Texas Education Agency

2017-18 Federal Report Card for Texas Public Schools

Campus Name: WINFREE ACADEMY CHARTER SCHOOL (IRVING)

Campus ID: 057828001

District Name: WINFREE ACADEMY CHARTER SCHOOLS

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);

										Two			EL (Cumant	
			All	African			American		Pacific	or More	Econ	Special	(Current and	
				American	Hispanic	White	Indian	Asian	Islander			Educ	Former)	
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
Grade Level or Above)		Rates												
		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2021-22												
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2031-32	=		/									
	Mathematics	2032-33 Baseline 2016-17	72% 46%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	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	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2026-27												
		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											41%	
		Rates												
		2017-18 through											42%	
		2021-22												
		2022-23 through 2026-27											44%	
		2020-27 2027-28 through											46%	
		2031-32											40 70	
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
Rate		Rates			*****									
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	
		2021-22												
		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%	
		2001-02												

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

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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;

À 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 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);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two										
					African			America	n	Pacific	or More	Econ	Non Econ							Foster	r
		State	Distric	tCampus	American	Hispani	cWhite	Indian	Asian					CWD	CWOE	EL Male	Female	Migrant	Homeles	s Care	Military
STAAR Percen		oache	s Grade	e Level o	r Above																
End of Course																					
English I	All Students	64%	31%	22%	*	20%	*	-	-	*	-	22%	*	*	23%	19% 19%	24%	-	*	-	-
	CWD	25%	19%	*	*	*	-	-	_	-	_	*	_	*	_	- *	*	-	_	_	-
	CWOD	68%	33%	23%	*	21%	*	-	-	*	-	24%	*	-	23%	19% 20%	25%	-	*	-	-
	EL	30%	21%	19%	-	19%	-	-	-	*	-	*	*	-	19%	19% *	*	-	-	-	-
	Male	57%	25%	19%	*	*	*	-	-	*	-	*	*	*	20%	* 19%	-	-	*	-	-
	Female	71%	39%	24%	*	21%	*	-	-	*	-	28%	*	*	25%	* -	24%	-	-	-	-
English II	All Students	66%	45%	43%	45%	40%	50%	-	-	-	*	37%	63%	*	45%	35% 44%	42%	-	*	-	-
	CWD	25%	28%	*	*	*	*	_	_	_	_	*	_	*	_		*	_	_	_	_
	CWOD		47%	45%	50%	41%	56%	_	_	_	*	39%	63%	_	45%	35% 44%	45%	_	*	_	_
	EL	27%	24%	35%	-	35%	-	_	_	_	_	*	*	_	35%	35% *	*	_	_	_	_
	Male	61%	38%	44%	*	41%	*	-	-	-	*	32%	70%	_	44%	* 44%	-	-	*	_	-
	Female		51%	42%	*	39%	*	-	-	-	*	40%	*	*	45%	* -	42%	-	*	-	-
Algebra I	All	82%	40%	42%	*	55%	*	_	_	*	_	42%	*	*	45%	58% 41%	42%	_	*		_
Algebra	Students		40 70	42 /0		3370		_	_		_	72 /0			4070	30704170	72/0	_		_	_
	CWD	47%	20%	*	*	*	-	-	-	-	-	*	-	*	-	- *	*	-	-	-	-
	CWOD		43%	45%	*	57%	*	-	-	*	-	47%	*	-	45%	58% 44%		-	*	-	-
	EL	67%	33%	58%	-	56%	-	-	-	*	-	69%	*	-		58% 63%		-	-	-	-
	Male	78%	34%	41%	*	64%	*	-	-	-	-	46%	*	*		63% 41%		-	-	-	-
	Female	87%	45%	42%	*	50%	*	-	-	*	-	40%	*	*	46%	55% -	42%	-	*	-	-
Biology	All Students	86%	57%	60%	*	65%	*	-	-	*	*	62%	*	*	64%	57% 63%	58%	-	*	-	-
	CWD	56%	42%	*	_	*	_	_	_	_	_	*	*	*	_	* *	*	_	_	_	_
	CWOD		60%	64%	*	71%	*	_	_	*	*	64%	*	_	64%	67% 67%	61%	_	*	_	_
	EL	64%	33%	57%	_	62%	_	_	_	*	_	60%	*	*	67%		*	_	_	_	_
	Male	83%	50%	63%	*	67%	-	_	_	*	*	62%	*	*	67%	* 63%	-	_	*	_	_
	Female		64%	58%	*	64%	*	_	_	*	_	63%	*	*	61%	* -	58%	_	_	_	_
STAAR Percen	nt at Meets	s Grad	e Leve	l or Abov	'e																
End of Course																					
English I	All Students	43%	12%	8%	*	6%	*	-	-	*	-	7%	*	*	8%	4% 10%	6%	-	*	-	-
	CWD	14%	8%	*	*	*	-	-	-	-	-	*	-	*	-	- *	*	-	-	-	-
	CWOD		12%	8%	*	6%	*	-	-	*	-	8%	*	-	8%	4% 10%		-	*	-	-
	EL	10%	4%	4%	-	4%	-	-	-	*	-	*	*	-	4%	4% *	*	-	-	-	-
	Male	37%	9%	10%	*	*	*	-	-	*	-	*	*	*	10%	* 10%		-	*	-	-
	Female	51%	15%	6%	*	7%	*	-	-	*	-	7%	*	*	6%	* -	6%	-	-	-	-
English II	All Students	47%	23%	22%	18%	20%	30%	-	-	-	*	17%	38%	*	23%	15% 22%	22%	-	*	-	-
	CWD	14%	5%	*	*	*	*	-	-	-	-	*	-	*	-		*	-	-	-	-
	CWOD		25%	23%	20%	20%	33%	-	-	-	*	18%	38%	_	23%	15% 22%	24%	-	*	-	-
	EL	9%	10%	15%	-	15%	-	-	-	-	-	*	*	_	15%	15% *	*	-	-	_	-
	Male	41%	19%	22%	*	23%	*	-	-	-	*	14%	40%	-	22%	* 22%	-	-	*	-	-
	Female			22%	*	17%	*	-	-	-	*	20%	*	*	24%	* -	22%	-	*	-	-
Algebra I	All Students	53%	3%	0%	*	0%	*	-	-	*	-	0%	*	*	0%	0% 0%	0%	-	*	-	-
	CWD			*	*	*	-	-	-	-	-	*	-	*	-	- *	*	-	-	-	-
	CWOD		3%	0%	*	0%	*	-	-	*	-	0%	*	-	0%	0% 0%	0%	-	*	-	-
	EL	29%	0%	0%	-	0%	-	-	-	*	-	0%	*	-	0%	0% 0%	0%	-	-	-	-
	Male Female	49%	2% 4%	0% 0%	*	0% 0%	*	-	-	*	-	0% 0%	*	*	0% 0%	0% 0% 0% -	- 0%	-	*	-	-
								-	-		-							-		-	-
Biology	All Students		11%	9%	*	4%	*	-	-	*	*	7%	*	*	9%	0% 19%		-	*	-	-
	CWD			*	-	*	-	-	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD			9%	*	4%	*	-	-	*	*	7%	*	-	9%	0% 20%	0%	-	*	-	-
	EL	20%	0%	0% 40%	*	0%	-	-	-	*	-	0%	*	*	0%	0% *		-	-	-	-
	Male			19%	*	8%	-	-	-		•	15%			20%	* 19% * -		-	•	-	-
	Female	59%	10%	0%	•	0%	•	-	-	•	-	0%	•	•	0%	* -	0%	-	-	-	-

STAAR Percent at Masters Grade Level

End of Course

Two or

											Two		Non									
					African		A	America	n	Pacific	or More	Econ									Foster	
					Americar							Disadv							MigrantH			
English I	All Students	7%	0%	2%	*	0%	*	-	-	*	-	2%	*	*	2%	0%	3%	0%	-	*	-	-
	CWD	3%	0%	*	*	*	_	_	_	_	_	*	_	*	_	_	*	*	_	_	_	_
	CWOD		0%	2%	*	0%	*	-	-	*	-	2%	*	-	2%	0%	3%	0%	-	*	-	-
	EL	0%	0%	0%	-	0% *	-	-	-	*	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male Female	5%	0% 0%	3% 0%	*	0%	*	-	-	*	-	0%	*	*	3% 0%	*	3%	- 0%	-	*	-	-
	remaie	9 /0	0 70	0 /6		0 70		-	-		-	0 70			0 70		-	0 70	-	-	-	-
English II	All	8%	1%	1%	0%	0%	0%	-	-	-	*	2%	0%	*	2%	0%	0%	3%	-	*	-	-
	Students				*		*															
	CWD	4%	0% 1%	* 2%	* 0%	* 0%	0%	-	-	-	*	* 2%	0%	*	- 2%	- 0%	- 0%	3%	-	*	-	-
	EL	0%	0%	2 % 0%	-	0%	-	-	-	-	_	∠ /0 *	*	-	0%	0%	*	*	-	_	-	-
	Male	5%	0%	0%	*	0%	*	-	-	-	*	0%	0%	-	0%		0%	-	-	*	-	-
	Female	10%	2%	3%	*	0%	*	-	-	-	*	3%	*	*	3%	*	-	3%	-	*	-	-
Algebra	ΔII	31%	0%	00/	*	0%	*			*		0%	*	*	0%	00/	00/	0%		*		
Algebra I	All Students	3170	070	0%		076		-	-		-	076			U 70	0%	U 70	076	-		-	-
	CWD	7%	0%	*	*	*	-	-	-	-	-	*	-	*	-	_	*	*	-	-	-	-
	CWOD		0%	0%	*	0%	*	-	-	*	-	0%	*	-	0%		0%	0%	-	*	-	-
	EL	12%	0%	0%	-	0%	-	-	-	*	-	0%	*	- *	0%		0%	0%	-	-	-	-
	Male Female	28%	0% 0%	0% 0%	*	0% 0%	*	-	-	*	-	0% 0%	*	*	0% 0%	0% 0%	0%	0%	-	*	-	-
	remaie	34 /0	0 70	0 /6		0 70		-	-		-	0 70			0 /0	0 70	-	0 70	-		-	-
Biology	All	23%	2%	6%	*	4%	*	-	-	*	*	3%	*	*	6%	0%	13%	0%	-	*	-	-
	Students																					
	CWD	5%	0%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		3%	6% 0%	*	4%	*	-	-	*	*	4%	*	- *	6% 0%		13%	0% *	-	*	-	-
	EL Male	3% 22%	0% 4%	0% 13%	*	0% 8%	-	-	-	*	*	0% 8%	*	*	0% 13%	0%	13%	_	-	*	-	-
	Female		1%	0%	*	0%	*	-	-	*	_	0%	*	*	0%	*	-	0%	-	_	-	-
			•															·				
STAAR Percent All Grades	at Appro	acnes	s Grade	Level o	r Above																	
All Subjects	All	77%	42%	39%	28%	41%	36%	_	_	*	*	38%	44%	*	41%	39%	39%	39%	_	*	_	_
	Students		.270	00 /0	2070		0070					0070	, ,			0070	00,0	0070				
	CWD	45%	27%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		44%	41%	33%	42%	38%	-	-	*	*	40%	45%	-		40%		42%	-	*	-	-
	EL	60%	26%	39%	-	39%	- *	-	-	*	-	37%	45%	*		39%		37%	-	-	-	-
	Male Female	74%	35% 49%	39% 39%	33%	42% 40%	50%	-	-	*	*	34% 40%	52% 35%	*		41% 37%	39%	39%	-	*	-	-
	Гептан	1970	49 /0	35 /0		40 /0	30 /0	-	-			40 /0	33 /6		42 /0	31 /0	-	39 /0	-		-	-
Reading	All	73%	38%	32%	32%	30%	44%	-	-	*	*	29%	44%	*	34%	26%	32%	33%	-	*	-	-
	Students																					
	CWD	39%	23%	*	*	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD		40%	34%	38%	30%	47%	-	-	*	*	31%	44%	-		26%		35%	-	*	-	-
	EL Male	52% 69%	22% 32%	26% 32%	- *	26% 30%	- *	-	-	*	*	19% 23%	50% 56%	- *		26% 27%		24%	-	*	-	-
	Female		46%	33%	*	29%	63%	-		*	*	34%	*	*		24%	-	33%	-	*	_	-
Mathematics		80%	40%	42%	*	55%	*	-	-	*	-	42%	*	*	45%	58%	41%	42%	-	*	-	-
	Students CWD	52%	20%	*	*	*						*		*			*	*				
	CWD		20% 43%	45%	*	57%	*	-		*	-	47%	*	_	45%	58%	44%	46%	-	*	-	-
	EL	70%	33%	58%	_	56%	_	_	_	*	_	69%	*	-		58%		55%	_	_	_	_
	Male	78%	34%	41%	*	64%	*	-	-	-	-	46%	*	*		63%		-	-	-	-	-
	Female	82%	45%	42%	*	50%	*	-	-	*	-	40%	*	*	46%	55%	-	42%	-	*	-	-
Coi	Δ	700/	E70/	600/	*	CEN/	*			*	*	600/	*	*	640/	E70/	200/	E00/		*		
Science	All Students	79%	57%	60%	**	65%		-	-			62%			υ4%	31%	ს პ%	58%	-		-	-
	CWD	48%	42%	*	_	*	_	_	_	_	_	*	*	*	_	*	*	*	_	_	_	_
	CWOD		60%	64%	*	71%	*	-	-	*	*	64%	*	-	64%	67%	67%	61%	-	*	-	-
	EL	58%	33%	57%	-	62%	-	-	-	*	-	60%	*	*	67%	57%	*	*	-	-	-	-
	Male	78%	50%	63%	*	67%	-	-	-	*	*	62%	*	*	67%	*	63%	-	-	*	-	-
	Female	80%	64%	58%	•	64%	•	-	-	•	-	63%	•	•	61%	•	-	58%	-	-	-	-
STAAR Percent	at Meets	Grad	le Level	or Abov	/e																	
All Grades											,											
All Subjects	All	47%	13%	11%	14%	9%	12%	-	-	*	*	9%	19%	*	12%	5%	14%	9%	-	*	-	-
	Students CWD	23%	3%	*	*	*	*	_	_	_	_	*	*	*	_	*	*	*	_	_	_	_
	CWOD		15%	12%	17%	9%	13%	-	-	*	*	9%	19%	-	12%	5%	14%	9%	-	*	-	-
	EL	26%	4%	5%	-	5%	-	-	-	*	-	2%	15%	*	5%	5%		2%	-	-	-	-
	Male	45%	11%	14%	20%	11%	*	-	-	*	*	10%	26%	*	14%	8%	14%	-	-	*	-	-
	Female	50%	16%	9%	*	7%	14%	-	-	*	*	8%	10%	*	9%	2%	-	9%	-	*	-	-
Reading	All	46%	18%	15%	16%	13%	19%	_	_	*	*	12%	26%	*	16%	9%	160/-	14%	-	*	_	_
Reading	All Students		1070	1370	1070	1370	1370	-	-			1270	2070		1070	<i>37</i> 0	1070	1470	-		-	-
	CWD	22%	6%	*	*	*	*	-	-	-	-	*	-	*	-	_	*	*	-	-	_	-
	CWOD		19%	16%	19%	13%	20%	-	-	*	*	13%	26%	-	16%	9%	16%	15%	-	*	-	-
	EL	21%	7%	9%	-	9%	-	-	-	*	-	3%	30%	-	9%	9%	14%	4%	-	-	-	-
	Male	41%	14%	16%	*	14%	*	-	-	*	*	11%	31%	*		14%		-	-	*	-	-
	Female	50%	22%	14%	*	12%	25%	-	-	*	*	14%	*	*	15%	4%	-	14%	-	*	-	-
Mathematics	All	48%	3%	0%	*	0%	*	_	_	*	_	0%	*	*	0%	0%	0%	0%	_	*	_	_
	Students		3,0	3 /0		5 /0						3 70			5,0	3,0	J / J	575				
	CWD	26%	0%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	51%	3%	0%	*	0%	*	-	-	*	-	0%	*	-	0%	0%	0%	0%	-	*	-	-

