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

Campus Name: DUBLIN H S Campus ID: 072902001 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 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);

è										Two or			EL (Current
			All	African American H	lenanie	White	American Indian	Asian	Pacific Islander		Econ	Special Educ	and Former)
Academic Performance (At Meets		Baseline 2016-17	Ottoonto	Americanii	iapaine	vviiito	mulan	Asian	isianuei	Naces	Disauv	Luic	ronner
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-		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%
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
 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);

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 composers in both reading and mathematics.

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

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	Female	87%	93%	93%	-	94%	89%		*	~	•	92%	*	•	93%	*		93%	*	-	-	
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Il Grades All Subjects Reading Mathematics	Male Female t at Master All Students CWD CWOD EL Male Female CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL MALE CWD	50% 49% 21% 8% 23% 9% 20% 22% 19% 7% 16% 22% 23% 10%	60% 57% ade Lev 22% 12% 23% 11% 22% 17% 11% 18% 8% 16% 19%	17% 13% 18% 17% 18% 17% 14% 12% 13% 16% 18% 17%	0%	14% 7% 14% 13% 15% 11% 20% 93% 13% 15% 8%	25% 22% 25% 26% 24% 22% 17% 23% 26% 23% 29%	6000 · 3000 8000 300 100 100 100 100 100 100 100 100			14% 18% 0% 0% *	15% 13% 15% 1% 16% 14% 12% 12% 13% 3% 11% 14% 18%	92% 24% 13% 24% 0% 22% 27% 20% 18% 24%	13% 13% 9% 23% 12% 12%	18% 18% 19% 16% 15% 24 14% 16%	29% 1% 1% 1% 2% 0% 2% 2% 5% 0%	18% 9% 19% 2% 18% - 13% 6% 14% 5% 13% - 19%	17% 23% 16% 0% 17% 16% 27% 16% 0% 16% 17% 22%				(0.00) 10.00	
Il Grades All Subjects Reading Mathematics	Male Female t at Master All Students CWD CWOD EL Male Female CWD CWOD EL Male Female Female Female CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	50% 49% 49% 21% 8% 23% 9% 19% 7% 20% 7% 22% 16% 22% 10% 22% 10% 25%	60% 57% 22% 12% 23% 11% 212% 22% 17% 11% 219% 26% 15% 26%	17% 13% 18% 1% 18% 17% 14% 12% 15% 2% 13% 16% 18%	0%	14% 7% 14% 13% 15% 11% 2% 9% 13% 15% 8% 16%	25% 22% 25% 26% 24% 22% 17% 23% 20% 26% 23%	6040 - super-proper Section 1992 - reper \$1,0000 - 40 - 10,400			14% 18% 0% 0% *	50% 15% 13% 15% 16% 14% 12% 12% 13% 3% 11% 14% 18%	92% 24% 13% 24% 0% 22% 27% 20% • 18% 24%	13% 13% 9% 23% 12% 12% 17%	18% 18% 19% 19% 15% 24% 14% 16% 18%	29% 1%	18% 9% 19% 2% 18% - 13% 6% 14% 5% 19% 14% 20%	17% 23% 16% 0%		5 m 2 m 3 m 3 m 3 m 3 m 3 m 3 m 3 m 3 m 3		0.00	
Il Grades All Subjects Reading Mathematics	Male Female t at Master All Students CWD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWD EL CUD CWD EL CUD EL CWD CWD EL CWD CWD EL	50% 49% 49% 49% 49% 49% 49% 49% 49% 49% 49	60% 57% 22% 12% 23% 111% 221% 17% 118, 8% 16% 19% 26% 15% 288, 16%	58% rel 17% 13% 18% 1% 18% 17% 14% 12% 15% 2% 16% 18% 17% 18% 0%	0%	14% 7% 14% 13% 15% 11% 10% 11% 2% 13% 15% 8% 16% 0%	25% 22% 25% 26% 24% 22% 17% 23% 20% 26% 29% 29%	6040 · James 20140 · Jack 1990 1990 1990 19 - 3040 40			14% 18% 0% 0% *	15% 13% 15% 16% 14% 12% 12% 13% 3% 11% 14% 18% 18%	92% 24% 13% 24% 0% 22% 27% 20% 18% 24% 18%	13% 13% 9% 23% 12% 12% 6% 27% 17%	18% 18% 19% 16% 15% 24 14% 16% 18%	29% 1% 1% 1% 2% 0% 2% 2% 5% 0% 0%	18% 9% 19% 22% 18% - 13% 6% 14% 53% - 19% 14% 20% 0%	17% 23% 16% 0% 17% 16% 27% 16% 0% 16% 17% 22%		541 9		500 100 30 00 50 00 00 00 00 00 00 00 00 00 00 00	
