

African American
State District Campus American Hispanic White Indian As

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Count
Female		49%	42%	36%	*	38%	32%	-	-	*	*	34%	46%	60%	35%	32%	-	36%	-	29%	
Science	All Students	49%	41%	31%	*	21%	59%	-	-	*	-	30%	40%	60%	29%	4%	40%	23%	-	*	
	CWD	23%	17%	60%	*	*	*	-	-	-	-	56%	*	60%	-	*	*	*	-	*	
	CWOD	52%	44%	29%	*	20%	56%	-	-	*	-	27%	37%	-	29%	4%	38%	20%	-	*	
	EL	21%	11%	4%	-	4%	-	-	-	-	-	4%	*	*	4%	4%	8%	0%	-	*	
	Male	50%	43%	40%	*	33%	69%	-	-	-	-	38%	45%	*	38%	8%	40%	-	-	*	
	Female	49%	39%	23%	*	9%	50%	-	-	*	-	21%	33%	*	20%	0%	-	23%	-	*	

STAAR Percent at Masters Grade Level

All Grades		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Count
All Subjects	All Students	21%	14%	14%	24%	14%	15%	*	-	*	*	15%	14%	4%	15%	7%	14%	15%	-	18%	7
	CWD	8%	3%	4%	14%	3%	4%	-	-	-	-	5%	0%	4%	-	0%	6%	0%	-	*	
	CWOD	23%	15%	15%	30%	14%	17%	*	-	*	*	15%	15%	-	15%	7%	15%	15%	-	19%	7
	EL	9%	5%	7%	*	7%	-	*	-	-	-	7%	5%	0%	7%	7%	7%	7%	-	*	
	Male	20%	13%	14%	14%	15%	14%	*	-	-	*	14%	15%	6%	15%	7%	14%	-	-	10%	6
	Female	22%	15%	15%	30%	12%	16%	-	-	*	*	15%	13%	0%	15%	7%	-	15%	-	21%	
Reading	All Students	19%	13%	15%	29%	13%	19%	*	-	*	*	15%	13%	3%	16%	5%	13%	17%	-	25%	
	CWD	7%	3%	3%	*	0%	8%	-	-	-	-	4%	*	3%	-	*	5%	0%	-	*	
	CWOD	20%	14%	16%	*	14%	20%	*	-	*	*	16%	15%	-	16%	5%	14%	18%	-	27%	
	EL	7%	5%	5%	*	4%	-	*	-	-	-	6%	0%	*	5%	5%	4%	6%	-	*	
	Male	16%	10%	13%	*	12%	17%	*	-	-	*	13%	15%	5%	14%	4%	13%	-	-	*	
	Female	22%	16%	17%	*	14%	20%	-	-	*	*	18%	11%	0%	18%	6%	-	17%	-	27%	
Mathematics	All Students	23%	16%	14%	29%	15%	11%	*	-	*	*	14%	15%	3%	15%	9%	14%	15%	-	17%	
	CWD	10%	3%	3%	*	0%	0%	-	-	-	-	4%	*	3%	-	*	5%	0%	-	-	
	CWOD	25%	17%	15%	*	16%	13%	*	-	*	*	15%	17%	-	15%	10%	15%	16%	-	17%	
	EL	13%	6%	9%	*	9%	-	*	-	-	-	9%	10%	*	10%	9%	9%	10%	-	*	
	Male	23%	16%	14%	*	17%	7%	*	-	-	*	14%	14%	5%	15%	9%	14%	-	-	*	
	Female	24%	16%	15%	14%	15%	14%	14%	17%	0%	16%	10%	15%	0%	16%	10%	15%	15%	-	21%	
Science	All Students	22%	14%	13%	*	11%	19%	-	-	*	*	13%	16%	13%	13%	4%	19%	6%	-	*	
	CWD	7%	5%	10%	*	*	*	-	-	-	-	11%	*	10%	-	*	*	*	-	*	
	CWOD	24%	15%	13%	*	10%	20%	-	-	*	*	14%	11%	-	13%	4%	20%	7%	-	*	
	EL	5%	2%	4%	-	4%	-	-	-	-	-	4%	*	*	4%	4%	8%	0%	-	*	
	Male	23%	16%	19%	*	16%	31%	-	-	-	-	19%	18%	*	20%	8%	19%	-	-	*	
	Female	21%	13%	6%	*	4%	7%	-	-	*	*	8%	0%	*	7%	0%	-	6%	-	*	

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

AAI

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

'*' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates there are no students in the group.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
342	56	16%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	41	*	40	43	*	-	*	*	41	*	31

School Quality (College, Career, and Military Readiness Performance)

%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
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'*' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates there are no students in the group.
 'n/a' Indicates the student group is not applicable to this report.

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Y	N					Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					N	Y	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N	Y	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	N		N	N					Y	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N	Y	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 Proficiency Status

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

Federal Graduation Status

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

	Total
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	44	*	32	8	*	*	*	*	29	*
	Female	27	*	14	11	*	*	*	*	11	*
	Total	71	*	46	19	*	*	*	*	40	*
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 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 School Number	All School Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	9.4%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.1	6.2%

- '-' 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%	12	1%	6	5%
Mathematics	6,020	1%	12	1%	6	5%

	State	State	District	District	Campus	Campus
Grade 4	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Reading						