Part												Two											
State Stat																							
EL 33% 0% 0% 0% 0% 0% 0% 0															014/15								
Male 47% 2% 0% 0% 0% 0% 0% 0% 0						American		cwnite	Indian	Asiar	nisiander *	Races		/DISAG	CWD					Migrant	Homeless	Care	Military
Female 49%						*		*	-	-		-		*	*					-	-	-	-
Science All 49% 11% 9% 49% 1 49%						*		*	-	-	*	-		*	*					-	*	-	-
Students		remale	4970	4 /0	U /0		0 70		-	-		-	0 70			0 70	0 70	-	0 70	-		-	-
CWD 23% 0%	Science	All	49%	11%	9%	*	4%	*	-	-	*	*	7%	*	*	9%	0%	19%	0%	-	*	-	-
CWOD 52% 13% 9%		Students																					
Current 1		CWD	23%	0%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
Male 50% 12% 19% 0		CWOD	52%	13%	9%	*	4%	*	-	-	*	*	7%	*	-	9%	0%	20%	0%	-	*	-	-
Male		EL	21%	0%	0%	-	0%	-	-	-	*	-	0%	*	*	0%	0%	*	*	-	-	-	-
STAAR Percent at Masteria State Stat		Male	50%	12%	19%	*	8%	-	-	-	*	*	15%	*	*	20%	*	19%	-	-	*	-	-
All Grades All Subjects Students		Female	49%	10%	0%	*	0%	*	-	-	*	-	0%	*	*	0%	*	-	0%	-	-	-	-
All Grades All Subjects Students	STAAR Percen	t at Maste	rs Gra	nde I ev	/el																		
Students		t ut muoto																					
CVOD 23% 1% 2% 0% 1% 0% -	All Subjects		21%	1%	2%	0%	1%	0%	-	-	*	*	2%	2%	*	2%	0%	3%	1%	-	*	-	-
Reading All 19% 1% 2% 0% 0% 0 0 0 0 0 0 0		CWD	8%	0%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
Male 20% 1% 3% 0% 2% * - * 3% 0% 3% 0% 3 % - * - - - - - - - -		CWOD	23%	1%	2%	0%	1%	0%	-	-	*	*	2%	2%	-	2%	0%	3%	1%	-	*	-	-
Male 20% 1% 3% 0% 2% * - - * 3% 4% * 3% 0% 3% - - * - - - - - - -		EL	9%	0%	0%	_	0%	-	-	_	*	-	0%	0%	*	0%	0%	0%	0%	-	_	-	-
Reading All 19% 1% 2% 0% 0% 0% - - * * 1% 0% * 1% 0% - 1% - * - - - - - - - -		Male	20%	1%	3%	0%	2%	*	-	_	*	*	3%	4%	*	3%			_	-	*	-	-
Students CWD 7% 0%								0%	-	-	*	*			*				1%	-	*	-	-
Students CWD 7% 0%	Dooding	ΛII	100/	10/	20/	00/	00/	00/			*	*	20/	00/	*	20/	00/	20/	10/		*		
CWD 7% 0% * * * * * * * * * * * * * *	Reading		19%	170	270	0%	0%	0%	-	-			2%	0%		2%	0%	2%	170	-		-	-
CWOD 20% 1% 2% 0% 0% 0% * * 2% 0% - 2% 0% 2% 2% - *			7%	0%	*	*	*	*					*		*			*	*				
EL 7% 0% 0% 0% - 0% * - 0% 0% 0% - 0% 0% 0% 0% 0%						00/-	00/-	00/-	-	-	*	*	20/-			20/-	_ 	20/-	20/-	-	*	-	-
Male 16% 0% 2% * 0% 0% 0% * * * 2% 0% * 2% 0% 2% *									-	-	*									-		-	-
Mathematics All 23% 0% 0% * 0% 0% * - - * * 2% * * 2% 0% - 1% - * - - - - - - - -									-	-	*	*								-	*	-	-
Mathematics All 23% 0% 0% 0% * 0% * 0% * * - 0% * * 0% 0% 0% 0% 0% 0% - *									-	-	*									-	*	-	-
Students		remale	22%	1%	1%		0%	0%	-	-			2%			2%	0%	-	1%	-		-	-
CWOD 25% 0% 0% * 0% * * - 0% * - 0% 0% 0% 0% - * EL 13% 0% 0% 0% - 0%	Mathematics		23%	0%	0%	*	0%	*	-	-	*	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
CWOD 25% 0% 0% 0% * 0% * * - 0% * - 0% 0% 0% 0% 0% - * EL 13% 0% 0% 0% 0 0% - * * - 0% * - 0% * - 0% 0% 0% 0% 0% 0% Male 23% 0% 0% * 0% * 0% * 0% * * 0% 0% 0% 0% 0%			10%	0%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
EL 13% 0% 0% 0% - 0% * - 0% * - 0% 0% 0% 0% 0% 0%					0%	*	0%	*	_	_	*	_	0%	*	-	0%	0%	0%	0%	_	*	_	_
Male 23% 0% 0% 0% * 0% * 0% * 0 0						_		_	_	_	*	_		*	_					_	_	_	_
Female 24% 0% 0% * 0% * 0% * * - 0% * * 0% 0% - 0% -						*		*	_	_	_	_		*	*					_	_	_	_
Science All 22% 2% 6% * 4% * * * 3% * * 6% 0% 13% 0% - * Students CWD 7% 0% * - * * * * 4% * * * * 4% * *						*		*	_	_	*	_		*	*					_	*	_	_
Students CWD 7% 0% * - * * * * - * * * CWOD 24% 3% 6% * 4% * * * 40 * - 6% 0% 13% 0% - *		Tomalo	_ 1,70	0 /0	0 /0		0,0						0,0			0 /0	0 /0		0 /0				
CWD 7% 0% * - * * * * - * CWOD 24% 3% 6 % * 4% * * * * 4% * - 6% 0% 13% 0% - * EL 5% 0% 0% - 0% * * - 0% * * 0% 0% * *	Science		22%	2%	6%	*	4%	*	-	-	*	*	3%	*	*	6%	0%	13%	0%	-	*	-	-
CWOD 24% 3% 6% * 4% * * * 4% * - 6% 0% 13% 0% - * EL 5% 0% 0% 0% - 0% * - 0% * * 0% 0% * * Male 23% 4% 13% * 8% * * 8% * * 13% * 13% *			7%	0%	*	_	*	_	_	_	_	_	*	*	*	_	*	*	*	_	_	_	_
EL 5% 0% 0 % - 0% * - 0% * * 0% 0% * *					6%	*	4%	*	_	_	*	*	4%	*	_	6%	0%	13%	0%	_	*	_	_
Male 23% 4% 13 % * 8% * * 8% * * 13% * 13% *						_		_	_	_	*	_		*	*					_	_	_	_
						*		_	_	_	*	*		*	*			13%	_	_	*	_	_
				1%	0%	*	0%	*	_	_	*	_	0%	*	*	0%	*		0%	_	_	_	_

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	*	*	*	*	-	-	-	*	*	*	-
CWD	*	*	-	-	-	-	-	-	*	*	-
CWOD	*	*	*	*	-	-	-	*	*	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	*	*	-	-	-	-	-	*	*	-	-
Female	*	*	*	*	-	-	-	-	*	*	-
Mathematics											
All Students	*	-	*	*	-	-	-	-	*	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	-	*	*	-	-	-	-	*	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	*	-	*	-	-	-	-	-	-	-	*
Female	*	-	*	*	-	-	-	-	*	-	*

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 Grad	uation Rate	(Gr 9-12):	Class of 20	17										
All Students	35.2%	44.8%	24.4%	50.0%	*	-	*	-	36.2%	30.0%	12.5%	16.7%	-	
CWD	30.0%	40.0%	*	*	_	-	_	-	20.0%	30.0%	*	*	-	

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
CWOD	35.9%	45.8%	23.7%	57.1%	*	-	*	-	38.1%	-	13.3%	25.0%	-
EL	12.5%	*	14.3%	-	-	-	-	-	9.1%	*	12.5%	*	-
Male	24.4%	33.3%	10.5%	40.0%	*	-	-	-	27.3%	0.0%	10.0%	12.5%	-
Female	46.5%	57.1%	36.4%	66.7%	-	-	*	-	44.0%	*	16.7%	*	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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

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

Student Success (Student Achie	All Students A evement Dom			White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	*	*	*	*	-	-	*	*	*	*	*
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	13%	*	15%	*	*	*	-	-	*	*	*

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status	014401110					,	101011101		2.000.		
Reading											
Interim Goals (2018-2022) Target Met	44% N	32%	37% N	60%	43%	74%	45%	56%	33% N	19%	29% N
Interim Goals (2023-2027) Target Met	52% N	42%	46% N	66%	51%	78%	53%	62%	43% N	31%	39% N
Interim Goals (2028-2032) Target Met	62% N	54%	58% N	73%	62%	82%	63%	70%	55% N	45%	52% N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met Mathematics	N		N						N		N
Interim Goals (2018-2022) Target Met	46% N	31%	40%	59%	45%	82%	50%	54%	36% N	23%	40%
Interim Goals (2023-2027) Target Met	54% N	41%	49%	65%	53%	85%	57%	61%	45% N	34%	49%
Interim Goals (2028-2032) Target Met	63% N	54%	59%	73%	63%	88%	66%	69%	57% N	48%	59%
Long-Term Goals Target Met	73% N	66%	70%	80%	73%	91%	75%	77%	68% N	62%	70%
English Learner Language Profi	iciency Statu	ıs									
Interim Goals (2018-2022) Target Met											42%
Interim Goals (2023-2027) Target Met											44%
Interim Goals (2028-2032) Target Met											46%
Long-Term Goals Target Met											46%
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met Interim Goals (2023-2027) Target Met	N 92% N	N 92% N	N 92% N	92%	92%	92%	92%	92%	N 92% N	92%	92%
Interim Goals (2028-2032) Target Met	94% N	94% N	94% N	94%	94%	94%	94%	94%	94% N	94%	94%

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;-' Indicates zero observations reported for this group.

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;n/a' Indicates the student group is not applicable to this report.

