% 38% 37% 40% 40% 40% 96% 80% 97% 94% 97% 94% 95%		28% 28% 28% 23% 32% 38% 40% 23% 52% 97% 97% 96%	50% 56% 55% 47% 37% 41% 55% 26% 93% 496% 91% 95% 90%				•	30% 31% 29% 23% 34% 39% 41% 48% 32% 44% 94% 96% 98% 93% 95% 91% 92%	50% 55% 55% 46% 33% 36% 31% 98% 100% 100%	80% 80%	38% 38% 38% 40% 40% 40% 42% 35% 43% 97% 96% 95%	28%	94% 94% 994% 97%	38% 40% 38% 40% 43% 50% 40% 97% 100% 96% 97% 93%			72	
Mathematics AR Percent I Grades All Subjects	All Students CWD EL Male Female All Students CWD EL Male Female at Appro All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female	24% 26% 15% 22% 22% 24% 17% 23% 21% **Parameter of the control of	ade Lev 36%	36% 28% 33% 33% 33% 37% 40% 40% 80 Level or 96% 80% 97% 98% 94% 97%		28% 28% 28% 28% 32% 36% 40% 23% 52% 97% 97% 98% 96% 96%	50% 56% 55% 47% 37% 41% 55% 26% 93% 96% 91% 95% 90% 93%				•	30% 	50% 55% 46% 33% 36% 31% 98% 100% 50% 100% 100%	80% 80%	38% 38% 29% 35% 40% 40% 42% 42% 43% 97% 98% 97% 98% 95%	28%	94% 97% 100%	38% 40% 38% 40% 43% 50% 40% 97% 97% 97% 93%			72	
Mathematics AR Percent I Grades All Subjects	All Students CWD EL Male Female All Students CWD CWOD EL Male Female at Appro All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male All Students CWD CWOD EL Male	24% 9% 26% 15% 22% 12% 24% 17% 23% 21% bache 77% 45% 60% 74% 73% 39% 77% 39% 69%	ade Lev 36% 38% 28% 33% 38% 37% 40% 40% 33% 40% 86% 79% 41% 83% 69% 75%	36% . 38% 28% 33% 38% 37% . 40% 40% 40% 96% 80% 97% 94% 94% 94% 95% 96% 96% 94%	r Above	28% 28% 28% 23% 32% 38% 40% 40% 52% 97% 96% 96% 96% 96%	50% 56% 55% 47% 37% 41% 55% 26% 93% 91% 90% 90% 93% 91%	10 to			•	30% 	50% . 55% . 55% . 46% 33% . 36% . 36% 31% 98% . 100% . 100% . 100% . 100%	80% 80%	38%	28%	94% 97% 100%	38% 40% 38% 40% 43% 50% 40% 97% 97% 93% 93% 93% 94%			72	
Mathematics AR Percent I Grades All Subjects	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female At Appro All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Female Female	24% 9% 26% 15% 22% 12% 24% 17% 23% 21% bache 77% 45% 60% 74% 73% 39% 77% 39% 69%	ade Lev 36%	36% 28% 33% 33% 33% 37% 40% 40% 80 Level or 96% 80% 97% 98% 94% 97%	r Above	28% 28% 28% 28% 32% 36% 40% 23% 52% 97% 97% 98% 96% 96%	50% 56% 55% 47% 37% 41% 55% 26% 93% 96% 91% 95% 90% 93%	10 to			•	30% 	50% 55% 46% 33% 36% 31% 98% 100% 50% 100% 100% 100%	80% 80%	38%	28%	94% 97% 100% 94% 97% 100% 94%	38% . 40% 38% 40% . 43% 50% -40%			72	

