

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

Campus Name: SANTA MARIA EL

Campus ID: 240901115

District Name: LAREDO 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);

Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17 Rates	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
			Students										
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2027-28 through 2031-32	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2032-33	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress	Baseline 2016-17 Rates												41%
	2017-18 through 2021-22												42%
	2022-23 through 2026-27												44%
	2027-28 through 2031-32												46%
Graduation Rate:4-Year Longitudinal Rate	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	
	2032-33	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%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%
	Academic Achievement	50%

(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 (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); [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)(III) 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.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All	77%	80%	73%	-	73%	-	-	-	-	-	73%	-	*	75%	67%	70%	76%	-	-	-	*
	Students																					
	CWD	51%	60%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	79%	83%	75%	-	75%	-	-	-	-	-	75%	-	-	75%	70%	74%	76%	-	-	-	*
	EL	70%	76%	67%	-	67%	-	-	-	-	-	67%	-	*	70%	67%	71%	63%	-	-	-	-
	Male	74%	77%	70%	-	70%	-	-	-	-	-	70%	-	*	74%	71%	70%	-	-	-	-	*
	Female	79%	84%	76%	-	76%	-	-	-	-	-	76%	-	-	76%	63%	-	76%	-	-	-	-
	Mathematics	All	77%	82%	68%	-	68%	-	-	-	-	68%	-	*	69%	61%	73%	64%	-	-	-	*
Students																						
CWD	52%	63%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
CWOD	80%	84%	69%	-	69%	-	-	-	-	-	69%	-	-	69%	62%	74%	64%	-	-	-	*	
EL	74%	78%	61%	-	61%	-	-	-	-	-	61%	-	*	62%	61%	75%	48%	-	-	-	-	
Male	77%	81%	73%	-	73%	-	-	-	-	-	73%	-	*	74%	75%	73%	-	-	-	-	*	
Female	78%	83%	64%	-	64%	-	-	-	-	-	64%	-	-	64%	48%	-	64%	-	-	-	-	
Grade 4																						
Reading	All	72%	77%	53%	-	53%	-	-	-	-	53%	-	67%	52%	38%	61%	47%	-	-	-	-	
	Students																					
	CWD	46%	55%	67%	-	67%	-	-	-	-	67%	-	67%	-	*	*	*	-	-	-	-	
	CWOD	75%	79%	52%	-	52%	-	-	-	-	52%	-	-	52%	38%	63%	43%	-	-	-	-	
	EL	60%	71%	38%	-	38%	-	-	-	-	38%	-	*	38%	38%	37%	38%	-	-	-	-	
	Male	70%	76%	61%	-	61%	-	-	-	-	61%	-	*	63%	37%	61%	-	-	-	-	-	
	Female	75%	78%	47%	-	47%	-	-	-	-	47%	-	*	43%	38%	-	47%	-	-	-	-	
	Mathematics	All	77%	85%	85%	-	85%	-	-	-	-	85%	-	78%	85%	76%	80%	88%	-	-	-	
Students																						
CWD	49%	65%	78%	-	78%	-	-	-	-	78%	-	78%	-	*	*	*	-	-	-	-		
CWOD	81%	87%	85%	-	85%	-	-	-	-	85%	-	-	85%	78%	83%	87%	-	-	-	-		
EL	72%	81%	76%	-	76%	-	-	-	-	76%	-	*	78%	76%	68%	81%	-	-	-	-		
Male	77%	83%	80%	-	80%	-	-	-	-	80%	-	*	83%	68%	80%	-	-	-	-	-		
Female	78%	86%	88%	-	88%	-	-	-	-	88%	-	*	87%	81%	-	88%	-	-	-	-		
Grade 5																						
Reading	All	83%	89%	87%	-	87%	-	-	-	-	87%	-	71%	88%	77%	79%	94%	-	-	-		
	Students																					
	CWD	54%	70%	71%	-	71%	-	-	-	-	71%	-	71%	-	*	*	*	-	-	-		
	CWOD	87%	91%	88%	-	88%	-	-	-	-	88%	-	-	88%	80%	79%	96%	-	-	-		
	EL	73%	84%	77%	-	77%	-	-	-	-	77%	-	*	80%	77%	63%	92%	-	-	-		
	Male	81%	88%	79%	-	79%	-	-	-	-	79%	-	*	79%	63%	79%	-	-	-	-		
	Female	86%	90%	94%	-	94%	-	-	-	-	94%	-	*	96%	92%	-	94%	-	-	-		
	Mathematics	All	90%	96%	88%	-	88%	-	-	-	-	88%	-	86%	88%	79%	81%	94%	-	-		
Students																						
CWD	70%	91%	86%	-	86%	-	-	-	-	86%	-	86%	-	*	*	*	-	-	-			
CWOD	92%	97%	88%	-	88%	-	-	-	-	88%	-	-	88%	80%	81%	94%	-	-	-			
EL	86%	94%	79%	-	79%	-	-	-	-	79%	-	*	80%	79%	67%	92%	-	-	-			
Male	89%	97%	81%	-	81%	-	-	-	-	81%	-	*	81%	67%	81%	-	-	-	-			
Female	91%	95%	94%	-	94%	-	-	-	-	94%	-	*	94%	92%	-	94%	-	-	-			
Science	All	75%	86%	81%	-	81%	-	-	-	-	81%	-	*	82%	73%	76%	86%	-	-			
	Students																					
	CWD	48%	66%	*	-	*	-	-	-	-	*	-	*	-	*	*	-	-	-			
	CWOD	78%	88%	82%	-	82%	-	-	-	-	82%	-	-	82%	76%	76%	88%	-	-			
	EL	62%	80%	73%	-	73%	-	-	-	-	73%	-	*	76%	73%	63%	83%	-	-			
	Male	76%	87%	76%	-	76%	-	-	-	-	76%	-	*	76%	63%	76%	-	-	-			
Female	75%	84%	86%	-	86%	-	-	-	-	86%	-	*	88%	83%	-	86%	-	-				