ΑII African American Pacific Two or More Econ Students American Hispanic White Indian Asian CWD EL+ Islander Races Disadv Long-Term Goals 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% Ν Ν N Ν Target Met

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 Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ite																
All Subjects	All Students	100%	100%	100%	100%	-	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	100%	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	*	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	*	*	100%	-
	CWOD	100%	100%	100%	100%	-	*	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL .	100%	-	100%	-	-		*	*	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	•		*	100%	100%		100%	100%	100%	4000/	-
	Female	100%	100%	100%	100%	-	-			100%	100%	100%	100%	100%	-	100%	-
Mathematics	Students	100%	100%	100%	100%	-	-	*	-	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-
	CWOD	100%	100%	100%	100%	-	-	*	-	100%	100%	-	100%	100%	100%	100%	-
	EL .	100%	*	100%	-	-	-	*	-	100%	100%	- *	100%	100%	100%	100%	-
	Male	100%	*	100%	*	-	-	- *	-	100%		*	100%	100%	100%	4000/	-
	Female	100%		100%		-	-		-	100%	100%		100%	100%	-	100%	-
Science	All Students	100%	*	100%	*	-	-	*	*	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	100%	*	100%	*	-	-	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	*	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	*	100%	-	-	-	*	*	100%	*	*	100%	100%	100%	-	-
Non-Participation	Female on Rate	100%	*	100%	*	-	-	*	-	100%	*	*	100%	100%	-	100%	-
All Subjects	All Students	0%	0%	0%	0%	-	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	_	_	_	_	0%	*	0%	_	0%	0%	0%	_
	CWOD	0%	0%	0%	0%	_	*	0%	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	_	*	*	_	0%	0%	0%	0%	0%	0%	0%	_
	Male	0%	0%	0%	0%	_	*	*	*	0%	0%	0%	0%	0%	0%	-	_
	Female	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	_	_	_	0%	*	0%	_	*	*	0%	_
	CWOD	0%	0%	0%	0%	-	*	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	_	-	*	*	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	*	*	0%	0%	*	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	-	*	-	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-
	CWOD	0%	0%	0%	0%	-	-	*	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	*	-	0%	0%	-	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	-	-
	Female	0%	*	0%	*	-	-	*	-	0%	0%	*	0%	0%	-	0%	-
Science	All Students	0%	*	0%	*	-	-	*	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	0%	*	0%	*	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	*	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	*	0%	-	-	-	*	*	0%	*	*	0%	0%	0%	-	-
	Female	0%	*	0%	*	-	-	*	-	0%	*	*	0%	0%	-	0%	-

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

Part (viii): Civil Rights Data

^{&#}x27;+' 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.

^{&#}x27;-' Indicates zero observations reported for this group.

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 American	Hienanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities		Students	American	mapanic	Winte	Mativo	Asian	isianaci	Races		Disabilities	304)
In-School Suspensions												
•	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	23	8	11	*	*	*	*	*	*		
	Female	13	7	*	*	*	*	*	*	*		
	Total	36	15	13	6	*	*	*	*	*		
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	•							•			
Defende to Leve Feference	Total	•	•	•	•	^	•	•	•	•		
Referrals to Law Enforcement	Mala		*	*	*	*	*					
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Students With Disabilities	Total											
In-School Suspensions												
III-3cilool 3uspelisions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	iotai											
out of control cappanoions	Male	6	*	*	*	*	*	*	*	*		*
	Female	6	*	*	*	*	*	*	*	*		*
	Total	12	6	*	*	*	*	*	*	*		*
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	80	17	44	17	*	*	*	*	14	17	*
	Female	105	23	62	14	*	*	*	*	17	8	*
	Total	185	40	106	31	-	-	-	-	31	25	-

	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.

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

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- *** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.

 Blank cell indicates the student group is not an

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

Part (ix): Teacher Quality Data

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

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 0.0	Percent -
Teachers Teaching with Emergency or Provisional Credentials	1.0	16.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

'-' 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%	-	-	-	-
Mathematics	6,020	1%	-	-	-	-
Grade 4						
Reading	6,061	1%	-	-	-	-
Mathematics	6,056	1%	-	-	-	-
Grade 5						
Reading	6,162	2%	-	-	-	-
Mathematics	6,160	1%	-	-	-	-
Science	6,164	1%	-	-	-	-
Grade 6						
Reading	5,678	1%	-	-	-	-
Mathematics	5,677	1%	-	-	-	-
Grade 7						
Reading	5,298	1%	-	-	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,294	1%	-	-	-	-
Grade 8 Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-
End of Course English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-
Biology	4,861	1%	-	-	-	-
All Grades All Subjects	99,020	1%	-	-	-	
Reading	43,730	1%	-	-	-	-
Mathematics	39,178	1%	-	-	-	-
Science	16,112	1%	-	-	-	-

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

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 Participation Rates for Students with Disabilities and Limited English Proficient Students

			% Belo	w Basic	% At or Ab	ove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disady	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
		English Earlydage Ecamers	00	00	20	20		Ü	'	•
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	•	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disady	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
		5 5 5	-		-	-		-		

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

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

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.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

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

Campus Name: WINFREE ACADEMY CHARTER SCHOOL (LEWISVILLE)

Campus ID: 057828002

District Name: WINFREE ACADEMY CHARTER SCHOOLS

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(1) 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);

								Two					EL
			All	African			American		Pacific	or More	Econ	Special	(Current and
				American	Hispanic	White	Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29% ′
Grade Level or Above)		Rates											
		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22											
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27											
		2027-28 through	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32	700/	000/	000/	000/	700/	070/	700/	700/	070/	000/	050/
	N 4 - 44 44	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	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-16 tillough 2021-22	40%	3170	40%	3970	45%	0270	30%	34 70	3070	2370	40%
		2021-22 2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2026-27	34 /0	4170	4370	0370	33 /0	0070	31 70	0170	4070	J 4 /0	4370
		2020-27 2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32	0070	0170	0070	1070	0070	0070	0070	0070	01 70	1070	0070
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17						*					41%
		Rates											
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											
		2027-28 through											46%
		2031-32											
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates											
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
		2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2026-27	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32											

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 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)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	Campue	African American	ıHisnani		Americar Indian				Econ		CWP)CWOD	FI Male	Female	Migrant	·Homelee	Foster	
STAAR Percer				-		mspani	CVVIIILE	mulan	Asiai	iisiaiiuei	Nace.	3 Di 3 au v	Disauv	CVI	CIIOD	LLIVIAIC	i emaic	wiigiaiii	.i ioilleles	5 Cale	wiiitaiy
End of Cours English I		64%	31%	36%	*	26%	53%	_	_	*	*	36%	35%	*	36%	* 30%	42%	_	*	_	_
Ü	Students																				
	CWD	25%	19%	*	*	*	*	-	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD		33%	36%	*	*	57%	-	-	*	*	37%	36%	-	36%	* 32%	43%	-	*	-	-
	EL	30%	21%	*	-	*	-	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	57%	25%	30%	*	*	*	-	-	-	-	*	*	*	32%	* 30%	-	-	-	-	-
	Female	/1%	39%	42%	*	*	71%	-	-	*	*	50%	*	*	43%	* -	42%	-	*	-	-
English II	All Students	66%	45%	17%	*	*	*	*	-	-	*	*	*	*	18%	* *	*	-	-	-	-
	CWD	25%	28%	*	*	*	*	*	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD		47%	18%	*	*	*	-	-	-	*	*	*	-	18%	* *	*	-	-	-	-
	EL	27%	24%	*	-	*	-	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	61%	38%	*	*	*	*	-	-	-	-	*	*	*	*	* *	-	-	-	-	-
	Female	72%	51%	*	*	*	*	*	-	-	*	*	*	*	*	* -	*	-	-	-	-
Algebra I	All	82%	40%	48%	*	63%	43%	-	-	*	*	41%	71%	*	52%	* 50%	47%	-	*	-	-
	Students CWD	47%	20%	*		*	*					*	*	*		* *	*				
	CWD		43%	52%	*	*	50%	-	-	*	*	45%	*		- 52%	- 55%	50%	-	*	-	-
	EL	67%	33%	*	_	*	30 /0	-	-	_		*	_	*	JZ /0	* -	*	-	_	-	-
	Male	78%	34%	50%	*	*	*	_	_	_	_	*	*	*	55%	- 50%	_	_	_	_	_
	Female		45%	47%	*	*	50%	_	_	*	*	46%	*	*	50%	* -	47%	_	*	_	-
Biology	All	86%	57%	57%	_	*	67%	_	_	*	*	*	75%	*	55%	* 54%	55%	_	_	_	_
0,	Students																				
	CWD	56%	42%	*	-	*	*	-	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD		60%	55%	-	*	64%	-	-	*	*	*	70%	-	55%	* 58%	*	-	-	-	-
	EL	64%	33%	*	-	*	-	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	83%	50%	54%	-	*	*	-	-	-	*	*	71%	*	58%	* 54%		-	-	-	-
	Female	88%	64%	55%	-	*	*	-	-	*	-	*	*	*	*	* -	55%	-	-	-	-
STAAR Percer End of Cours		Grad	e Level	or Abov	е																
English I	All	43%	12%	13%	*	5%	27%	_	_	*	*	18%	6%	*	15%	* 5%	21%	_	*	_	_
	Students																				
		14%	8%	*	*	*	*	-	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD		12%	15%	*	*	29%	-	-	*	*	21%	7%	_	15%	* 5%	29%	-	*	-	-
	EL	10%	4%	*	-	*	-	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	37%	9%	5%	*	*	*	-	-	-	-	*	*	*	5%	* 5%	-	-	-	-	-
	Female		15%	21%	*	*	43%	-	-	*	*	33%	*	*	29%	* -	21%	-	*	-	-
English II	All	47%	23%	3%	*	*	*	*	-	-	*	*	*	*	4%	* *	*	-	-	_	-
	Students																				
		14%	5%	*	*	*	*	*	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD		25%	4%	*	*	*	-	-	-	*	*	*	-	4%	* *	*	-	-	-	-
	EL	9%	10%	*	-	*	-	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male Female	41%	19% 28%	*	*	*	*	*	-	-	-	*	*	*	*	* *	*	-	-	-	-
	remale	J 4 /0	20 /0						-	-						-		-	-	-	-
Algebra I	All Students	53%	3%	3%	*	0%	7%	-	-	*	*	5%	0%	*	4%	* 0%	6%	-	*	-	-
	CWD		0%	*	-	*	*	-	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD	58%	3%	4%	*	*	8%	-	-	*	*	5%	*	-	4%	- 0%	7%	-	*	-	-
	EL	29%	0%	*	-	*	-	-	-	-	-	*	-	*	-	* -	*	-	-	-	-
	Male Female	49%	2%	0% 6%	*	*	* 10%	-	-	-	-	* 8%	*	*	0% 7%	- 0% * -	- 6%	-	-	-	-
	гептане	30%	4%	6%			1070	-	-			070			1 70	-	070	-		-	-
Biology	All Students	57%	11%	9%	-	*	17%	-	-	*	*	*	17%	*	10%	* 8%	9%	-	-	-	-
	CWD		0%	*	-	*	*	-	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD	61%		10%	-	*	18%	-	-	*	*	*	20%	-	10%	* 8%	*	-	-	-	-
	EL	20%	0%	*	-	*	-	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
		55%	12%	8%	-	*	*	-	-	-	*	*	14%	*	8%	* 8%	-	-	-	-	-
	Female	59%	10%	9%	-	*	*	-	-	*	-	*	*	*	*	* -	9%	-	-	-	-