					African			Americar		Pacific	Or	Fcor	Non Econ								Foster	
		State	DistrictC	ampus	Americant	lispanie				nislande				CWD	CWOD	EL	Male	FemaleN	MigrantHo	meless		
	CWOD	83%	92%	99%	-	98%	100%		-	-	17	100%	95%	20				100%			-	
	EL	70%		100%	- 2	100%	-	-		- 2	-	100%	*		100%	100%	100%	100%			4	•
	Male	78%	89%	94%	-	95%	91%	-			5	95%	91%	4	97%	100%	94%	-	-		-	
	Female	82%	90%	100%	26	100%	100%	*	180	*	ૻ	100%	100%	•	100%	100%	-	100%	*	-	-	53
AAR Percent	at Meet	s Grad	e Level	or Abo	ve																	
	All	47%	53%	65%	56	62%	72%	2	16	÷		57%	83%	50%	66%	70%	64%	67%		34	-	9
S	Sludents																					
	CWD	23%	28%	50%	15		*	*		55	•	*	*	50%	35			83%	53	33		2
	CWOD		56%	66%	-	63%	72%					60%	82%		66%	73%	68%	65%	-	75	0.00	
	ĖL	26%	36%	70%	34	70%	- 2					69%	75%	*	73%	70%	67%	72%				19
	Male	45%	53%	64%		59%	73%	*	100	· ·		55%	82%	*	68%	67%	64%	2		2	-	- 2
	Female	50%	53%	67%		64%	71%	*		*:	•	59%	85%	83%	65%	72%	-	67%	83	9		33
Reading	All	46%	47%	58%		51%	67%	0		-		48%	79%		58%	56%	61%	56%	_			15
	Students														- 370	- 5 , 0		/-				
	CWD	22%	23%				*		0.00				*				393		3	24		
	CWOD		49%	58%	200	52%	67%	90	100	20	72	49%	77%		58%	58%	65%	52%		1.0		- 3
	EL	21%	24%	56%		56%		-				57%	*		58%		67%	50%			-	- 3
	Male	41%	45%	61%		59%	64%		-		-	50%	82%		65%	67%			-			- 3
	Female		49%	56%	-	44%	68%	2		2		47%	77%		52%	50%	-	56%	3	0	-	- 5
Mathematics	All	48%	59%	73%		72%	77%					67%	88%	•	75%		67%	78%		12		
	Students					1270	17.70					2	0070		1370	0470	07 70	1070				
	CMD	26%	35%		7	*	*	7.5	0.75	20	•	_	•			*	*	*	*		-	
	CWOD		61%	75%	-	74%	78%	-	-	-		71%	86%	-	75%		71%	79%			-	76
	EL	33%	50%	84%		84%		-			-	81%	*	8.5	88%		67%	94%	*	14	-	- 9
	Male	47%	60%	67%	⊗	59%	82%			20		59%	82%		71%	67%	67%			34	-	3
	Female	49%	57%	78%	*	84%	74%	*	100	**	٠	72%	92%	•	79%	94%	-	78%	*:	38	-	0
AAR Percent a	at Maste	ers Gra	ade Leve	el																		
VII Grades						000/	400/					0.407	4001	001	0001	0.407	0001	0001				9
	All Students	21%	22%	37%		33%	43%				12	34%	42%	0%	39%	34%	33%	39%			-	3
0	CWD		400/	0%										001			0.27	004				
		8%	12% 23%	39%	8	34%	48%	*		*	-			0%	-		0.504	0%	-	3	100	- 3
	CWOD											36%	45%	*	39%		35%	42%				- 0
	EL	9%	11%	34%	-	34%	-	-		*		38%	13%		35%	34%		44%			-	- 8
	Male	20%	21%	33%	3	23%	55%	-		*		27%	45%		35%	17%	33%	0001		10	14	
	Female	22%	22%	39%		42%	37%	53	:::	20	•	39%	38%	0%	42%	44%	-	39%	*:		1.5	
	AII Students	19%	17%	36%	¥	28%	50%	=	020	2	*	30%	50%	*	38%	28%	33%	38%	2	9	-	30
Ü	CWD	7%	11%	•	~	*	*	90	(40)				•		140		•		40		54	-
	CWOD		18%	38%	-	28%	56%	**	0.00		-	31%	55%		38%	29%	35%	40%	• 1		200	- 3
	EL	7%	8%	28%	9	28%	- 0070	-			-	29%	*		29%		11%	38%			-	
	Male	16%	16%	33%	-	23%	55%	0	100	8	- 6	23%	55%		35%		33%	30 /0	2	2		
	Female		19%	38%		32%	47%	¥6	920	Ē:	•	34%	46%		40%	38%	3370	38%	2	34	5	
		-										- 170			. 5 , 0			70				
Mathematics S	All students	23%	26%	37%	5	38%	37%	52	858	<u></u>	*	39%	33%	•	40%	40%	33%	40%	50	1.5	Ş e	
J		10%	15%	(*	1	•	*	23	-	27		•	•							-		
	CWOD		28%	40%	-	39%	41%				-	41%	36%		40%	42%	35%	43%		ŝ	- 6	- 8
	EL	13%	16%	40%	0	40%	4170		2.20	-	0	48%	*		42%		22%	50%	-	12	12	- 6
	Male	23%	26%	33%		23%	55%		200	-	-	32%	36%		35%	22%		50%	50			
	Female		26%	40%	-	52%		=	-	=2									70		1.7	
	remale	2470	2070	₩U70	*	JZ70	26%		- 4	*		44%	31%		43%	50%	-	40%	*5	25	125	

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.