STAAR Percent at Meets Grade Level or Above

Grade 3																						
Reading	All	43%	42%	31%	-	31%	-	-	-	-	31%	-	*	31%	18%	38%	24%	-	-	-	*	
	Students																					
	CWD	28%	36%	*	-	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-		
	CWOD	44%	43%	31%	-	31%	-	-	-	-	31%	-	-	31%	19%	40%	24%	-	-	-		
	EL	32%	33%	18%	-	18%	-	-	-	-	18%	-	*	19%	18%	29%	7%	-	-	-		
	Male	40%	42%	38%	-	38%	-	-	-	-	38%	-	*	40%	29%	38%	-	-	-	-		
Female	45%	41%	24%	-	24%	-	-	-	-	24%	-	-	24%	7%	-	24%	-	-	-			

		State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	46%	53%	42%	-	42%	-	-	-	-	42%	-	*	44%	27%	48%	38%	-	-	-	*	
	Students																					
	CWD	30%	41%	*	-	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	48%	54%	44%	-	44%	-	-	-	-	44%	-	-	44%	30%	51%	38%	-	-	-	-	*
	EL	39%	46%	27%	-	27%	-	-	-	-	27%	-	*	30%	27%	42%	15%	-	-	-	-	-
	Male	47%	56%	48%	-	48%	-	-	-	-	48%	-	*	51%	42%	48%	-	-	-	-	-	*
Female	45%	51%	38%	-	38%	-	-	-	-	38%	-	-	38%	15%	-	38%	-	-	-	-	-	
Grade 4 Reading	All	45%	46%	28%	-	28%	-	-	-	-	28%	-	67%	24%	16%	30%	26%	-	-	-	-	
	Students																					
	CWD	28%	39%	67%	-	67%	-	-	-	-	67%	-	67%	-	*	*	*	-	-	-	-	-
	CWOD	47%	47%	24%	-	24%	-	-	-	-	24%	-	-	24%	13%	29%	20%	-	-	-	-	-
	EL	29%	38%	16%	-	16%	-	-	-	-	16%	-	*	13%	16%	16%	15%	-	-	-	-	-
	Male	43%	46%	30%	-	30%	-	-	-	-	30%	-	*	29%	16%	30%	-	-	-	-	-	-
Female	47%	47%	26%	-	26%	-	-	-	-	26%	-	*	20%	15%	-	26%	-	-	-	-	-	
Mathematics	All	48%	53%	51%	-	51%	-	-	-	-	51%	-	67%	49%	44%	52%	50%	-	-	-	-	
	Students																					
	CWD	29%	41%	67%	-	67%	-	-	-	-	67%	-	67%	-	*	*	*	-	-	-	-	-
	CWOD	50%	55%	49%	-	49%	-	-	-	-	49%	-	-	49%	45%	54%	46%	-	-	-	-	-
	EL	38%	46%	44%	-	44%	-	-	-	-	44%	-	*	45%	44%	37%	50%	-	-	-	-	-
	Male	48%	53%	52%	-	52%	-	-	-	-	52%	-	*	54%	37%	52%	-	-	-	-	-	-
Female	47%	53%	50%	-	50%	-	-	-	-	50%	-	*	46%	50%	-	50%	-	-	-	-	-	
Grade 5 Reading	All	53%	56%	53%	-	53%	-	-	-	-	53%	-	43%	54%	35%	45%	61%	-	-	-	-	