Il Grades All Subjects Reading Mathematics	Male Female t at Master All Students CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male TWD CWD CWD CWD EL Male CWD CWD CWD EL Male	50% 49% 49% 49% 49% 49% 49% 49% 49% 49% 49	60% 57% 22% 12% 23% 11% 22% 17% 118, 18, 8, 16% 19% 26% 15% 28%	58% rel 17% 18% 1% 18% 17% 14% 12% 2% 13% 16% 18% 17% 18% 19%	0%	14% 7% 14% 1% 13% 15% 11% 10% 2% 9% 13% 15% 8% 16% 0% 13%	25% 22% 25% 26% 24% 22% 20% 23% 29% 22% 27%	6040 - June 8000 - July 1000 - Sec. 1000 -			14% 18% 0% 0% *	50% 15% 13% 15% 16% 14% 12% 12% 13% 3% 14% 14% 18% 15% 18% 0% 20%	92% 24% 13% 24% 0% 27% 20% 18% 24% 17% 18%	13% 13% 9% 23% 12% 12% 17% 17% 17%	18% 18% 19% 16% 15% 15% 14% 16% 18% 0% 20%	29% 1% 1% 1% 2% 0% 2% 5% 0% 0% 0% 0%	18% 9% 19% 2% 18% - 13% 6% 14% 5% 13% - 19%	17% 23% 16% 0% 17% 16% 27% 16% 0% 16% 17%		541 10		505 30 30 30 40 50 40 40 50 50 30 40 50 50 50 50 50 50 50 50 50 50 50 50 50	
Il Grades All Subjects Reading Mathematics	Male Female t at Master All Students CWD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWD EL Male Female Female Female Female	50% 49% 21% 8% 23% 9% 20% 7% 16% 22% 13% 43% 23% 23% 24%	60% 57% ade Lev 22% 12% 23% 11% 221% 22% 17% 11% 8% 16% 19% 26% 15% 26% 16% 26%	17% 13% 18% 1% 18% 17% 14% 12% 15% 2% 16% 18% 17% 18% 10% 17%	0%	14% 7% 14% 13% 15% 11% 10% 11% 2% 13% 15% 8% 16% 0% 13% 18%	25% 22% 25% 26% 24% 22% 17% 20% 23% 29% 22% 27% 17%	6046 - Sudo ACRAM SAC LINES N. 6040 - 4040 ACRAM			14% 18% 0% 0% *	15% 15% 15% 15% 16% 14% 12% 12% 13% 3% 14% 18% 18% 16% 16%	92% 24% 13% 24% 0% 22% 27% 20% 18% 24% 18% 17% 16% 21%	13% 13% 23% 12% 12% 17% 17% 17%	60% 18% 18% 19% 16% 15% 2% 14% 16% 18% 20% 16%	29% 1% 1% 1% 2% 0% 2% 5% 0% 0% 0% 0% 0% 0%	18% 9% 19% 2% 18% - 13% 6% 14% 5% 13% - 19% 14% 20% 0% 19%	17% 23% 16% 0% 17% 16% 27% 16% 0% 17% 16% 17% 17%					
Il Grades All Subjects Reading Mathematics Science	Male Female t at Master All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students	50% 49% 21% 8% 23% 9% 20% 22% 19% 22% 10% 22% 23% 24% 22%	60% 57% 22% 12% 23% 11% 22% 17% 11% 88% 16% 19% 26% 26% 26% 26% 24%	17% 13% 18% 1% 18% 17% 14% 12% 15% 2% 13% 16% 18% 17% 18% 0% 19% 17% 23%	0%	14% 7% 14% 13% 15% 11% 2% 13% 15% 15% 8% 13% 15% 8% 18%	25% 22% 25% 26% 24% 22% 17% 23% 20% 26% 22% 33% 33%	6040 - Scarc 6040 - Sec. 1906 19 0000 - 60 - 1040 40500 - 60 - 1			14% 18% 0% 0% *	50% 15% 13% 15% 19% 16% 14% 12% 12% 13% 3% 11% 14% 18% 15% 18% 10% 17%	92% 24% 13% 24% 0% 22% 27% 20% 18% 24% 18% 38%	13% 13% 23% 12% 12% 17% 17% 17%	18% 18% 19% 16% 15% 24 14% 16% 18% 20% 16%	29% 1%	18% 9% 19% 2% 18% - 13% 6% 14% 5% 13% - 19% 19% 20% 0% 19%	17% 23% 16% 0% 17% 16% 27% 16% 0% 16% 17%				80.00 30 30 30 30 40 40 40 40 40 40 40 40 40 40 40 40 40	