Two

											or		Non								
					African			Americar		Pacific	More		Econ							Foster	
		State	District(Campus	American	Hispani	cWhite	Indian	Asian	Islander	Races	Disadv	Disad	CWD	CWOD	ELMale	Female	Migrant	Homeles	s Care	Military
STAAR Percent End of Course		rs Gra	de Leve	el																	
English I	All	7%	0%	0%	*	0%	0%	-	_	*	*	0%	0%	*	0%	* 0%	0%	_	*	-	-
	Students																				
	CWD	3%	0%	*	*	*	*	-	-	-	-	*	*	*	- 00/	* * * \cdot	*	-	-	-	-
	CWOD EL	7% 0%	0% 0%	0% *	_	*	0%	-	-	_	_	0% *	0% *	*	0% *	* 0%	0%	-	_	-	-
	Male	5%	0%	0%	*	*	*	_	_	-	_	*	*	*	0%	* 0%	-	_	-	_	-
	Female	9%	0%	0%	*	*	0%	-	-	*	*	0%	*	*	0%	* -	0%	-	*	-	-
English II	All	8%	1%	00/	*	*	*	*			*	*	*	*	0%	* *	*				
English II	Students	0 70	1 70	0%					-	-					U 70			-	-	-	-
	CWD	4%	0%	*	*	*	*	*	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD		1%	0% *	*	*	*	-	-	-	*	*	*	-	0%	* *	*	-	-	-	-
	EL Male	0% 5%	0% 0%	*	*	*	*	-	-	-	-	*	*	*	*	* *	_	-	-	-	-
	Female		2%	*	*	*	*	*	_	-	*	*	*	*	*	* -	*	_	-	_	-
Algebra I	All	31%	0%	0%	*	0%	0%	-	-	*	*	0%	0%	*	0%	* 0%	0%	-	*	-	-
	Students CWD	7%	0%	*	_	*	*	_	_	_	_	*	*	*	_	* *	*	_	_	_	_
	CWOD		0%	0%	*	*	0%	-	-	*	*	0%	*	-	0%	- 0%	0%	-	*	-	-
	EL	12%	0%	*	-	*	-	-	-	-	-	*	-	*	-	* -	*	-	-	-	-
	Male	28%	0% 0%	0% 0%	*	*	0%	-	-	*	*	0%	*	*	0% 0%	- 0%	- 0%	-	*	-	-
	Female	34 70	U 70	U 70			070	-	-			070			U 70	-	070	-		-	-
Biology	All	23%	2%	0%	-	*	0%	-	-	*	*	*	0%	*	0%	* 0%	0%	-	-	-	-
	Students						*						*			* *					
	CWD CWOD	5%	0% 3%	* 0%	-	*	0%	-	-	*	*	*	0%	*	- 0%	* 0%	*	-	-	-	-
	EL	3%	0%	*	-	*	-	-	-	_	_	*	*	*	*	* *	*	-	-	-	-
	Male	22%	4%	0%	-	*	*	-	-	-	*	*	0%	*	0%	* 0%	-	-	-	-	-
	Female	23%	1%	0%	-	*	*	-	-	*	-	*	*	*	*	* -	0%	-	-	-	-
STAAR Percent	at Appro	aches	Grade	Level o	r Above																
All Grades																					
All Subjects	All Students	77%	42%	37%	*	27%	49%	*	-	*	*	33%	42%	29%	39%	* 33%	41%	-	*	-	-
	CWD	45%	27%	29%	*	42%	*	*	_	_	_	*	*	29%	_	* *	40%	_	_	_	_
	CWOD		44%	39%	*	23%	53%	-	-	*	*	35%	44%	-	39%	* 37%		-	*	-	-
	EL	60%	26%	*	-	*	-	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male Female	74% 79%	35% 49%	33% 41%	*	23% 33%	42% 56%	*	-	*	*	22% 44%	47% 36%	40%	37% 41%	* 33%	- 41%	-	*	-	-
	i ciliale	1370	4370	4170		3370	30 /0		_			44 /0	30 /0	4070	-1 1 70	-	4170	_		_	-
Reading	All	73%	38%	27%	*	19%	42%	*	-	*	*	29%	24%	*	28%	* 21%	33%	-	*	-	-
	Students	000/	000/	*		*	*					*		*			*				
	CWD CWOD	39% 77%	23% 40%	28%	*	*	48%	_	-	*	*	29%	26%	_	28%	* 24%		-	*	-	-
	EL	52%	22%	*	-	*	-	_	_	-	-	*	*	*	*	* *	*	_	-	_	-
	Male	69%	32%	21%	*	*	33%	-	-	-	-	*	29%	*	24%	* 21%	-	-	-	-	-
	Female	77%	46%	33%	*	31%	55%	*	-	*	*	45%	*	*	35%	* -	33%	-	*	-	-
Mathematics	: All	80%	40%	48%	*	63%	43%	_	_	*	*	41%	71%	*	52%	* 50%	47%	_	*	_	_
	Students	0070	.070	,		0070	1070						, ,		0270	0070	,.				
	CWD	52%	20%	*	-	*	*	-	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD EL	83% 70%	43% 33%	52% *	*	*	50%	-	-	*	*	45% *	*	*	52%	- 55%	50%	-	*	-	-
	Male	78%	34%	50%	*	*	*	-	-	-	-	*	*	*	- 55%	- 50%	_	-	-	-	-
	Female		45%	47%	*	*	50%	-	-	*	*	46%	*	*	50%	* -	47%	-	*	-	-
0-1	A.II	700/	E 7 0/	F70/			070/					*	750/	*	FF0/	+ 540/	FF0/				
Science	All Students	79%	57%	57%	-	-	67%	-	-	-	-	-	75%	-	55%	* 54%	55%	-	-	-	-
	CWD	48%	42%	*	-	*	*	_	_	-	-	*	*	*	-	* *	*	_	-	_	-
	CWOD		60%	55%	-	*	64%	-	-	*	*	*	70%	-	55%	* 58%	*	-	-	-	-
	EL Mala	58%	33%	* E 4 0 /	-	*	- *	-	-	-	-	*	* 71%	*	* 58%	* * *	*	-	-	-	-
	Male Female	78% 80%	50% 64%	54% 55%	-	*	*	-	-	*	_	*	/ 170 *	*	*	* 54% * -	- 55%	-	-	-	-
		0070	0.70	0070													0070				
STAAR Percent All Grades	at Meets	Grad	e Level	or Abov	re																
All Subjects	All	47%	13%	7%	*	2%	16%	*	-	*	*	7%	8%	0%	8%	* 5%	10%	-	*	-	-
	Students																				
	CWD	23%	3% 15%	0% 8%	*	0%	* 100/	*	-	-	-	*	* 10%	0%	- 00/	* * * 5%	0%	-	-	-	-
	CWOD EL	50% 26%	15% 4%	8% *	_	2%	18%	-	-	_	-	8% *	10%	*	8%	* 5% * *	13% *	-	-	-	-
	Male	45%	11%	5%	*	0%	13%	-	-	-	*	0%	10%	*	5%	* 5%	-	-	-	-	-
	Female		16%	10%	*	4%	19%	*	-	*	*	13%	5%	0%	13%	* -	10%	-	*	-	-
Daadi:	Λ.	460/	100/	00/	*	20/	100/	*		*	*	100/	60/	*	100/	* =0/	100/		*		
Reading	All Students	46%	18%	8%	•	3%	19%	•	-	•	•	10%	6%	*	10%	* 5%	12%	-	^	-	-
	CWD	22%	6%	*	*	*	*	*	-	-	_	*	*	*	-	* *	*	-	-	-	-
	CWOD	48%	19%	10%	*	*	22%	-	-	*	*	12%	7%	-	10%	* 5%	17%	-	*	-	-
	EL Mala	21%	7% 1.4%	* E0/	-	*	120/	-	-	-	-	*	* 10%	*	* E0/	* * * En/	*	-	-	-	-
	Male Female	41% 50%	14% 22%	5% 12%	*	6%	13% 27%	*	-	*	*	20%	10%	*	5% 17%	* 5% * -	- 12%	-	*	-	-
				_,•			/-														

Two Non Pacific More Econ Econ African Foster American StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWODELMaleFemaleMigrantHomeless Care Military Mathematics ΑII 0% 0% 48% 3% 3% 5% 6% 0% 4% Students 0% **CWD** 26% CWOD 51% 3% 4% 8% 5% 4% 0% 7% 33% 0% EL 47% 2% 0% 0% 0% Male 8% Female 49% 6% 10% 7% 6% Science ΑII 49% 9% 17% 17% 10% 8% 9% Students CWD 23% 0% CWOD 52% 13% 10% 18% 20% 10% 8% 21% 0% Male 50% 8% 14% Female 49% 10% 9% 9% STAAR Percent at Masters Grade Level All Grades All Subjects 0% 0% 0% 0% 0% 0% 0% 0% 0% Students CWD 8% 0% 0% 0% 0% 0% 0% **CWOD** 23% 1% 0% 0% 0% 0% 0% 0% 0% FΙ 9% 0% 0% Male 20% 1% 0% 0% 0% 0% 0% 0% 0% Female 22% 1% 0% 0% 0% 0% 0% 0% 0% 0% 0% Reading ΑII 19% 1% 0% 0% 0% 0% 0% 0% Students CWD 7% 0% 0% **CWOD 20%** 1% 0% 0% 0% 0% 0% 0% 0% FΙ 7% 16% 0% 0% 0% 0% 0% 0% Male Female 22% 1% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% Mathematics All 23% 0% Students CWD 10% 0% CWOD 25% 0% 0% 0% 0% 0% 0% 0% 13% 0% EL Male 23% 0% 0% 0% 0% Female 24% 0% 0% 0% 0% 0% 0% Science 0% 0% 0% 0% 0% 0% Students CWD 7% 0%

0%

0%

0%

5%

23% 4%

Part (iii): Academic Growth and Graduation Rate

CWOD 24%

Female 21%

Male

3%

0%

1%

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.

0%

0%

0% * 0%

0%

0%

0%

0%

	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	*	-	*	*	-	-	-	-	*	*	*
CWD	*	-	*	*	-	-	-	-	*	*	*
CWOD	*	-	-	*	-	-	-	-	-	-	-
EL	*	-	*	-	-	-	-	-	*	*	*
Male	*	-	*	*	-	-	-	-	*	*	*
Female	*	-	-	*	-	-	-	-	*	*	-
Mathematics											
All Students	*	-	*	*	-	-	-	-	*	*	-
CWD	*	-	*	*	-	-	-	-	-	*	-
CWOD	*	-	-	*	-	-	-	-	*	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	*	-	-	*	-	-	-	-	*	-	-
Female	*	-	*	*	-	-	-	-	*	*	-

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;-' Indicates zero observations reported for this group.

	All	African	Illemente	White	American Indian	Anlan	Pacific	Two or More	Econ	CWD	EL	Hamalaaa	Foster
Federal Graduation Rates	Students	American	піѕрапіс	wnite	ingian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
4-year Longitudinal Cohort C	Fraduation Rate	(Gr 9-12):	Class of 20)17									
All Students	33.0%	30.0%	19.2%	44.2%	-	*	-	33.3%	27.5%	37.5%	16.7%	38.5%	-
CWD	37.5%	*	*	*	-	-	-	-	20.0%	37.5%	-	*	-
CWOD	32.5%	37.5%	16.7%	43.6%	-	*	-	33.3%	28.6%	-	16.7%	36.4%	-
EL	16.7%	-	20.0%	-	-	*	-	-	20.0%	-	16.7%	*	-
Male	19.2%	14.3%	17.6%	27.3%	-	*	-	*	19.2%	28.6%	20.0%	16.7%	-
Female	52.8%	*	22.2%	61.9%	_	_	_	*	42.9%	*	*	57.1%	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

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

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

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

Student Success (Student Achi			Hispanic : STAAR Co	White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	*	*	*	*	*	-	*	*	*	*	*
School Quality (College, Career	r, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	11%	*	*	*	-	-	-	*	*	*	*

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N										
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N										
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N										
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N										
English Learner Language Pro	ficiency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
											46%
Long-Term Goals											
Target Met											
Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%

Indicates there are no students in the group.

Indicates zero observations reported for this group.

^{&#}x27;-' Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CMD	EL+
Interim Goals (2023-2027) Target Met	92% N	92%	92% N	92% N	92%	92%	92%	92%	92% N	92%	92%
Interim Goals (2028-2032) Target Met	94% N	94%	94% N	94% N	94%	94%	94%	94%	94% N	94%	94%
Long-Term Goals Target Met	94% N	94%	94% N	94% N	94%	94%	94%	94%	94% N	94%	94%

STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Compus	African	Uiononio	\M/bito	American	Acion	Pacific	Two or More	Econ	Non Econ	CWD	CWOD	EI	Mala	Esmals	Migrant
Participation Ra	ite	Campus	American	піѕрапіс	wnite	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	remale	Migrant
All Subjects	All Students	99%	100%	100%	98%	*	-	*	*	100%	98%	100%	99%	100%	99%	100%	-
	CWD	100%	*	100%	100%	*	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	100%	98%	-	-	*	*	100%	98%		99%	100%	98%	100%	-
	EL	100%	*	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	96%	-	-	*	*	100%	97%	100%	98%	100%	99%	4000/	-
	Female	100%		100%	100%		-			100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	*	-	-	-	100%	100%	100%	-	100%	*	100%	-
	CWOD	100%	100%	100%	100%	-	-	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	-	100%	100%	*	100%	100%	100%	-	-
	Female	100%	*	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	-	-	*	*	100%	100%	*	100%	*	100%	100%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD EL	100%	100%	100%	100%	-	-	*	*	100%	100%	- *	100%	- *	100%	100%	-
	Male	100%	*	*	*	_	_	-	_	100%	*	*	100%	-	100%	_	_
	Female	100%	*	*	100%	-	-	*	*	100%	*	*	100%	*	-	100%	-
Science	All Students	96%	-	100%	92%	-	-	*	*	100%	92%	*	95%	100%	92%	100%	-
	CWD	*	_	*	*	_	_	_	_	*	*	*	_	*	*	*	_
	CWOD	95%	_	100%	91%	-	_	*	*	100%	90%	_	95%	*	92%	100%	-
	EL	100%	-	100%	-	-	-	-	_	*	*	*	*	100%	*	*	-
	Male	92%	-	100%	83%	-	-	-	*	100%	86%	*	92%	*	92%	-	-
Non-Participation	Female on Rate	100%	-	*	100%	-	-	*	-	100%	100%	*	100%	*	-	100%	-
•																	
All Subjects	All Students	1%	0%	0%	2%	*	-	*	*	0%	2%	0%	1%	0%	1%	0%	-
	CWD	0%	*	0%	0%	*	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	0%	2%	-	-	*	*	0%	2%	-	1%	0%	2%	0%	-
	EL	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	4%	-	-	-	*	0%	3%	0%	2%	0%	1%	-	-
	Female	0%	*	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	*	-	-	-	0%	0%	0%	-	0%	*	0%	-
	CWOD	0%	0%	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	-	-
	Female	0%	*	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	-	*	*	0%	0%	*	0%	*	0%	0%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	0%	0%	0%	0%	-	-	*	*	0%	0%	-	0%	-	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-
	Male	0%	*	*	*	-	-	-	-	0%	*	*	0%	-	0%	-	-
	Female	0%	*	*	0%	-	-	*	*	0%	*	*	0%	*	-	0%	-
Science	All Students	4%	-	0%	8%	-	-	*	*	0%	8%	*	5%	0%	8%	0%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	5%	-	0%	9%	-	-	*	*	0%	10%	-	5%	*	8%	0%	-
	EL	0%	-	0%	470/	-	-	-	*	*	*	*	*	0% *	*	*	-
	Male Female	8% 0%	-	0% *	17% 0%	-	-	*	-	0% 0%	14% 0%	*	8% 0%	*	8% -	0%	-

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

Part (viii): Civil Rights Data

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

		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	*	*	*	*	*	*	*	*			
0.4.4.0.4	Total	•	•	•	•	•	•	•	•	•		
Out-of-School Suspensions	Mala	40			-							
	Male	13 9	*	*	7	*	*	*	*	*		
	Female	22	6	*	5 12	*	*	*	*	*		
Evaulaiona	Total	22	O		12							
Expulsions With Educational Services	Male	*	*	*	*	*	*	*	*	*		
With Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Officer Zero Tolerance i officies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Total											
	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	6	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male .	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*			*
With and Educational Commission	Total				*		*		*			
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Officer Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	iolai											
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	iotai											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students	. 5											
Chronic Absenteeism												
	Male	79	8	35	32	*	*	*	*	5	17	8
	Female	81	8	23	44	*	*	*	*	5	5	5
	Total	160	16	58	76	*	*	*	*	10	22	13
			-		-					-		-

Incidents of Violence
Incidents of rape or attempted rape
Incidents of sexual assault (other than 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 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 with a firearm or explosive device
Incidents of physical attack or fight without a weapon
Incidents of physical attack or fight without a weapon
Incidents of physical attack or fight without a weapon

**Incidents of physical attack or fight without a weapon

**Incidents of physical attack or fight without a weapon

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;-' Indicates zero observations reported for this group.