There is no data for this campus,

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates.

There is no data for this campus.

Part (iv): English Language Proficiency

 $This section \ provides \ information \ on \ the \ number \ and \ percentage \ of \ English \ learners \ achieving \ English \ language \ proficiency \ language \ language \ proficiency \ langua$

Total EL in Class	Proficiency of EL	Rate of Proficiency
114	27	24%

Total EL in Class	Proficiency of EL	Rate of Proficiency
Indicates results are masked d	lue to small numbers to protect student cor	fidentiality

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Ach	ievement Dor	nain Score	: STAAR C	omponen	it Only)						
STAAR Component Score	66	4	64	69	061	200	*		62	*	67
School Quality (College, Caree	r, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	198	9	*	*	∂€:	145	;÷	(#E	×	£	≨5
* Indicates results are maske Indicates there are no studental n/a Indicates the student group	ents in the gro	up.		udent conf	fidentiality.;						

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	African	PORTES SCHOOL	(BSWeet)	American		Pacific	Two or More	Econ		
NAME OF THE OWNER OWNER OF THE OWNER	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ		Υ	Y					Υ		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ		Υ	Υ					Υ		Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N		Υ
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	Y		Υ	Υ					Υ		Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y	Υ					Υ		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		Υ	Υ					Υ		Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Υ		Υ	Y					Υ		Υ
English Learner Language Prof	iciency Statu	IS									
Interim Goals (2018-2022)											42%
Target Met											Υ
Interim Goals (2023-2027)											44%
Target Met											Υ
Interim Goals (2028-2032)											46%
Target Met											Υ
Long-Term Goals											46%
Target Met											Υ
ederal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	0270	3270	3270	JZ 70	32 70	52 /6	32 /0	32 70	32 /0	32 /0	32 /0
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met Long-Term Goals	0.407	0.40/	0.40/	0.40/	0.40/	0.484	0.407	0.404	0.457	0.404	0.404
Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
ŭ											
STAAR Performance and (Praduation us	e El (Curron	t & Manilar	od) El ⊑-	alieb Lonro	r Langua	no Proficien	Williams El (C)	reant)		
Blank cells above represen							je Proficien	sy uses EL (Ct	rrent)		

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	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	te																
All Subjects	All Students CWD	100% 100%		100%	100% 100%	1945 1985	(3) (3)	×	:	100% 100%	100%	100% 100%	100%	100%	100%	100% 100%	2 2