	Students																					
	CWD	30%	43%	43%	-	43%	-	-	-	-	43%	-	43%	-	*	*	*	-	-	-	-	-
	CWOD	56%	58%	54%	-	54%	-	-	-	-	54%	-	-	54%	38%	45%	61%	-	-	-	-	-
	EL	35%	43%	35%	-	35%	-	-	-	-	35%	-	*	38%	35%	29%	42%	-	-	-	-	-
	Male	50%	56%	45%	-	45%	-	-	-	-	45%	-	*	45%	29%	45%	-	-	-	-	-	-
Female	56%	57%	61%	-	61%	-	-	-	-	61%	-	*	61%	42%	-	61%	-	-	-	-	-	
Mathematics	All	57%	66%	61%	-	61%	-	-	-	-	61%	-	57%	62%	35%	57%	65%	-	-	-	-	
	Students																					
	CWD	34%	53%	57%	-	57%	-	-	-	-	57%	-	57%	-	*	*	*	-	-	-	-	-
	CWOD	60%	67%	62%	-	62%	-	-	-	-	62%	-	-	62%	38%	57%	65%	-	-	-	-	-
	EL	46%	55%	35%	-	35%	-	-	-	-	35%	-	*	38%	35%	29%	42%	-	-	-	-	-
	Male	57%	67%	57%	-	57%	-	-	-	-	57%	-	*	57%	29%	57%	-	-	-	-	-	-
Female	58%	65%	65%	-	65%	-	-	-	-	65%	-	*	65%	42%	-	65%	-	-	-	-	-	
Science	All	40%	54%	55%	-	55%	-	-	-	-	55%	-	*	56%	33%	50%	60%	-	-	-	-	
	Students																					
	CWD	25%	41%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	42%	56%	56%	-	56%	-	-	-	-	56%	-	-	56%	36%	50%	60%	-	-	-	-	-
	EL	24%	43%	33%	-	33%	-	-	-	-	33%	-	*	36%	33%	29%	38%	-	-	-	-	-
	Male	42%	58%	50%	-	50%	-	-	-	-	50%	-	*	50%	29%	50%	-	-	-	-	-	-
Female	38%	50%	60%	-	60%	-	-	-	-	60%	-	*	60%	38%	-	60%	-	-	-	-	-	
STAAR Percent at Masters Grade Level																						
Grade 3 Reading	All	24%	22%	15%	-	15%	-	-	-	-	15%	-	*	16%	4%	13%	18%	-	-	-	*	
	Students																					
	CWD	9%	12%	*	-	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	26%	23%	16%	-	16%	-	-	-	-	16%	-	-	16%	4%	14%	18%	-	-	-	-	*
	EL	15%	15%	4%	-	4%	-	-	-	-	4%	-	*	4%	4%	8%	0%	-	-	-	-	-
	Male	22%	22%	13%	-	13%	-	-	-	-	13%	-	*	14%	8%	13%	-	-	-	-	-	*
Female	26%	22%	18%	-	18%	-	-	-	-	18%	-	-	18%	0%	-	18%	-	-	-	-	-	
Mathematics	All	22%	27%	15%	-	15%	-	-	-	-	15%	-	*	16%	4%	10%	20%	-	-	-	*	
	Students																					
	CWD	12%	17%	*	-	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	24%	28%	16%	-	16%	-	-	-	-	16%	-	-	16%	4%	11%	20%	-	-	-	-	*