Il Grades All Subjects Reading Mathematics Science	Male Female t at Maste All Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD	50% 49% 21% 8% 23% 22% 19% 22% 10% 22% 23% 23% 23% 23% 24% 22% 7%	60% 57% adde Leve 22% 12% 23% 11% 221% 22% 17% 11% 18% 8% 169% 26% 26% 24% 13%	17% 13% 18% 1% 18% 17% 14% 12% 15% 2% 16% 18% 17% 18% 0% 19% 17% 23% 7%	0%	14% 7% 14% 13% 15% 11% 10% 11% 2% 13% 15% 8% 16% 0% 13% 18%	25% 25% 25% 26% 24% 22% 17% 23% 29% 22% 27% 17% 33%	6046 * 3446 8034 96 1996 9 300			14% 18% 0% 0% 0% 17%	50% 15% 13% 15% 16% 14% 12% 12% 13% 3% 14% 18% 15% 16% 17% 8%	92% 24% 13% 24% 0% 22% 27% 20% 18% 24% 16% 17% 16% 21% 38%	13% 13% 13% 23% 12% 12% 17% 17% 17% 7% 7%	60% 18% 18% 19% 16% 15% 2% 14% 16% 18% 2% 18% 2% 18%	29% 1% 1% 1% 2% 2% 2% 0% 0% 0% 0% 0% 0% 0% 0%	18% 9% 19% 2% 18% 13% 6% 14% 5% 13% 19% 14% 20% 0% 19%	58% 17% 23% 16% 0% -17% 16% 27% 16% 0% -17% 17% 19%		2 m 2 m 2 m 2 m 2 m 2 m 2 m 2 m 2 m 2 m			
Il Grades All Subjects Reading Mathematics Science	Male Female t at Master All Students CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	50% 49% 50% 49% 649% 649% 649% 649% 649% 649% 649%	60% 57% 22% 12% 23% 11% 22% 17% 118, 18% 8% 16% 19% 26% 26% 26% 24% 13% 25%	17% 13% 18% 1% 18% 17% 14% 12% 2% 13% 16% 18% 177% 18% 177% 18% 2% 23% 7% 25%	0%	14% 7% 14% 1% 13% 15% 11% 10% 2% 9% 13% 15% 8% 16% 0% 13% 18%	25% 22% 25% 26% 24% 22% 17% 23% 20% 22% 23% 29% 22% 33%	6040 F 3040 F 30			14% 18% 0% 0% *	50% 15% 13% 15% 1% 16% 14% 12% 13% 3% 11% 14% 18% 15% 18% 17% 8% 18%	92% 24% 13% 24% 0% 22% 20% 21% 18% 24% 16% 21% 38% 41%	13% 13% 23% 12% 12% 17% 17% 17% 7%	18% 18% 19% 15% 29% 14% 16% 18% 20% 16% 25%	29% 1% 1% 1% 2% 0% 2% 2% 5% 0% 0% 0% 0% 0% 0% 0%	18% 9% 19% 22% 18% 	17% 23% 16% 0% - 17% 16% 27% 16% 0 17% 16% 0 17% 19%		540 9		505 X 45 50 X	
Il Grades All Subjects Reading Mathematics Science	Male Female t at Maste All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL CWOD EL CWD	50% 49% 21% 8% 23% 9% 20% 19% 22% 19% 22% 10% 22% 23% 40% 22% 23% 40% 24% 22% 22% 23% 24% 22%	60% 57% 22% 12% 23% 11% 22% 17% 11% 8% 16% 19% 26% 26% 26% 24% 24%	17% 13% 18% 1% 18% 17% 14% 12% 15% 2% 13% 16% 18% 17% 18% 0% 19% 23% 7% 25% 0%	0%	14% 7% 14% 13% 15% 11% 10% 13% 15% 8% 13% 15% 8% 18% 18%	25% 25% 22% 26% 24% 24% 22% 17% 23% 20% 26% 27% 17% 33% 34%	\$1900 Se Super-8000e Sec 1900 From 18 Super-8000e St Super-8000e S			14% 18% 0% 0% 0% 17%	50% 15% 13% 15% 19% 16% 14% 12% 13% 3% 311% 14% 18% 0% 17% 8% 8% 8% 60%	92% 24% 13% 24% 0% 22% 27% 20% 18% 24% 18% 38% 41% *	13% 13% 9% 23% 12% 12% 17% 17% 17% 7%	18% 18% 19% 16% 15% 24 14% 16% 18% 25% 0%	29% 1%	18% 9% 19% 22% 18% - 13% 6% 14% 55% 13% - 19% 19% 20% 00% 19%	17% 23% 16% 0% -17% 16% 27% 16% 0% -17% 19% 19%		541 3 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6		500 C 105 OC 20 K 107 C 105 OC 20 K 107 C 105 OC 20 K 107 C	
Il Grades All Subjects Reading Mathematics Science	Male Female t at Maste All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL CWOD EL CWD	50% 49% 21% 8% 23% 22% 19% 20% 42% 19% 22% 23% 23% 23% 24% 22% 24% 22% 24% 22% 23% 23% 23% 23% 23% 23% 23% 23% 23	60% 57% adde Leve 22% 12% 23% 11% 221% 22% 17% 11% 18% 8% 16% 26% 26% 24% 13% 25% 55% 255%	17% 13% 18% 1% 18% 17% 14% 12% 2% 13% 16% 18% 177% 18% 177% 18% 2% 23% 7% 25%	0%	14% 7% 14% 1% 13% 15% 11% 10% 2% 9% 13% 15% 8% 16% 0% 13% 18%	25% 22% 25% 26% 24% 22% 17% 23% 20% 22% 23% 29% 22% 33%	6040			14% 18% 0% 0% 0% 17%	50% 15% 13% 15% 1% 16% 14% 12% 13% 3% 11% 14% 18% 15% 18% 17% 8% 18%	92% 24% 13% 24% 0% 22% 20% 21% 18% 24% 16% 21% 38% 41%	13% 13% 23% 12% 12% 17% 17% 17% 7%	18% 18% 19% 15% 29% 14% 16% 18% 20% 16% 25%	29% 1%	18% 9% 19% 22% 18% 	17% 23% 16% 0% - 17% 16% 27% 16% 0 17% 16% 0 17% 19%					