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

Total * * * *

*

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	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	_	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	_	-	-	-	-	-	-	-	-	-
	Female	_	-	-	-	-	-	-	-	-	-
	Total	_	_	_	_	_	_	_	_	_	_

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- *** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.

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

Part (ix): Teacher Quality Data

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

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 1.0	Percent 11.5%
Teachers Teaching with Emergency or Provisional Credentials	1.0	13.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

'-' 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%	-	-	-	-
Mathematics	6,020	1%	-	-	-	-
Grade 4 Reading	6,061	1%	-	-	-	-
Mathematics	6,056	1%	-	-	-	-

	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 5 Reading	6,162	2%	-	-	-	-
Mathematics	6,160	1%	-	-	-	-
Science	6,164	1%	-	-	-	-
Grade 6 Reading	5,678	1%	-	-	-	-
Mathematics	5,677	1%	-	-	-	-
Grade 7 Reading	5,298	1%	-	-	-	-
Mathematics	5,294	1%	-	-	-	-
Grade 8 Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-
End of Course English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-
Biology	4,861	1%	-	-	-	-
All Grades All Subjects	99,020	1%	-	-	-	-
Reading	43,730	1%	-	-	-	-
Mathematics	39,178	1%	-	-	-	-
Science	16,112	1%	-	-	-	-

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

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

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

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

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1

Indicates zero observations reported for this group.

			% Below Basic		% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		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	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

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.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

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

Campus Name: WINFREE ACADEMY CHARTER SCHOOL (RICHARDSON)

Campus ID: 057828003

District Name: WINFREE ACADEMY CHARTER SCHOOLS

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(1) 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);

										Two			EL
				A 6-1			A		D161-	or	-	0	(Current
			All	African American	⊔ienanie.	White	American Indian	Asian	Pacific Islander	More	Econ	Special Educ	and Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	Reading/LLA	Rates	44 /0	JZ /0	37 /0	0070	40 /0	1470	4570	30 /0	33 /0	1370	2370
Grado Estar Si Aboto,		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22	, ,	0270	0.70	0070	1070		.070	0070	0070	1070	2070
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27											
		2027-28 through	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32											
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		Rates	400/		400/	===:	.=0/		=00/	- 40/			400/
		2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2026-27	3470	4170	4970	03%	33%	0370	37 70	0170	45%	3470	4970
		2020-27 2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2021-20 through	0070	O+70	0070	1070	0070	0070	0070	0370	01 70	4070	0070
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17											41%
J		Rates											
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											
		2027-28 through											46%
One desertion Detect Versil on alterdiscal		2031-32	000/	0.50/	070/	000/	000/	050/	000/	000/	000/	700/	700/
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2017-10 tillough 2021-22	30 70	3070	3070	30 /0	30 70	30 /0	30 /0	30 70	30 /0	30 /0	30 /0
		2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2026-27	22/0		/-	/-		/-	/-		/-	2270	/-
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32											

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 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)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	t C ampus	African Americar	nHispani		Americar Indian				Econ		CWI	OCWOD	ELMale	Female	Migrant	Homeless	Foster Care	
STAAR Percer																		g			
End of Cours English I	All	64%	31%	30%	*	35%	50%	-	-	-	*	21%	42%	*	31%	* 25%	36%	-	*	-	-
	Students CWD	25%	19%	*	*	*	*					*	*	*		* *					
	CWD		33%	31%	*	36%	*	-	-	-	*	23%	41%		31%	* 26%	36%	-	*	-	-
	EL	30%	21%	*	*	*	*	-	-	-	_	2370	*	*	*	* *	*	-	_	-	-
	Male	57%	25%	25%	*	*	*	_	_	_	*	*	40%	*	26%	* 25%	_	_	*	_	_
	Female		39%	36%	*	*	*	-	-	-	-	*	*	-	36%	* -	36%	-	*	-	-
English II	All Students	66%	45%	54%	28%	66%	65%	-	*	-	*	43%	66%	*	56%	* 45%	63%	-	*	-	-
	CWD	25%	28%	*	*	*	*	-	*	_	*	*	*	*	_	- *	*	_	_	_	_
	CWOD		47%	56%	30%	64%	68%	-	*	-	*	43%	68%	-	56%	* 47%	65%	-	*	-	-
	EL	27%	24%	*	-	*	-	-	-	-	-	*	*	-	*	* *	*	-	-	-	-
	Male	61%	38%	45%	35%	55%	*	-	*	-	*	38%	50%	*	47%	* 45%	-	-	*	-	-
	Female	72%	51%	63%	*	72%	85%	-	*	-	*	45%	77%	*	65%	* -	63%	-	*	-	-
Algebra I	All Students	82%	40%	41%	*	41%	*	*	*	-	*	41%	40%	*	48%	* 28%	53%	-	*	-	-
	CWD	47%	20%	*	*	*	*	_	_	_	*	*	*	*	_	* *	*	_	_	_	_
	CWOD		43%	48%	*	44%	*	*	*	-	-	50%	44%	_	48%	* 38%	53%	-	*	-	-
	EL	67%	33%	*	-	*	-	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	78%	34%	28%	*	*	*	-	*	-	-	*	*	*	38%	* 28%	-	-	*	-	-
	Female	87%	45%	53%	*	*	*	*	-	-	*	*	50%	*	53%	* -	53%	-	-	-	-
Biology	All Students	86%	57%	60%	56%	43%	72%	-	*	-	*	50%	68%	*	63%	* 53%	64%	-	*	-	-
	CWD	56%	42%	*	*	*	*	-	-	-	*	*	*	*	-	* *	*	-	*	-	-
	CWOD	89%	60%	63%	63%	46%	71%	-	*	-	-	50%	74%	-	63%	* 54%	68%	-	*	-	-
	EL	64%	33%	*	*	*	*	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	83%	50%	53%	*	*	67%	-	*	-	-	*	60%	*	54%	* 53%	-	-	*	-	-
STAAR Percer End of Cours			64% e Level	64% or Abov	re	56%	78%	-		-		54%	69%		68%		64%				-
English I	All	43%	12%	9%	*	17%	10%	-	-	-	*	7%	13%	*	8%	* 6%	14%	-	*	-	-
· ·	Students																				
	CWD	14%	8%	*	*	*	*	-	-	-	-	*	*	*	-	* *	-	-	-	-	-
	CWOD		12%	8%	*	18%	*	-	-	-	*	8%	9%	-	8%	* 4%	14%	-	*	-	-
	EL	10%	4%	*	*	*	*	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	37%	9%	6%	*	*	*	-	-	-	*	*	13%	*	4%	* 6%	-	-	*	-	-
	Female	51%	15%	14%	*	*	*	-	-	-	-	*	*	-	14%	* -	14%	-	*	-	-
English II	All Students	47%	23%	37%	20%	34%	52%	-	*	-	*	35%	39%	*	39%	* 28%	46%	-	*	-	-
	CWD	14%	5%	*	*	*	*	-	*	-	*	*	*	*	-	- *	*	-	-	-	-
	CWOD		25%	39%	22%	36%	55%	-	*	-	*	35%	42%	-	39%	* 29%	49%	-	*	-	-
	EL	9%	10%	*	-	*	-	-	-	-	-	*	*	-	*	* *	*	-	-	-	-
	Male	41%	19%	28%	24%	18%	*	-	*	-	*	29%	25%	*	29%	* 28%	-	-	*	-	-
	Female	54%	28%	46%	*	44%	69%	-	*	-	*	40%	50%	*	49%	* -	46%	-	*	-	-
Algebra I	All Students	53%	3%	8%	*	6%	*	*	*	-	*	6%	10%	*	10%	* 6%	11%	-	*	-	-
	CWD		0%	*	*	*	*	-	-	-	*	*	*	*	-	* *	*	-	-	-	-
	CWOD		3%	10%	*	6%	*	*	*	-	-	7%	11%	-	10%	* 8%	11%	-	*	-	-
	EL	29%	0%	*	-	*	-	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male Female		2% 4%	6% 11%	*	*	*	*	*	-	*	*	* 17%	*	8% 11%	* 6% * -	- 11%	-	*	-	-
Dieless					440/	4.40/	220/		*		*	200/		*					*		
Biology	All Students		11%	19%	11%	14%	22%	-		-	-	20%	18%	-	23%	* 24%	16%	-	-	-	-
	CWD		0%	*	*	*	*	-	-	-	*	*	*	*	-	* *	*	-	*	-	-
	CWOD			23%	13%	15%	29%	-	*	-	-	25%	21%	-	23%	* 31%	18%	-	*	-	-
	EL	20%	0%	*	*	*	*	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male			24%	*		22%	-	•	-	*	220/	30%	*	31%	* 24%	160/	-	*	-	-
	Female	59%	10%	16%	*	22%	22%	-	-	-	*	23%	8%	*	18%	* -	16%	-	*	-	-

Two

											or		Non								
				_	African			Americar		Pacific							_			Foster	
		State	District	Campus	American	Hispani	cWhite	Indian	Asian	Islander	Races	Disadv	Disad	CWD	CWOD	ELMale	Female	Migran	tHomeles	Care	Military
STAAR Percent	at Maste	rs Gra	ade Lev	el																	
End of Course				•																	
English I	All Students	7%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	* 0%	0%	-	*	-	-
	CWD	3%	0%	*	*	*	*	-	-	-	-	*	*	*	-	* *	-	-	-	-	-
	CWOD		0%	0%	*	0%	*	-	-	-	*	0%	0%	-	0%	* 0%	0%	-	*	-	-
	EL	0%	0%	*	*	*	*	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male Female	5%	0% 0%	0% 0%	*	*	*	-	-	-	•	*	0%	_	0% 0%	* 0%	- 0%	-	*	-	-
	remale	9 /0	0 70	0 /0				-	-	-	-			-	0 /0	-	0 70	-		-	-
English II	All Students	8%	1%	2%	0%	0%	9%	-	*	-	*	5%	0%	*	3%	* 0%	5%	-	*	-	-
	CWD	4%	0%	*	*	*	*	-	*	-	*	*	*	*	-	- *	*	-	-	-	-
	CWOD	8%	1%	3%	0%	0%	9%	-	*	-	*	5%	0%	-	3%	* 0%	5%	-	*	-	-
	EL	0%	0%	*	-	*	- *	-	-	-	- *	*	*	- *	*	* *	*	-	-	-	-
	Male Female	5%	0% 2%	0% 5%	0%	0% 0%	* 15%	-	*	-	*	0% 10%	0% 0%	*	0% 5%	* 0%	- 5%	-	*	-	-
	remale	1070	270	3%		070	1370	-		-		1070	0 76		370	* -	370	-		-	-
Algebra I	All Students	31%	0%	0%	*	0%	*	*	*	-	*	0%	0%	*	0%	* 0%	0%	-	*	-	-
	CWD	7%	0%	*	*	*	*	-	-	-	*	*	*	*	-	* *	*	-	-	-	-
	CWOD		0%	0%	*	0%	*	*	*	-	-	0%	0%	-	0%	* 0%	0%	-	*	-	-
	EL	12%	0%	*	-	*	-	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	28%	0% 0%	0% 0%	*	*	*	*	*	-	*	*	0%	*	0% 0%	* 0%	- 0%	-	*	-	-
	Female	34%	0%	0%					-	-			0%		U%	-	0%	-	-	-	-
Biology	All Students	23%	2%	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	* 0%	0%	-	*	-	-
	CWD	5%	0%	*	*	*	*	_	_	_	*	*	*	*	_	* *	*	_	*	_	_
	CWOD		3%	0%	0%	0%	0%	-	*	-	-	0%	0%	-	0%	* 0%	0%	-	*	-	-
	EL	3%	0%	*	*	*	*	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	22%	4%	0%	*	*	0%	-	*	-	-	*	0%	*	0%	* 0%	-	-	*	-	-
	Female	23%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	* -	0%	-	*	-	-
STAAR Percent	at Appro	aches	Grade	Level o	r Above																
All Grades																					
All Subjects	All	77%	42%	48%	32%	49%	62%	*	*	-	*	38%	57%	25%	51%	* 38%	57%	-	40%	-	-
	Students CWD	45%	27%	25%	*	*	*	_	*	_	*	*	*	25%	_	* *	*	_	*	_	_
	CWOD		44%	51%	35%	50%	65%	*	*	-	*	41%	59%	-	51%	* 41%	58%	-	36%	-	-
	EL	60%	26%	*	*	*	*	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	74%	35%	38%	28%	38%	45%	*	*	-	*	30%	46%	*	41%	* 38%		-	*	-	-
	Female	79%	49%	57%	34%	58%	79%	•	•	-	•	46%	65%	•	58%	^ -	57%	-	•	-	-
Reading	All Students	73%	38%	45%	23%	52%	61%	-	*	-	*	34%	57%	*	47%	* 36%	54%	-	*	-	-
	CWD	39%	23%	*	*	*	*	_	*	_	*	*	*	*	_	* *	*	_	_	_	_
	CWOD		40%	47%	26%	52%	63%	_	*	_	*	35%	58%	_	47%	* 38%	54%	-	*	-	-
	EL	52%	22%	*	*	*	*	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	69%	32%	36%	27%	40%	41%	-	*	-	*	26%	47%	*	38%	* 36%		-	*	-	-
	Female	77%	46%	54%	*	63%	76%	-	*	-	*	41%	66%	*	54%	* -	54%	-	*	-	-
Mathematics		80%	40%	41%	*	41%	*	*	*	-	*	41%	40%	*	48%	* 28%	53%	-	*	-	-
	Students CWD	52%	20%	*	*	*	*				*	*	*	*		* *	*				
	CWOD		43%	48%	*	44%	*	*	*	-	_	50%	44%	_	48%	* 38%	53%	-	*	-	-
	EL	70%	33%	*	-	*	-	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	78%	34%	28%	*	*	*	-	*	-	-	*	*	*	38%	* 28%		-	*	-	-
	Female	82%	45%	53%	*	*	*	*	-	-	*	*	50%	*	53%	* -	53%	-	-	-	-
Science	All	79%	57%	60%	56%	43%	72%	-	*	-	*	50%	68%	*	63%	* 53%	64%	-	*	-	-
	Students CWD	48%	42%	*	*	*	*				*	*	*	*		* *	*		*		
	CWOD		60%	63%	63%	46%	71%	-	*	-	_	50%	74%	_	63%	* 54%	68%	-	*	-	-
	EL	58%	33%	*	*	*	*	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	78%	50%	53%	*	*	67%	-	*	-	-	*	60%	*	54%	* 53%	-	-	*	-	-
	Female	80%	64%	64%	*	56%	78%	-	-	-	*	54%	69%	*	68%	* -	64%	-	*	-	-
STAAR Percent	at Meets	Grad	e Level	or Abov	re																
All Grades																					
All Subjects	All Students	47%	13%	22%	13%	21%	29%	*	*	-	*	20%	24%	8%	24%	* 17%	26%	-	20%	-	-
	CWD	23%	3%	8%	*	*	*	_	*	_	*	*	*	8%	_	* *	*	-	*	-	-
	CWOD	50%	15%	24%	15%	22%	33%	*	*	-	*	22%	25%	-	24%	* 19%		-	21%	-	-
	EL	26%	4%	*	*	*	*	-	-	-	- *	*	*	*	*	* *	*	-	-	-	-
	Male	45%	11% 16%	17% 26%	19% 7%	8% 31%	19%	*	*	-	*	15%	19%	*	19%	* 17%		-	*	-	-
	Female	JU%	16%	26%	7%	31%	39%	-	-	-		25%	27%		28%	* -	26%	-	-	-	-
Reading	All Students	46%	18%	26%	12%	27%	39%	-	*	-	*	24%	29%	*	27%	* 18%	35%	-	*	-	-
	CWD	22%	6%	*	*	*	*	_	*	_	*	*	*	*	_	* *	*	_	_	_	_
	CWOD		19%	27%	13%	28%	40%	-	*	-	*	24%	30%	-	27%	* 18%	36%	-	*	-	-
	EL	21%	7%	*	*	*	*	-	-	-	-	*	*	*	*	* *	*	-	-	-	-
	Male	41%	14%	18%	15%	12%	24%	-	*	-	*	16%	21%	*	18%	* 18%		-	*	-	-
	Female	JU%	22%	35%		41%	53%	-	-	-		31%	38%		36%	* -	35%	-	-	-	-