	EL	17%	20%	4%	-	4%	-	-	-	-	4%	-	*	4%	4%	4%	4%	-	-	-	-	-
	Male	23%	29%	10%	-	10%	-	-	-	-	10%	-	*	11%	4%	10%	-	-	-	-	-	*
Female	21%	25%	20%	-	20%	-	-	-	-	20%	-	-	20%	4%	-	20%	-	-	-	-	-	
Grade 4 Reading	All	23%	19%	13%	-	13%	-	-	-	-	13%	-	33%	12%	7%	13%	14%	-	-	-	-	
	Students																					
	CWD	9%	9%	33%	-	33%	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-	-
	CWOD	25%	20%	12%	-	12%	-	-	-	-	12%	-	-	12%	5%	15%	9%	-	-	-	-	-
	EL	12%	13%	7%	-	7%	-	-	-	-	7%	-	*	5%	7%	11%	4%	-	-	-	-	-
	Male	22%	19%	13%	-	13%	-	-	-	-	13%	-	*	15%	11%	13%	-	-	-	-	-	-
Female	25%	20%	14%	-	14%	-	-	-	-	14%	-	*	9%	4%	-	14%	-	-	-	-	-	
Mathematics	All	26%	26%	27%	-	27%	-	-	-	-	27%	-	22%	27%	22%	28%	26%	-	-	-	-	
	Students																					
	CWD	11%	15%	22%	-	22%	-	-	-	-	22%	-	22%	-	*	*	*	-	-	-	-	-
	CWOD	28%	27%	27%	-	27%	-	-	-	-	27%	-	-	27%	23%	32%	24%	-	-	-	-	-
	EL	18%	19%	22%	-	22%	-	-	-	-	22%	-	*	23%	22%	21%	23%	-	-	-	-	-
	Male	27%	27%	28%	-	28%	-	-	-	-	28%	-	*	32%	21%	28%	-	-	-	-	-	-
Female	25%	25%	26%	-	26%	-	-	-	-	26%	-	*	24%	23%	-	26%	-	-	-	-	-	
Grade 5 Reading	All	26%	25%	21%	-	21%	-	-	-	-	21%	-	0%	23%	8%	11%	31%	-	-	-	-	
	Students																					
	CWD	9%	15%	0%	-	0%	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Races More	Two or More	Econ	Non Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	27%	26%	23%	-	23%	-	-	-	-	-	-	-	-	23%	9%	12%	33%	-	-	-	-	
	Students																						
	CWD	12%	13%	8%	-	8%	-	-	-	-	-	-	-	*	9%	8%	4%	13%	-	-	-	-	-
	CWOD	24%	23%	11%	-	11%	-	-	-	-	-	-	-	*	12%	4%	11%	-	-	-	-	-	-
	EL	28%	27%	31%	-	31%	-	-	-	-	-	-	-	*	33%	13%	-	31%	-	-	-	-	-
	Female																						
Science	All	30%	34%	28%	-	28%	-	-	-	-	-	-	-	14%	29%	6%	21%	33%	-	-	-	-	
	Students																						
	CWD	13%	24%	14%	-	14%	-	-	-	-	-	-	-	14%	-	*	*	*	-	-	-	-	-
	CWOD	31%	35%	29%	-	29%	-	-	-	-	-	-	-	29%	-	29%	7%	24%	33%	-	-	-	-
	EL	19%	24%	6%	-	6%	-	-	-	-	-	-	-	6%	*	7%	6%	4%	8%	-	-	-	-
	Female																						