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	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score Reading											
All Students	78		76	83		•			75	66	90
CWD	66		62	*	25	*	1.50		66	66	35
CWOD	79		78	86	·				76	-	90
EL	90		90	-	-		1	===	93	-	90
Male	78	•	77	84		•	0.00	•	75	59	81
Female Mathematics	78		76	83	ě	*	**	•	75	83	100

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
All Students	74		76	73	•		-		75	63	84
CWD	63		68	64	2	(4)		**	63	63	_
CWOD	76		77	75				•	77	-	84
EL	84	2 - 2	84	_	4.1	. 40	140	W.	84	-	84
Male	69	•	70	70			U	•	70	56	83
Female	80	3.60	82	76			12	*	79	78	85

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 Disady	CWD	EL	Homeless	Foster Care
ederal Graduation Rates			7						-			************	
l-year Longitudinal Cohort	Graduation Rate	(Gr 9-12):	Class of 20	17									
All Students	100.0%	100	100.0%	100.0%	-	*:	121		100.0%	1977	-	160	253
CWD	*			*				2	*	7.00	-		
CWOD	100_0%	2	100_0%	100.0%	-				100.0%	92	3	- 5	
EL	2	363	40		9	¥5		2	3.00	-			
Male	100.0%	16:	100.0%	100.0%	*	*:	(34.)		100.0%		-	(6)	100
Female	100.0%	/21	100.0%	100.0%	8	**	25	•	100,0%	•	*		300
Indicates results are m			o protect stu	udent conf	identiality.								
Indicates there are no	students in the gro	up.											