Two Non Pacific More Econ Econ African Foster American StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWODELMaleFemaleMigrantHomeless Care Military Mathematics ΑII 6% 10% 6% 48% 3% 10% 11% 8% 6% Students 0% CWD 26% CWOD 51% 3% 10% 6% 7% 11% 10% 8% 11% 33% 0% EL 47% 2% 6% 8% 6% Male 17% Female 49% 11% 11% 11% Science ΑII 49% 19% 11% 14% 22% 20% 18% 23% 24% 16% Students CWD 23% 0% CWOD 52% 13% 23% 13% 15% 29% 25% 21% 23% * 31% 18% 21% 0% Male 50% 24% 22% 30% 31% 24% Female 49% 10% 16% 22% 22% 23% 8% 18% 16% STAAR Percent at Masters Grade Level All Grades All Subjects 1% 0% 0% 3% 2% 0% 0% 1% 0% 0% Students CWD 8% 0% 0% 0% **CWOD** 23% 1% 1% 0% 0% 4% 2% 0% 1% 0% 2% 0% FΙ 9% 0% 0% Male 20% 1% 0% 0% 0% 0% 0% 0% 0% Female 22% 1% 2% 0% 0% 7% 4% 0% 2% 2% Reading ΑII 19% 1% 2% 0% 0% 6% 3% 0% 2% 0% 3% Students CWD 7% 0% **CWOD 20%** 1% 2% 0% 0% 7% 3% 0% 2% 0% 3% 0% FΙ 7% 16% 0% 0% 0% 0% 0% 0% 0% 0% 0% Male Female 22% 1% 0% 6% 0% 3% 3% 3% 12% 0% 0% 0% 0% 0% 0% Mathematics All 23% 0% 0% Students CWD 10% 0% CWOD 25% * 0% 0% 0% 0% 0% 0% 0% 0% 13% 0% EL Male 23% 0% 0% 0% 0% Female 24% 0% 0% 0% 0% 0% Science 0% 0% 0% 0% 0% 0% 0% 0% 0% Students CWD 7% 0% CWOD 24% 3% 0% 0% 0% 0% 0% 0% 0% 0% EL 5% 0%

0%

0%

23% 4%

1%

Part (iii): Academic Growth and Graduation Rate

Female 21%

Male

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.

0%

0%

0%

0%

0%

0%

0%

0%

0%

0%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			•								
Reading											
All Students	46	*	*	*	-	*	-	*	*	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	46	*	*	*	-	*	-	*	*	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	*	*	*	*	-	*	-	*	*	-	-
Female	79	*	*	*	-	-	-	-	*	-	-
Mathematics											
All Students	*	-	*	*	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	-	*	*	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	*	-	*	-	-	-	-	-	-	-	-
Female	*	-	*	*	-	-	-	-	-	-	-

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;-' Indicates zero observations reported for this group.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates			•										
4-year Longitudinal Cohort G	raduation Rate	(Gr 9-12):	Class of 20	017									
All Students	32.4%	22.2%	25.4%	46.9%	*	*	*	*	30.6%	16.7%	8.3%	7.1%	*
CWD	16.7%	-	*	*	-	-	-	-	*	16.7%	*	-	-
CWOD	33.1%	22.2%	26.7%	47.8%	*	*	*	*	32.4%	-	10.0%	7.1%	*
EL	8.3%	-	0.0%	*	-	*	-	-	0.0%	*	8.3%	-	-
Male	25.0%	0.0%	23.3%	40.0%	*	*	-	*	18.2%	*	14.3%	0.0%	-
Female	39.7%	42.9%	27.3%	54.2%	_	*	*	-	41.0%	*	0.0%	12.5%	*

- 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

- 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

Student Success (Student Achi	All Students evement Don			White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL			
STAAR Component Score	*	*	*	*	*	*	-	*	*	*	*			
School Quality (College, Career	School Quality (College, Career, and Military Readiness Performance)													
%Students meeting CCMR	36%	*	33%	39%	-	*	*	*	27%	*	*			

- 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 Disady	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N										
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N										
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N										
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N										
English Learner Language Pro	ficiency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											
ranget Met											
Federal Graduation Status											
	90% N	90% N	90% N	90% N	90%	90%	90%	90%	90% N	90%	90%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
Interim Goals (2023-2027) Target Met	92% N	92% N	92% N	92% N	92%	92%	92%	92%	92% N	92%	92%
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N					N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N					N		

STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African	L ienanie	White	American	Asian	Pacific	Two or More	Econ	Non Econ Disady	CWD	CWOD	EL	Malo	Eomalo	Migrant
Participation Ra	ite	Campus	American	піѕрапіс	wnite	Indian	Asian	Islander	Races	Disadv	DISAGV	CWD	CWOD	EL	Male	remale	Migrant
All Subjects	All Students	95%	95%	97%	93%	*	100%	-	83%	95%	95%	100%	95%	100%	95%	96%	-
	CWD	100%	100%	*	100%	-	*	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	95%	95%	97%	92%	*	*	-	*	95%	94%	-	95%	100%	94%	95%	-
	EL	100%	*	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	95%	94%	98%	94%	-	*	-	*	93%	96%	100%	94%	100%	95%	-	-
	Female	96%	97%	96%	93%	*	*	-	*	98%	93%	100%	95%	100%	-	96%	-
Reading	All Students	95%	96%	97%	94%	-	*	-	*	95%	96%	100%	95%	100%	94%	97%	-
	CWD	100%	*	*	*	-	*	-	*	100%	100%	100%	-	*	100%	*	-
	CWOD	95%	95%	97%	94%	-	*	-	*	94%	96%	-	95%	100%	93%	97%	-
	EL	100%	*	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	94%	93%	97%	94%	-	*	-	*	90%	97%	100%	93%	100%	94%	-	-
	Female	97%	100%	97%	94%	-	*	-	*	100%	94%	*	97%	100%	-	97%	-
Mathematics	All Students	92%	89%	94%	89%	*	*	-	*	94%	90%	100%	91%	*	94%	90%	-
	CWD	100%	*	*	*	-	-	-	*	*	*	100%	-	*	100%	*	-
	CWOD EL	91% *	88%	94%	83%	*	*	-	-	93%	89%	*	91% *	*	92%	89% *	-
	Male	94%	*	100%	83%	_	*	_	_	100%	89%	100%	92%	*	94%	_	_
	Female	90%	*	90%	*	*	-	-	*	88%	92%	*	89%	*	-	90%	-
Science	All Students	98%	100%	100%	94%	-	*	-	*	100%	96%	100%	97%	100%	100%	96%	-
	CWD	100%	*	*	*	-	-	-	*	*	*	100%	-	*	*	*	-
	CWOD	97%	100%	100%	93%	-	*	-	-	100%	95%	-	97%	100%	100%	96%	-
	EL	100%	*	*	*	-	-	-	-	*	*	*	100%	100%	*	*	-
	Male	100%	*	100%	100%	-	*	-	-	100%	100%	*	100%	*	100%	-	-
Non-Participation	Female on Rate	96%	100%	100%	89%	-	-	-	*	100%	92%	*	96%	*	-	96%	-
All Subjects	All Students	5%	5%	3%	7%	*	0%	-	17%	5%	5%	0%	5%	0%	5%	4%	-
	CWD	0%	0%	*	0%	_	*		*	0%	0%	0%	_	*	0%	0%	_
	CWOD	5%	5%	3%	8%	*	*	_	*	5%	6%	-	5%	0%	6%	5%	_
	EL	0%	*	0%	*	_	_	_	_	0%	0%	*	0%	0%	0%	0%	_
	Male	5%	6%	2%	6%	-	*	-	*	7%	4%	0%	6%	0%	5%	-	-
	Female	4%	3%	4%	7%	*	*	-	*	2%	7%	0%	5%	0%	-	4%	-
Reading	All Students	5%	4%	3%	6%	-	*	-	*	5%	4%	0%	5%	0%	6%	3%	-
	CWD	0%	*	*	*	_	*	_	*	0%	0%	0%	_	*	0%	*	_
	CWOD	5%	5%	3%	6%	_	*	_	*	6%	4%	-	5%	0%	7%	3%	_
	EL	0%	*	0%	*	-	-	-	_	0%	0%	*	0%	0%	0%	0%	-
	Male	6%	7%	3%	6%	-	*	_	*	10%	3%	0%	7%	0%	6%	-	-
	Female	3%	0%	3%	6%	-	*	-	*	0%	6%	*	3%	0%	-	3%	-
Mathematics	All Students	8%	11%	6%	11%	*	*	-	*	6%	10%	0%	9%	*	6%	10%	-
	CWD	0%	*	*	*	-	-	-	*	*	*	0%	-	*	0%	*	-
	CWOD	9%	13%	6%	17%	*	*	-	-	7%	11%	-	9%	*	8%	11%	-
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-
	Male	6%	*	0%	17%	-	*	-	-	0%	11%	0%	8%	*	6%	-	-
	Female	10%	*	10%	*	*	-	-	*	13%	8%	*	11%	*	-	10%	-
Science	All Students	2%	0%	0%	6%	-	*	-	*	0%	4%	0%	3%	0%	0%	4%	-
	CWD	0%	*	*	*	-	-	-	*	*	*	0%	-	*	*	*	-
	CWOD	3%	0%	0%	7%	-	*	-	-	0%	5%	-	3%	0%	0%	4%	-
	EL	0%	*	*	*	-	-	-	-	*	*	*	0%	0%	*	*	-
	Male	0%	*	0%	0%	-	*	-	-	0%	0%	*	0%	*	0%	-	-
	Female	4%	0%	0%	11%	-	-	-	*	0%	8%	*	4%	*	-	4%	-

African American Pacific More Econ Econ

Campus American Hispanic White Indian Asian Islander Races Disadv Disadv CWD CWOD EL Male Female Migrant

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Dis	udents with abilities section 504)
Students Without Disabilities												
In-School Suspensions		*			*	*	*			*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions			_	_	_							
	Male	25	8	8	7 *	*	*	*	*	*		
	Female	13	7			*	*	*	*	*		
	Total	38	15	12	9	*	*	*	*	*		
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	7 *	5	*	*	*	*	*	*	*		
	Female		*	*	*	*	*	*	*	*		
	Total	9	7	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions					_					_		
	Male	*	*	*	*	*	*	*	*			
	Female											
0.4.40.4.0.4.0	Total											
Out-of-School Suspensions	Mala	6	*	*	*	*	*	*	*	*		_
	Male	6	*	*	*	*	*	*	*	*		5
	Female Total	6	*	*	*	*	*	*	*	*		5
Expulsions	IUIAI	O										5
With Educational Services	Mala	*	*	*	*	*	*	*	*	*		*
Willi Educational Services	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Officer Zero Tolerance i Offices	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	iotai											
Ochool-i Clated Airests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	iotai											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students	iolai											
Chronic Absenteeism												
5 51110 / 15501115015111	Male	165	38	71	50	*	*	*	*	14	14	11
	Female	169	38	71	53	*	*	*	5	17	14	8
	Total	334	76	142	103	*	*	*	7	31	28	19
		001	. 0		. 50				•	٥.		