		0	African	B-19-12-12-12-12-12-12-12-12-12-12-12-12-12-	VAIL **	American	II destruction	Pacific	Two or More	Econ	Non Econ					_	NAME OF TAXABLE PARTY.
	OWOD			Hispanic		Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migran
	CWOD	100%	₹	100%	100%	-	-	-	3	100%	100%	16	100%	100%	100%	100%	
	EL	100%	2.0	100%		38			-	100%	100%	*	100%	100%	100%	100%	(*)
	Male	100%	22	100%	100%	56	-	7€:	-	100%	100%	*	100%	100%	100%	-	
	Female	100%	1	100%	100%		**			100%	100%	100%	100%	100%		100%	385
Reading	All Students	100%	-	100%	100%	84	2	1.5		100%	100%	100%	100%	100%	100%	100%	20
-	CWD	100%	19		*	56		26		*	*	100%	-	*	*	*	
	CWOD	100%	1.0	100%	100%		*		-	100%	100%	7065	100%	100%	100%	100%	200
	EŁ	100%	1.7	100%			-		-	100%	*		100%	100%	100%	100%	226.0
	Male	100%	10	100%	100%		2			100%	100%		100%	100%	100%	-	
	Female	100%	-	100%	100%		2	2	•	100%	100%	(€/	100%	100%	-	100%	
Mathematics	Ali Students	100%		4000/	4000/				12	40004	10001	40004					
Matriematics			*	100%	100%		*) *)	- 2	100%	100%	100%	100%	100%	100%	100%	36
	CWD	100%	- 2			3	ě	**				100%	*	•	*		-
	CWOD	100%	2	100%	100%		*	3	157	100%	100%	2.50	100%	100%	100%	100%	35.0
	EL.	100%		100%	-				2	100%	*		100%	100%	100%	100%	
	Male	100%		100%	100%			0.00		100%	100%	9.83	100%	100%	100%	+	-
	Female	100%		100%	100%	3	*		•	100%	100%	3.5	100%	100%	-3	100%	340
Science	All Students	8	9				-	2.00				-	-		:	*:	:::
	CWD	\$	-	16		2			-	2			-				
	CWOD	*	9	79-1	(40)			523	- 2	2			i i	-	- 2		38
	EL	*		0.00	-		-		-	40	-	12	9	22	120	21	120
	Male	-	-				-		-			1060	-	7.2		-	3.0
	Female	8	2			-	-	000					-	1.7	-	**	
n-Participation		8	8	100	1574		2	383	- 1	**	1.5		*:	37		73	850
All Calcinate	All Objects at	0%		001	001				12								
All Subjects	All Students		*	0%	0%	-			12	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	- 7		0%			-6		0%	*	0%	-	*	*	0%	
	CWOD	0%	3	0%	0%	- 5	*	3.5		0%	0%	-	0%	0%	0%	0%	100
	EL	0%	-	0%	-	8	*			0%	0%	*	0%	0%	0%	0%	1.7%
	Male	0%	-	0%	0%	-	2			0%	0%	*	0%	0%	0%	-	
	Female	0%	*	0%	0%	3		36		0%	0%	0%	0%	0%	-	0%	
Reading	All Students	0%	-	0%	0%					0%	0%	0%	0%	0%	0%	0%	::
Ü	CWD	0%	3	*	*	-			36	*	*	0%	-	*	*	*	371
	CWOD	0%		0%	0%	8			-	0%	0%	-	0%	0%	0%	0%	
	EL	0%	1.00	0%	-	9	25	-20		0%	*	*	0%	0%	0%	0%	- 87
	Male	0%	-	0%	0%	0	20		10	0%	0%	*	0%	0%	0%	-	-
	Female	0%		0%	0%	-	=:	1.00 h	2	0%	0%	*	0%	0%	-	0%	
	A.II. O.I.																
Mathematics	All Students	0%	-	0%	0%		27			0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	-	*	*	1	-0	-		*		0%	-	*	*		-
	CWOD	0%	100	0%	0%	1.0		1800	38	0%	0%	-	0%	0%	0%	0%	- 5
	EL	0%		0%	-	*	70		26	0%	*	*	0%	0%	0%	0%	(30)
	Male	0%		0%	0%	-				0%	0%	*	0%	0%	0%	-	3.90
	Female	0%	2	0%	0%	-	25	(2)		0%	0%	*	0%	0%	-	0%	3.
Science	All Students	J#1						Seri	-	192	-		-		74	121	a :
-	CWD	18.5			-	-						200	-	-		1063	340
	CWOD		3			2		-	-		177		-		17		
	EL		ŝ	37		5	- 6	(5.1	ē	(8)	- 5		-	5	(ē	-	
	Male	1.23	ē	-20	-	ē	1124		g.	-	3		-		-	100	
	Female		-			-	-		~	1 60			-	-	-	-	4

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male			•	•		*		•			
	Female	•	•						•	•		
	Total	*	•				•			•		
Out-of-School Suspensions												
	Male	•							•	•		
	Female			•	•	•		3.0	*	*		
	Total	•	•						•	•		
Expulsions												
With Educational Services	Male		•	(*)		•	*		-			
	Female		•0	3.60				(0)	•			
	Total			:0:			*			•		
Without Educational Services	Male		•	•					*			
	Female	•	•						*			
	Total		*									
Under Zero Tolerance Policies	Male		*				*	79€		*		
	Female		*:	:•::				0. .				
	Tolal		•	•	9							
School-Related Arrests												
TO STATE OF THE ST	Male		¥3	7.00	· ·							
	Female		•	3₩0	•	96	*	996	1.00			
	Total		•:	980	98			O.	(*)			
Referrals to Law Enforcement	10101											
THE PARTY OF THE P	Male	*			•	•	•		*			