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Student Success (Student Achi	ievement Dor	nain Score	STAAR C	omponen	t Only)			- Alekania Indo	- HALAGAGA		
STAAR Component Score	50		46	57	•	8	×	7.0	47	28	•
School Quality (College, Caree	r, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	63%	4	59%	66%	328	S	9	ne.	59%	•	(3)
Indicates results are maske Indicates there are no stude 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 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	Υ		Υ	N					Υ	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					Υ	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		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	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	Υ					Υ	Υ	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ	N					Υ	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		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	N
English Learner Language Prof	iciency Statu	ıs									
Interim Goals (2018-2022)											42%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Target Met											Υ
Interim Goals (2023-2027) Target Met											44%
Interim Goals (2028-2032)											46%
Target Met											40% V
Long-Term Goals											46%
Target Met											Y
ederal Graduation Status			3								
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Mel	Υ		Υ	Υ					Y		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Υ		Υ	Υ					Υ		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Υ		Υ	Υ					Y		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	V		Y	Y					Υ		

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.

		Camaria	African American	Manan'-	VA/In-In-	American	Aning	Pacific	More	Econ	Non Econ	CIMID	CWOD		Male	Fame's	Twee Care
articipation Rat	le	Campus	American	Hispanic	vvnite	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrar
All Subjects	All Students	100%	100%	99%	100%	*			100%	100%	100%	99%	100%	99%	99%	100%	•
	CWD	99%	100%	98%	100%	5		2.5	*	99%	100%	99%	100	*	99%	100%	
	CWOD	100%	*	100%	100%			2.5	100%	100%	100%	-	100%	99%	99%	100%	
	EL	99%	3	99%	-	9			-	99%	100%	*	99%	99%	98%	100%	-
	Male	99%		99%	100%	*		-	100%	99%	100%	99%	99%	98%	99%	2	
	Female	100%	•	100%	100%	*	4:	1,4	100%	100%	100%	100%	100%	100%	34	100%	
Reading	All Students	99%	*	99%	100%			19	100%	99%	100%	98%	99%	98%	99%	100%	
-	CWD	98%	*	95%	100%	8			R .	97%	100%	98%	1.4	*	97%	100%	•
	CWOD	99%	*	99%	100%			12	100%	99%	100%	Tan	99%	98%	99%	100%	- 2
	EL	98%	2	98%	~	-		2		98%	100%	*	98%	98%	96%	100%	-
	Male	99%		98%	100%	-		54	100%	98%	100%	97%	99%	96%	99%	2003	
	Female	100%	*	100%	100%	•	Utes	55	*	100%	100%	100%	100%	100%	*	100%	
Mathematics	All Students	100%		100%	100%		(*)	12	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%		100%	100%		225	2.2	*	100%	*	100%	100 %	100%	100%	100%	
	CWOD	100%		100%	100%			19		100%	100%	100 %	100%	100%	100%	100%	
	EL	100%		100%	10076	-	ATT I	58	*	100%	100%	1.7	100%	100%	100%	100%	
	Male	100%		100%	100%	*				100%	100%	100%	100%	100%	100%		-
	Female	100%	*	100%	100%		12	2		100%	100%	100%	100%	100%	100%	100%	•
0-1	All C4:	4000/	2	1000/	4.000/					10001	1000/	40004	10001	10001	40004	10001	
Science	All Students	100%		100%	100%	*		*		100%	100%	100%	100%	100%	100%	100%	9
	CWD	100%		100%		*		9	2	100%		100%	7E:	=	100%		~
	CWOD	100%	- 6	100%	100%		1.3	3		100%	100%	- 2	100%	100%	100%	100%	37
	EL	100%		100%		*				100%	•		100%	100%	100%	100%	
	Male	100%	•	100%	100%				:	100%	100%	100%	100%	100%	100%	(4)	-
on-Participation	Female Rate	100%	*	100%	100%	*			*	100%	100%	*	100%	100%		100%	-
All Subjects	All Students	0%	0%	1%	0%		0,€	-	0%	0%	0%	1%	0%	1%	1%	0%	•
	CWD	1%	0%	2%	0%	*			*	1%	0%	1%		•	1%	0%	•
	CWOD	0%	*	0%	0%	•			0%	0%	0%		0%	1%	1%	0%	-
	EL	1%	80	1%	-	-		-	-	1%	0%		1%	1%	2%	0%	196
	Male	1%		1%	0%	80	•	100	0%	1%	0%	1%	1%	2%	1%	26 -	96
	Female	0%	*	0%	0%	•	075		0%	0%	0%	0%	0%	0%	-	0%	•
Reading	All Students	1%		1%	0%			12	0%	1%	0%	2%	1%	2%	1%	0%	
rtodaling	CWD	2%		5%	0%	2			*	3%	0%	2%	70	*	3%	0%	
	CWOD	1%		1%	0%	2			0%	1%	0%	2 70	1%	2%	1%	0%	
	EL	2%		2%	0 70		0.0		-	2%	0%	*	2%	2%	4%	0%	
	Male	1%		2%	0%	- 5		-	0%	2%	0%	3%	1%	4%	1%	- 076	-
	Female	0%		0%	0%		*	1	*	0%	0%	0%	0%	0%	-	0%	
		•••				20											
Mathematics	All Students	0%	2	0%	0%	27		200	0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%		0%	0%	5				0%		0%	-	-	0%	0%	
	CWOD	0%	•	0%	0%	•	9.50		*	0%	0%	-	0%	0%	0%	0%	- 5
	EL	0%	2	0%	-	**			-	0%	-	-	0%	0%	0%	0%	-
	Male	0%	5	0%	0%	- 53			*	0%	0%	0%	0%	0%	0%	-	
	Female	0%		0%	0%	*	*	33	*	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	0%	*	0%	0%	-		7	•	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%		0%	*	-7	20	-	-	0%	*	0%	-	-	0%	*	-
	CWOD	0%	÷5	0%	0%	¥5	200			0%	0%	_	0%	0%	0%	0%	_
	EL	0%	*:	0%	-	*		-	80	0%	*	-	0%	0%	0%	0%	-
		0%		0%	0%	-	CAC			0%	0%	0%	0%	0%	0%	-	-
	Male			U 70													