STAAR Percent at Approaches Grade Level or Above

		All Subjects	All Grades	CWD	CWOD	EL	Male	Female
All Subjects	All	77%	74%	76%	-	76%	-	-
	Students							
	CWD	45%	49%	69%	-	69%	-	-
	CWOD	80%	77%	77%	-	77%	-	-
	EL	60%	63%	67%	-	67%	-	-
	Female							
Reading	All	73%	66%	70%	-	70%	-	-
	Students							
	CWD	39%	39%	62%	-	62%	-	-
	CWOD	77%	69%	71%	-	71%	-	-
	EL	52%	51%	61%	-	61%	-	-
	Female							
Mathematics	All	80%	83%	81%	-	81%	-	-
	Students							
	CWD	52%	60%	76%	-	76%	-	-
	CWOD	83%	86%	81%	-	81%	-	-
	EL	70%	76%	72%	-	72%	-	-
	Female							
Science	All	79%	81%	81%	-	81%	-	-
	Students							
	CWD	48%	54%	*	-	*	-	-
	CWOD	82%	84%	82%	-	82%	-	-
	EL	58%	71%	73%	-	73%	-	-
	Female							

STAAR Percent at Meets Grade Level or Above

		All Subjects	All Grades	CWD	CWOD	EL	Male	Female
All Subjects	All	47%	42%	46%	-	46%	-	-
	Students							
	CWD	23%	27%	50%	-	50%	-	-
	CWOD	50%	44%	46%	-	46%	-	-
	EL	26%	28%	30%	-	30%	-	-
	Female							
Reading	All	46%	36%	37%	-	37%	-	-
	Students							
	CWD	22%	24%	48%	-	48%	-	-
	CWOD	48%	37%	36%	-	36%	-	-
	EL	21%	20%	23%	-	23%	-	-
	Female							
Mathematics	All	48%	50%	52%	-	52%	-	-
	Students							
	CWD	26%	32%	52%	-	52%	-	-
	CWOD	51%	52%	52%	-	52%	-	-
	EL	33%	38%	35%	-	35%	-	-
	Female							
Science	All	49%	47%	55%	-	55%	-	-
	Students							
	CWD	23%	26%	*	-	*	-	-
	CWOD	52%	49%	56%	-	56%	-	-
	EL	21%	29%	33%	-	33%	-	-
	Female							