		Total
Incidents of Violence		
Incidents of rape or a	ittempted rape	*
Incidents of sexual as	ssault (other than rape)	*
Incidents of robbery v	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	6
		6

^{*&#}x27; Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;-' Indicates zero observations reported for this group.

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

Total * *

*

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

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

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- *** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.

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

Part (ix): Teacher Quality Data

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

Low Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 3.0	Percent 22.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	8.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

'-' 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.

Crada 2	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		1%	-	-	-	-
Mathematics	6,020	1%	-	-	-	-

Grade 4

Reading	State Number of ALT2 6,061	State Rate of ALT2 1%	District Number of ALT2 -	District Rate of ALT2	Campus Number of ALT2 -	Campus Rate of ALT2 -
Mathematics	6,056	1%	-	-	-	-
Grade 5 Reading	6,162	2%	-	-	-	-
Mathematics	6,160	1%	-	-	-	-
Science	6,164	1%	-	-	-	-
Grade 6 Reading	5,678	1%	-	-	-	-
Mathematics	5,677	1%	-	-	-	-
Grade 7 Reading	5,298	1%	-	-	-	-
Mathematics	5,294	1%	-	-	-	-
Grade 8 Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-
End of Course English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-
Biology	4,861	1%	-	-	-	-
All Grades All Subjects	99,020	1%	-	-	-	-
Reading	43,730	1%	-	-	-	-
Mathematics	39,178	1%	-	-	-	-
Science	16,112	1%	-	-	-	-

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

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

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

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

			% Belo	w Basic	% At or Al	oove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	•	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12

Indicates zero observations reported for this group.

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

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

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

Indicates reporting standards not met.

'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.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Campus Name: WINFREE ACADEMY CHARTER SCHOOL - GRAND PRAIRIE

Campus ID: 057828004

District Name: WINFREE ACADEMY CHARTER SCHOOLS

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);

									Two			EL
									or	_		(Current
		All	African	Hanania	White	American Indian	A =!==	Pacific Islander		Econ	Special	and
Academia Barfarmanas (At Masta Basdi	ng/ELA Baseline 2016-17	Students 44%	American 32%	37%	60%	43%	Asian 74%	45%	56%	33%	Educ 19%	Former) 29%
Academic Performance (At Meets Readil Grade Level or Above)	ng/ELA Baseline 2016-17 Rates	44%	32%	3/%	60%	43%	74%	45%	50%	33%	19%	29%
Grade Level of Above)	2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-10 tillough 2021-22	44 /0	J2 /0	31 /0	00 /0	4370	1470	4570	30 /0	3370	1370	2370
	2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2026-27	32 /0	72/0	4070	0070	3170	1070	00 /0	02 /0	4070	3170	0070
	2027-28 through	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2031-32	02.0	0.70	0070	. 0 / 0	0270	0270	0070	. 0 / 0	0070	1070	0270
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathe	ematics Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	Rates											
	2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2021-22											
	2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2026-27											
	2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2031-32											
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress	Baseline 2016-17											41%
	Rates											42%
	2017-18 through 2021-22											42%
	2021-22 2022-23 through											44%
	2022-23 tillough 2026-27											44 /0
	2027-28 through											46%
	2031-32											1070
Graduation Rate:4-Year Longitudinal	Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate	Rates		****	*****								
	2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2021-22											
	2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2026-27											
	2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
	2031-32											

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

14/- !-- !--

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;

À 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 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);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

					African			America		Pacific			Non Econ								Foste	
		State	Distric	tCampus	American	Hispani	cWhite	Indian	Asian	Islande	rRaces	Disadv	Disad	/CWD	CWOE) EL	Male	Female	Migrant	Homeles	s Care	Military
STAAR Percer		ache	s Grade	Level o	r Above																	
End of Cours		0.40/	040/	0.40/	070/	070/	000/					000/	000/		050/		000/	450/				
English I	All Students	64%	31%	34%	27%	27%	60%	-	-	-	-	36%	29%	-	35%	-	22%	45%	-	-	-	-
	CWD	25%	19%	*	*	*	*	-	-	-	*	*	*	*	_	*	*	*	-	-	-	-
	CWOD		33%	35%	25%	31%	61%	-	-	-	*	37%	31%	-	35%	*	21%	48%	-	*	-	-
	EL	30%	21%	*	-	*	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	57%	25%	22%	*	19%	*	-	-	-	*	23%	*	*	21%	*	22%	-	-	*	-	-
	Female	71%	39%	45%	36%	36%	69%	-	-	-	•	48%	39%	•	48%	•	-	45%	-	•	-	-
English II	All	66%	45%	44%	50%	30%	62%	-	*	-	*	37%	54%	*	43%	21%	39%	48%	-	*	-	-
· ·	Students																					
	CWD	25%		*	*	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD			43%	44%	32%	67%	-	*	-	*	36%	54% *	*	43%		37%	49%	-	*	-	-
	EL Male	27% 61%		21% 39%	50%	24%	*	-		-	*	26% 25%	57%	*	22% 37%	21%	39%	_	-	*	-	-
	Female			48%	50%	36%	*	-	*	-	*	47%	50%	*	49%	*	3970	48%	-	*	-	-
			0.70	,0	0070	0070						,	0070		.070			.070				
Algebra I	All	82%	40%	30%	20%	28%	54%	-	-	-	*	25%	40%	*	30%	*	25%	35%	-	*	-	-
	Students																					
	CWD	47%		*	*	*	*	-	-	-	*	*	* 4 7 0/	*	200/	*	*	* 250/	-	-	-	-
	CWOD EL	67%	43% 33%	30% *	*	32%	58%	-	-	-		23%	47% *	*	30%	*	24%	35%	-	-	-	-
	Male	78%		25%	*	29%	*	-	-	-	*	20%	33%	*	24%	*	25%	_	-	*	-	-
	Female		45%	35%	*	28%	56%	_	_	_	*	30%	50%	*	35%	*	-	35%	_	*	_	_
Biology	All Students	86%	57%	54%	38%	52%	64%	-	*	-	*	62%	39%	36%	60%	*	41%	67%	-	*	-	-
	CWD	56%	42%	36%	*	*	*	_	_	_	*	*	*	36%	_	*	*	*	_	_	_	_
	CWOD		60%	60%	42%	65%	63%	-	*	-	*	61%	60%	-	60%	*	47%	71%	-	*	-	-
	EL	64%	33%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	83%	50%	41%	*	44%	*	-	-	-	-	44%	*	*	47%	*	41%	<u>-</u>	-	*	-	-
	Female	88%	64%	67%	*	62%	71%	-	*	-	*	74%	*	*	71%	*	-	67%	-	-	-	-
STAAR Percer		Grad	le Leve	l or Abov	e																	
End of Cours		420/	400/	420/	20/	4.40/	200/				*	440/	400/	*	4.40/	*	00/	470/		*		
English I	All Students	43%	12%	13%	3%	14%	30%	-	-	-	-	11%	18%	-	14%	-	9%	17%	-	-	-	-
	CWD	14%	8%	*	*	*	*	_	_	_	*	*	*	*	_	*	*	*	_	_	_	_
	CWOD		12%	14%	4%	16%	28%	-	-	-	*	12%	19%	_	14%	*	9%	19%	-	*	-	-
	EL	10%	4%	*	-	*	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	37%	9%	9%	*	10%	*	-	-	-	*	6%	*	*	9%	*	9%	-	-	*	-	-
	Female	51%	15%	17%	7%	18%	31%	-	-	-	*	15%	22%	*	19%	*	-	17%	-	*	-	-
English II	ΛII	470/	23%	18%	11%	19%	23%		*		*	100/	220/	*	200/	120/	100/	100/		*		
English II	All Students	47%	23%	10%	11%	19%	23%	-		-		10%	32%		20%	13%	18%	19%	-		-	-
	CWD	14%	5%	*	*	*	*	_	_	_	_	*	*	*	_	*	*	*	_	_	_	_
	CWOD		25%	20%	12%	20%	25%	-	*	-	*	10%	35%	-	20%	13%	20%	20%	-	*	-	-
	EL	9%	10%	13%	*	*	-	-	*	-	-	16%	*	*	13%	13%	*	*	-	-	-	-
	Male	41%	19%	18%	10%	16%	*	-	-	-	*	7%	30%	*	20%	*	18%	-	-	*	-	-
	Female	54%	28%	19%	11%	23%	*	-	*	-	*	12%	33%	*	20%	*	-	19%	-	*	-	-
Algebra I	All	53%	3%	0%	0%	0%	0%	_	_	_	*	0%	0%	*	0%	*	0%	0%	_	*	_	_
g	Students			- / -																		
	CWD	19%	0%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD			0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	29%		*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male Female	49%		0% 0%	*	0% 0%	* 0%	-	-	-	*	0% 0%	0% 0%	*	0% 0%	*	0%	- 0%	-	*	-	-
	remale	JO70	470	0%		U 70	U70	-	-	-		U 70	U 70		U 70		-	U 70	-		-	-
Biology	All		11%	5%	15%	0%	0%	-	*	-	*	5%	6%	0%	7%	*	0%	10%	-	*	-	-
	Students		001	001		_	*				_	_	_	001		_	_	_				
	CWD			0% 7%	* 17%	* 0%	* 0%	-	*	-	*	* 6%	* 10%	0%	- 7%	*	*	13%	-	*	-	-
	CWOD EL	20%	13% 0%	/ % *	17%	U% *	U70 -	-	_	-	_	6% *	10%	*	1 70 *	*	∪ 70 *	13%	-	_	-	-
	Male			0%	*	0%	*	-	-	-	-	0%	*	*	0%	*	0%	_	-	*	-	-
	Female			10%	*	0%	0%	-	*	-	*	9%	*	*	13%	*	-	10%	-	-	-	-