					Two or		Non						
	African	American		Pacific	More	Econ	Econ						
	Campus American Hispanic Wh	hite Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
1.7	Indicates results are masked due to small numbers to protect	student confide	ntiality.										
1-	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.

		Total	African	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	(Section
Students Without Disabilities		Students	American	nispanic	AAIIITO	Native	Asidii	isiander	Races	EL	Disabilities	504)
In-School Suspensions												
	Male	7		5	•				*	•		
	Female		•	•	0.00			•	•			
Out of Cobool Cooperation	Total	9		5	7.0	1.			•	•		
Out-of-School Suspensions	Male	7	2	-		40						
	Female	(*)		5				3				
	Total	9	•	5					ě			
Expulsions		1500		1.96								
With Educational Services	Male	9.00			9.60	.⊛c						
	Female			₹					*	•		
	Total	•	*	•								
Without Educational Services	Male	•				•	*		•	*		
	Female	•	•	•			•	•	•	•		
District Tables on Ballion	Total								•			
Under Zero Tolerance Policies	Male		\$	-	-	-	-	5	ĵ.	- 5		
	Female Total		9					3	ş	•		
School-Related Arrests	i Utai		2		,	2	59	8	- 8	(2)		
Consolitionated Allesta	Male	.960	*	*	(*)	:*:		*	*			
	Female			*:		3.00		•	*	9.5		
	Total			*					•			
Referrals to Law Enforcement												
	Male	100					•			•		
	Female	3.00				(₩)	•	•		•		
	Total	(100		5.00		•	•			
Students With Disabilities												
In-School Suspensions		10.	-	1.0	2.0	120	9	24	~	12		
	Male				596	(*)						- 0
	Female Total									- 2		
Out-of-School Suspensions	TOLAI											
Dut-of-oction dusperisions	Male	(*)						•				
	Female				200							
	Total	((*))						¥1				×
Expulsions												
With Educational Services	Male		•	58			•	*		•		5
	Female		•		•	•			•			•
	Total		•		•		*			•		•
Without Educational Services	Male		•	•	0.00		•	•	•			•
	Female		•				•		•	•		•
Hadas Zasa Talasasas Balisias	Total	- 2	3		•	7.0	2	8	Ş	- 0		- 0
Under Zero Tolerance Policies	Male Female	7	-	\.		7	2	2	2	্		8
	Total	19.1						2	-			8
School-Related Arrests	TOTAL											
55.551 (1514154 7 11 10015	Male	1.0		0.5	()		*	•				
	Female					•		*				
	Total	•	•		•		*	*	•	•		•
Referrals to Law Enforcement												52
	Male		•	(*)	(*)		*	•	•			
	Female		•	19.0	3.00	•		•		•		•
	Total		•	7.5	1.				•			
All Students												
Chronic Absenteeism	M-I-			4.4	4.4			141		-2		2
	Male	30 22		14 8	14							
	Female Total	52 52		8 22	14 28							
	Total	52		~~	20							