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	(Section
	Female				÷			•				
Students With Disabilities	Total				•		•	•	•	•		
In-School Suspensions	Male			2		21		2				
				3	- 5		- 2					8
	Female	- 0	- 3	2	- 5			- 8	- 5			
0.1.1.0.1.0	Total				•			-				•
Out-of-School Suspensions												
	Male		•		•			•				
	Female	- 5		•			•	:	:	•		
Abone varieties and re	Total		•	•	•		•					<u>:</u> €
Expulsions												
With Educational Services	Male	•		•	•		•		•			•
	Female	*	•	·	•			•				
	Total				•			•	:			
Wilhout Educational Services	Male	•	•		•							
	Female			•	•				•	•		
	Total			•	•	•		•	×			
Under Zero Tolerance Policies	Male		()		**			*	·			*
	Female			•	*							•
	Total	•			•			•				•
School-Related Arrests												
	Male			*	•							
	Female				•			•				
	Total	3 . 8		•	•				1.5)(•)		
Referrals to Law Enforcement												
	Male			•				•				•
	Female			¥		3.6			•			
	Total	•								•		
All Students Chronic Absenteeism												
	Male	10		5	5					5		
	Female	16		5	11					5		
	Total	26		10	16	: No.				7		

	Total
ncidents of Violence	
Incidents of rape or attempted rape	•
Incidents of sexual assault (other than rape)	•
Incidents of robbery with a weapon	•
Incidents of robbery with a firearm or explosive device	•
Incidents of robbery without a weapon	
Incidents of physical attack or fight with a weapon	
Incidents of physical attack or fight with a firearm or explosive device	•
Incidents of physical attack or fight without a weapon	•
Incidents of threats of physical allack 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	•
llegations 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.

		Totai students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
_	Male	31		20	11	•				8	
	Female	33	(*)	23	8	*	100		*	17	
	Total	64	6∰3	43	19			0.60	•	25	9.0
Accelerated Coursework											
Advanced Placement Courses	Male	*	1000	-	9.	**	1063	0.00	*		
	Female	+:		-		*8	3.85	0.00	*		
	Total			-	2	-	95			-	1.70
International Baccalaureate Courses	Male	\$			0	23	7720	<u> </u>	兵	-	-
	Female	÷:	190	24	1	2	2.00		2		2
	Total	**	(20)	20	*	•		-	*	9	300
Indicates results are masked due When only one racial/ethnic group Indicates there are no students in Blank cell indicates the student gr	is masked, then the the group	e second sma	allest racial/		is maske	ed (regardless	s of size)				

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and percentage

of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	15.2%
Teachers Teaching with Emergency or Provisional Credentials	0,0	000
Teacher Who Are Not Teaching in the Subject or Field for Which the acher is Certified or Licensed	0,0	170

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 of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	•	*	•	
Mathematics	6,020	1%	300		34	34
Grade 4 Reading	6,061	1%	(*)	*	3#3	G()
Mathematics	6,056	1%	.€ • ♥		. 0	32.0
Grade 5 Reading	6,162	2%		3	a≠0	3
Mathematics	6,160	1%	(#5)	*	£50	
Science	6,164	1%	(*)		12 E	₹¥
Grade 6 Reading	5,678	1%	Y 4 0	*	*	::
Mathematics	5,677	1%	9 5 0		(a)	£
Grade 7 Reading	5,298	1%	(4)	*	æ1	
Mathematics	5,294	1%	:#1		120	12
Grade 8 Reading	5,088	1%	*			
Mathematics	5,087	2%	1 <u>u</u>	2	4	92
Science	5,087	1%		*	*	;∗
End of Course English I	4,868	1%			ä	į.
English II	4,556	1%	•	*	3 ∗	
Algebra I	4,884	1%	•	12		8
Biology	4,861	1%	8	2	5.	==
All Grades All Subjects	99,020	1%	19	1%		ä
Reading	43,730	1%	9	1%		*
Mathematics	39,178	1%	9	1%	*	9
	16,112	1%				

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

	52 U/042 - 37	9		w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
irade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
rade 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 Disady	50	46	32	32	∠9 16	18		
		Students with Disabilities	70	68	20	20			2	3
							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 Disady	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
		Linglish Language Learners	25	47	44	33	23	13	4	12
ade 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	2 1 0
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22		2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
	matromatro	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	35		10	
			0	12				14		4
		Asian	3		19	24	37	32	40	32
		Pacific Islander		36		39		18		6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
	Mostanio de	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
	es reporting standard	ds not met, not applicable for this group.	

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

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