				African	American	Two or More		Non					Foster											
State	District	Campus		American	Hispanic	White	Indian	Asian	Pacific	Islander	Races	Econ	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
STAAR Percent at Masters Grade Level																								
All Grades																								
All Subjects	All	21%	17%	21%	-	21%	-	-	-	-	-	21%	-	17%	21%	8%	18%	24%	-	-	-	-	-	*
	Students																							
	CWD	8%	10%	17%	-	17%	-	-	-	-	-	17%	-	17%	-	7%	3%	50%	-	-	-	-	-	-
	CWOD	23%	18%	21%	-	21%	-	-	-	-	-	21%	-	-	21%	8%	19%	23%	-	-	-	-	-	*
	EL	9%	9%	8%	-	8%	-	-	-	-	-	8%	-	7%	8%	8%	9%	8%	-	-	-	-	-	-
	Female	20%	17%	18%	-	18%	-	-	-	-	-	18%	-	3%	19%	9%	18%	-	-	-	-	-	-	-
Reading	All	19%	13%	17%	-	17%	-	-	-	-	17%	-	14%	17%	6%	12%	21%	-	-	-	-	-	-	*
	Students																							
	CWD	7%	8%	14%	-	14%	-	-	-	-	14%	-	14%	-	*	0%	50%	-	-	-	-	-	-	-
	CWOD	20%	13%	17%	-	17%	-	-	-	-	17%	-	-	17%	6%	14%	20%	-	-	-	-	-	-	-
	EL	7%	6%	6%	-	6%	-	-	-	-	6%	-	*	6%	6%	7%	5%	-	-	-	-	-	-	-
	Female	16%	11%	12%	-	12%	-	-	-	-	12%	-	0%	14%	7%	12%	-	-	-	-	-	-	-	-
Mathematics	All	23%	22%	24%	-	24%	-	-	-	-	24%	-	14%	24%	10%	20%	27%	-	-	-	-	-	-	*
	Students																							
	CWD	10%	14%	14%	-	14%	-	-	-	-	14%	-	14%	-	8%	0%	50%	-	-	-	-	-	-	-
	CWOD	25%	24%	24%	-	24%	-	-	-	-	24%	-	-	24%	11%	23%	26%	-	-	-	-	-	-	-
	EL	13%	14%	10%	-	10%	-	-	-	-	10%	-	8%	11%	10%	9%	12%	-	-	-	-	-	-	-
	Female	23%	23%	20%	-	20%	-	-	-	-	20%	-	0%	23%	9%	20%	-	-	-	-	-	-	-	-
Science	All	22%	17%	25%	-	25%	-	-	-	-	25%	-	*	24%	8%	26%	24%	-	-	-	-	-	-	-
	Students																							
	CWD	7%	9%	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-
	CWOD	24%	19%	24%	-	24%	-	-	-	-	24%	-	-	24%	9%	26%	23%	-	-	-	-	-	-	-
	EL	5%	7%	8%	-	8%	-	-	-	-	8%	-	*	9%	8%	13%	4%	-	-	-	-	-	-	-
	Female	23%	18%	26%	-	26%	-	-	-	-	26%	-	*	26%	13%	26%	-	-	-	-	-	-	-	-

*** 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.

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Reading											
All Students	66	-	66	-	-	-	-	-	66	63	73
CWD	63	-	63	-	-	-	-	-	63	63	71
CWOD	66	-	66	-	-	-	-	-	66	-	73
EL	73	-	73	-	-	-	-	-	73	71	73
Male	66	-	66	-	-	-	-	-	66	55	73
Female	65	-	65	-	-	-	-	-	65	*	73
Mathematics											
All Students	80	-	80	-	-	-	-	-	80	70	82
CWD	70	-	70	-	-	-	-	-	70	70	79
CWOD	81	-	81	-	-	-	-	-	81	-	82
EL	82	-	82	-	-	-	-	-	82	79	82
Male	74	-	74	-	-	-	-	-	74	65	74
Female	86	-	86	-	-	-	-	-	86	*	89

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017													
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
	329	31	9%
***	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	48	-	48	-	-	-	-	-	48	45	35
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

*** 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						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		Y						Y		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	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											
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											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' 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

		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)
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
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	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
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	29	*	29	*	*	*	*	*	17	11	*
	Female	16	*	14	*	*	*	*	*	8	*	*
	Total	45	*	43	*	*	*	*	*	25	13	*

	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	*
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
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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	56	*	56	*	*	*	*	*	41	*
	Female	60	*	56	*	*	*	*	*	44	*
	Total	116	*	112	*	*	*	*	*	85	*
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.

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.9	7.3%
Teachers Teaching with Emergency or Provisional Credentials	2.9	7.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.5	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 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	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Grade 3						
Reading	6,019	1%	46	3%	*	*
Mathematics	6,020	1%	45	3%	*	*
Grade 4						
Reading	6,061	1%	44	2%	6	6%
Mathematics	6,056	1%	44	2%	6	6%
Grade 5						
Reading	6,162	2%	29	2%	*	*
Mathematics	6,160	1%	29	2%	*	*
Science	6,164	1%	29	2%	*	*
Grade 6						
Reading	5,678	1%	34	2%	-	-
Mathematics	5,677	1%	34	2%	-	-
Grade 7						
Reading	5,298	1%	28	2%	-	-
Mathematics	5,294	1%	28	2%	-	-
Grade 8						

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

*** Indicates reporting standards not met.
'n/a' Indicates data reporting is 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 or programs of postsecondary education outside Texas.

Data are not available.