	Total
ncidents of Violence	
Incidents of rape or attempted rape	•
Incidents of sexual assault (other than rape)	
Incidents of robbery with a weapon	•
Incidents of robbery with a firearm or explosive device	
Incidents of robbery without a weapon	•
Incidents of physical attack or fight with a weapon	¥
Incidents of physical attack or fight with a firearm or explosive device	*!
Incidents of physical attack or fight without a weapon	•
Incidents of threats of physical attack with a weapon	
incidents of threats of physical attack with a firearm or explosive device	
ncidents of threats of physical attack without a weapon	•
Incidents of possession of a firearm or explosive device	•
legations of Harassment or bullying	
On the basis of sex	
On the basis of race	*



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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	E	127		25	21	120	21	20	-
	Female	*	(40)	140		¥2	-	-	2	-	200
	Total	*	16	-	*	*	-		80	90	
Accelerated Coursework											
Advanced Placement Courses	Male				•		•				
	Female		•			*	•1		•) ((●)
	Total					•	•	9.60	•	•	
International Baccalaureate Courses	Male		0.60	0.00	-	83	20	100	*6	40	36
	Female	-	5.00	300	*	*	**	540	*:	100	5.00
	Total	Ē	100		2	*	÷	12.0	*	201	
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.	second sma	allest racial/		is maske	ed (regardles	s of size),				

Part (ix): Teacher Quality Data

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

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.3	9.9%
Teachers Teaching with Emergency or Provisional Credentials	2,0	4.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the tacher is Certified or Licensed	2,7	6.5%
Indicates there are no data available in the group.		
Blank cell Indicates data are not applicable to this report.		

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,019	1%	•	•	(#2)	27
Mathematics	6,020	1%	t # ,		150 h	12
Grade 4						
Reading	6,061	1%	•	•	200	*
Mathematics	6,056	1%	78	1.	20	<u> </u>
Grade 5						
Reading	6,162	2%	•	•	(₹)	*
Mathematics	6,160	1%	/*	*	3	₫.
Science	6,164	1%	9	*	Servi	3*
Grade 6						
Reading	5,678	1%	*	•	-	<u> </u>
Mathematics	5,677	1%	*			52

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT
Grade 7 Reading	5,298	1%			S#1	
Mathematics	5,294	1%	<u> </u>		195	
Grade 8 Reading	5,088	1%	165	1923	₽	82
Mathematics	5,087	2%	(e)	1993	•0	1061
Science	5,087	1%			<u>-</u>	
End of Course English I	4,868	1%			(*)	*
English II	4,556	1%			-	
Algebra I	4,884	1%	n.	œ.	8.5	3.23
Biology	4,861	1%	1873		•0	898
All Grades All Subjects	99,020	1%	19	1%	8	1%
Reading	43,730	1%	9	1%	٠	
Mathematics	39,178	1%	9	1%	0.00	900
Science	16,112	1%	(<u>*</u>)	(*)	**	(6)

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	Walter Strain	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		
		Students with Disabilities	70	68	20	20		10	2	3
							9		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	17	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	
		Pacific Islander		35	∠9 *	42	33		10	12
								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
		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	В	13
		Econ Disady	40	45	40	37	17	15	3	
		Students with Disabilities	67	69	23	22	8	15 7	2	3
			61	71	32	23	7		1	2
		English Language Learners	6.1	71	32	23	/	5	1	1

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
	es reporting standar	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 postsecondary education outside Texas.

Data are not available.

Texas Education Agency | Academics | Performance Reporting

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