STAAR Percent at Masters Grade Level

End of Course

Two or

											Two or		Non									
					African		A	America	n	Pacific		Econ									Foster	
Castiala I	AII				American			Indian	Asianl	slander	Races			CWD					Migrant	Homeless *	Care	Military
English I	All Students	7%	0%	0%	0%	0%	0%	-	-	-		0%	0%	-	0%	*	0%	0%	-	-	-	-
	CWD	3%	0%	*	*	*	*	-	-	-	*	*	*	*	_	*	*	*	-	-	-	-
	CWOD		0%	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	0%	0%	*	- *	*	- *	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male Female	5% o%	0% 0%	0% 0%	0%	0% 0%	0%	-	-	-	*	0% 0%	0%	*	0% 0%	*	0%	0%	-	*	-	-
	i ciliale	3 70	0 70	0 /6	0 70	0 70	070	-	-	-		0 70	0 70		0 70		-	0 70	-		-	-
English II	All	8%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Students				*	*	*						*									
	CWD	4%	0% 1%	* 0%	* 0%		0%	-	- *	-	-	*	* 0%	*	- 0%	0%	0%	* 0%	-	*	-	-
	EL	0%	0%	0% 0%	*	0% *	0%	-	*	-		0%	U70 *	*	0%	0%	*	U 70 *	-	_	-	-
	Male	5%	0%	0%	0%	0%	*	_	_	_	*	0%	0%	*	0%	*	0%	_	_	*	_	_
	Female		2%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	*	-	0%	-	*	-	-
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Algebra I	All Students	31%	0%	0%	0%	0%	0%	-	-	-	•	0%	0%	•	0%	•	0%	0%	-	•	-	-
	CWD	7%	0%	*	*	*	*	_	_	_	*	*	*	*	_	*	*	*	_	_	_	_
	CWOD		0%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	12%	0%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	28%	0%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	*	0%	-	-	*	-	-
	Female	34%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	-	*	-	-
Biology	All	23%	2%	2%	0%	0%	0%	_	*	_	*	0%	6%	0%	2%	*	0%	3%	_	*	_	_
	Students																	,.,				
	CWD	5%	0%	0%	*	*	*	-	-	-	*	*	*	0%	-	*	*	*	-	-	-	-
	CWOD		3%	2%	0%	0%	0%	-	*	-	*	0%	10%	-	2%	*	0%	4%	-	*	-	-
	EL Male	3% 22%	0% 4%	* 0%	*	0%	*	-	-	-	-	* 0%	*	*	* 0%	*	* 0%	*	-	*	-	-
	Female		1%	3%	*	0%	0%	-	*	-	*	0%	*	*	4%	*	-	3%	-	_	-	-
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OT4 4 = =		_																				
STAAR Percent All Grades	at Appro	acnes	s Grade	Level or	Above																	
All Subjects	All	77%	42%	39%	35%	32%	60%	_	*	_	64%	38%	41%	33%	40%	21%	31%	47%	_	42%	_	_
	Students		,,	2270	0070	0270	0070				0.70	0070	,	0070	.070	,,	0.70	,		1270		
	CWD	45%	27%	33%	70%	*	*	-	-	-	*	44%	21%	33%	-	*	32%	33%	-	-	-	-
	CWOD		44%	40%	32%	36%	62%	-	*	-	60%	37%	46%	-			30%		-	42%	-	-
	EL Mala	60%	26%	21% 31%	* 30%	15%	- 55%	-	*	-	*	24%	*	* 32%	22%			30%	-	*	-	-
	Male Female	74% 79%	35% 49%	47%	41%	27% 38%	62%	-	*	-	90%	26% 48%	38% 45%	33%	30% 49%		31%	- 47%	-	*	-	-
			.070	,0		0070	0270				0070	1070	1070	0070	.070	0070		,				
Reading	All	73%	38%	38%	40%	28%	61%	-	*	-	*	36%	42%	32%	39%	19%	30%	46%	-	56%	-	-
	Students	000/	000/	000/	000/	*	*					*	*	000/		*	000/					
	CWD	39%	23% 40%	32% 39%	83% 35%	32%	63%	-	*	-	*	37%	43%	32%	39%		38%	49%	-	- 56%	-	-
	EL	52%	22%	19%	*	14%	-	-	*	-	*	24%	*	*	19%	19%		31%	-	-	-	-
	Male	69%	32%	30%	36%	21%	58%	-	-	-	*	24%	40%	38%	29%		30%	-	-	*	-	-
	Female	77%	46%	46%	44%	36%	62%	-	*	-	*	47%	44%	*	49%	31%	-	46%	-	*	-	-
Mathematics	All	80%	40%	30%	20%	28%	54%				*	25%	40%	*	30%	*	25%	35%		*		
	Students	00%	40%	30%	20%	20%	3470	-	-	-		23%	40%		30%		25%	33%	-		-	-
	CWD	52%	20%	*	*	*	*	_	_	_	*	*	*	*	_	*	*	*	_	_	_	_
	CWOD		43%	30%	*	32%	58%	-	-	-	*	23%	47%	-	30%	*	24%	35%	-	*	-	-
	EL	70%	33%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	78%	34%	25%	*	29%	*	-	-	-	*	20%	33%	*	24%	*	25%	-	-	*	-	-
	Female	82%	45%	35%	*	28%	56%	-	-	-	*	30%	50%	*	35%	*	-	35%	-	*	-	-
Science	All	79%	57%	54%	38%	52%	64%	_	*	_	*	62%	39%	36%	60%	*	41%	67%	_	*	_	_
	Students																					
	CWD	48%	42%	36%	*	*	*	-	-	-	*	*	*	36%	-	*	*	*	-	-	-	-
	CWOD		60%	60% *	42%	65% *	63%	-	*	-	*	61%	60%	-	60%	*	47%	71%	-	*	-	-
	EL Male	58% 78%	33% 50%	* 41%	*	44%	- *	-	-	-	-	* 44%	*	*	47%	*	41%	-	-	*	-	-
	Female		64%	67%	*	62%	71%	-	*	-	*	74%	*	*	71%	*	- 1 /0	- 67%	-	-	-	-
				-																		
STAAR Percent	at Mooto	Grad	امیره ا م	or Abov	•																	
All Grades	at weets	Grad	e revel	OI ADOV	5																	
All Subjects	All	47%	13%	10%	7%	10%	16%	-	*	-	21%	7%	17%	2%	12%	6%	8%	13%	-	25%	-	-
	Students																					
	CWD	23%	3%	2%	0%	*	*	-	-	-	*	0%	4%	2%	-	*	4%	0%	-	-	-	-
	CWOD EL	50% 26%	15% 4%	12% 6%	7% *	12% 3%	16%	-	*	-	30%	8% 7%	20%	- *	12% 6%	6% 6%	9% *	14% 7%	-	25%	-	-
	Male	45%	11%	8%	4%	3% 8%	25%	-	_	-	*	4%	14%	4%	9%	*	8%	-	-	*	-	-
	Female		16%	13%	10%	12%	11%	-	*	-	30%	9%	21%	0%	14%		-	13%	-	*	-	-
Reading	All	46%	18%	16%	7%	16%	27%	-	*	-	*	10%	25%	5%	17%	9%	13%	18%	-	33%	-	-
	Students CWD	22%	6%	5%	0%	*	*				*	*	*	5%		*	8%	*	_			
	CWD		6% 19%	5% 17%	0% 8%	18%	27%	-	*	-	*	11%	28%	5%	- 17%		14%	20%	-	33%	-	-
	EL	21%	7%	9%	*	5%	- 1 /0	-	*	-	*	11%	*	*	10%		*	12%	-	-	-	-
	Male	41%	14%	13%	6%	13%	42%	-	-	-	*	6%	23%	8%	14%	*	13%	-	-	*	-	-
	Female	50%	22%	18%	9%	20%	19%	-	*	-	*	14%	28%	*	20%	12%	-	18%	-	*	-	-
Mathematics	ΔII	48%	3%	0%	0%	0%	0%				*	0%	0%	*	0%	*	0%	0%		*		
	Students	4070	J 70	U /0	U 70	U 70	U 70	-	-	-		U 70	U 70		U 70		U 70	U 70	-		-	-
	CWD	26%	0%	*	*	*	*	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD		3%	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-

											Two											
					A 5-1					D161-	or	-	Non								F4	
		State	District	Campus	African American	Hisnanic		Americar Indian		Pacific nIslander				/CWD	CWOL) FI	Male	Female	Migrant	Homeless	Foster Care	
	EL	33%	0%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	- -	-	-	-
	Male	47%	2%	0%	*	0%	*	_	_	_	*	0%	0%	*	0%	*	0%	_	_	*	_	_
	Female		4%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	-	*	-	-
Caiamaa	AII	49%	11%	5%	15%	0%	0%		*		*	5%	6%	0%	7%	*	0%	10%		*		
Science	All Students	49%	11%	5%	15%	U%	0%	-		-		5%	0%	0%	1 %		0%	10%	-		-	-
		220/	00/	0%	*	*	*				*	*	*	0%	_	*	*	*				
	CWD	23%	0%	7%				-	*	-	*	6%	10%		- 7%	*	00/		-	*	-	-
	CWOD EL	21%	13% 0%	/% *	17% *	0%	0%	-		-		6% *	10%	-	/% *	*	0%	13%	-		-	-
					*		*	-	-	-	-		*	*		*	00/		-	*	-	-
	Male	50%	12%	0%	*	0%		-	-	-	*	0%		*	0%		0%	400/	-		-	-
	Female	49%	10%	10%		0%	0%	-		-		9%			13%		-	10%	-	-	-	-
STAAR Percent	t at Maste	rs Gra	ade Lev	el																		
All Grades All Subjects	ΛII	21%	1%	0%	0%	0%	0%		*		7%	0%	1%	0%	0%	00/	0%	1%	_	0%		
All Subjects	All Students	2170	170	U 76	076	070	U70	-		-	1 70	070	1 70	070	070	U 70	076	170	-	070	-	-
	CWD	8%	0%	0%	0%	*	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	23%	1%	0%	0%	0%	0%	-	*	-	10%	0%	1%	-	0%	0%	0%	1%	-	0%	-	-
	EL	9%	0%	0%	*	0%	-	-	*	-	*	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	20%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	*	-	-
	Female	22%	1%	1%	0%	0%	0%	-	*	-	10%	0%	2%	0%	1%	0%	-	1%	-	*	-	-
Reading	All	19%	1%	0%	0%	0%	0%	_	*	_	*	0%	0%	0%	0%	0%	0%	0%	_	0%	_	_
	Students	.070	.,,	• 70	0 / 0	0,0	0,0					0 / 0	0,0	0,0	0,0	0,0	0,0	0.70		0,70		
	CWD	7%	0%	0%	0%	*	*	_	_	_	*	*	*	0%	-	*	0%	*	_	_	_	_
	CWOD		1%	0%	0%	0%	0%	_	*	_	*	0%	0%	-	0%	0%	0%	0%	_	0%	_	_
	EL	7%	0%	0%	*	0%	-	_	*	_	*	0%	*	*	0%	0%	*	0%	_	-	_	_
	Male	16%	0%	0%	0%	0%	0%	_	_	_	*	0%	0%	0%	0%	*	0%	-	_	*	_	_
	Female		1%	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
Mathematics	s All	23%	0%	0%	0%	0%	0%				*	0%	0%	*	0%	*	0%	0%		*		
Mauremancs	Students	2370	U70	U 70	070	070	070	-	-	-		U 70	070		070		U 70	0 70	-		-	-
	CWD	10%	0%	*	*	*	*				*	*	*	*		*	*	*				
	CWD		0%	0%	*	0%	0%	-	-	-	*	0%	0%		0%	*	0%	0%	-	-	-	-
				U% *		U% *	0%	-	-	-		U% *	U% *	-	U% *		U% *	U% *	-		-	-
	EL	13%	0%		*		*	-	-	-	*			*					-	-	-	-
	Male	23%	0%	0%	_	0%		-	-	-	*	0%	0%	*	0%		0%	-	-		-	-
	Female	24%	0%	0%	•	0%	0%	-	-	-	•	0%	0%	•	0%	•	-	0%	-	•	-	-
Science	All	22%	2%	2%	0%	0%	0%	-	*	-	*	0%	6%	0%	2%	*	0%	3%	-	*	-	-
	Students				*													*				
	CWD	7%	0%	0%		*	*	-	-	-	*	*	*	0%	-	*	*		-	-	-	-
	CWOD		3%	2%	0%	0%	0%	-	*	-	*	0%	10%	-	2%	*	0%	4%	-	*	-	-
	EL	5%	0%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	23%	4%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	21%	1%	3%	*	0%	0%	-	*	-	*	0%	*	*	4%	*	-	3%	-	-	-	-

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	58	*	*	*	-	-	-	*	*	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	58	*	*	*	-	-	-	*	*	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	*	*	*	*	-	-	-	-	*	-	*
Female	83	*	*	*	-	-	-	*	*	-	-
Mathematics											
All Students	*	-	*	*	-	-	-	-	*	*	*
CWD	*	-	*	-	-	-	-	-	-	*	*
CWOD	*	-	-	*	-	-	-	-	*	-	-
EL	*	-	*	-	-	-	-	-	-	*	*
Male	-	-	-	-	-	-	-	-	-	-	-
Female	*	-	*	*	-	-	-	-	*	*	*

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 Gra	duation Rate	(Gr 9-12):	Class of 20	17										
All Students	32.1%	34.2%	25.0%	35.0%	*	-	-	*	33.3%	53.8%	17.6%	37.5%	-	
CWD	53.8%	66 7%	*	*	_	-	_	_	71 4%	53.8%	*	*	_	

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
CWOD	29.2%	28.1%	24.4%	31.3%	*	-	-	*	28.0%	-	12.5%	35.7%	-
EL	17.6%	*	13.3%	-	-	-	-	-	16.7%	*	17.6%	*	-
Male	24.5%	21.1%	26.3%	20.0%	-	-	-	*	39.1%	*	33.3%	37.5%	-
Female	38.3%	47.4%	24.1%	50.0%	*	-	-	*	29.4%	66.7%	9.1%	37.5%	-

^{*&#}x27; Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
42	8	19%

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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

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

Student Success (Student Achiev		African American nain Score	•	White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	*	*	*	*	-	*	-	*	*	*	*
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	6%	*	*	*	-	*	-	*	*	*	*

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status											
Reading	4.40/	000/	070/	000/	400/	740/	450/	F00/	000/	400/	000/
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N FOO/	N 400/	N 400/	N	E40/	700/	500/	000/	N 400/	040/	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N con/	N 54%	N	N 73%	000/	000/	000/	700/	N	45%	N
Interim Goals (2028-2032)	62%	54% N	58%	73% N	62%	82%	63%	70%	55% N	45%	52%
Target Met	N 72%	66%	N 69%	80%	72%	87%	73%	78%	67%	60%	N 65%
Long-Term Goals	72% N	00% N	69% N	80% N	12%	87%	13%	78%	67% N	60%	65% N
Target Met Mathematics	IN	IN	IN	IN					IN		IN
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	40% N	3170	40% N	3970	43%	0270	30%	34 70	30% N	2370	40%
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	04 /0 N	4170	49 70 N	03 /0	33 /0	03 /0	31 /6	0170	4570 N	34 /0	4970
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	34 70	N	1370	03 /0	00 /0	00 /0	0370	N	4070	3970
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	7570 N	00 /0	N	00 /0	1370	3170	7370	1170	N	02 /0	7070
English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	iciency Statu	IS									42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90% N	90% N	90% N	90%	90%	90%	90%	90%	90% N	90%	90%
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	92 /0 N	N	N	JZ /0	J2 /0	JZ /0	JZ /0	JZ /0	N	JZ /0	JZ /0
Interim Goals (2028-2032) Target Met	94% N	94% N	94% N	94%	94%	94%	94%	94%	94% N	94%	94%

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;-' Indicates zero observations reported for this group.

^{-&#}x27; Indicates there are no students in the group.

^{&#}x27;n/a' Indicates the student group is not applicable to this report.

	All	Atrican			American		Pacific	I wo or More	⊨con		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N						N		

STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	ı Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	te																
All Subjects	All Students	100%	99%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	98%	100%	100%	-	*	-	100%	99%	100%	100%	99%	100%	-	99%	-
Reading	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male .	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	-	-		100%	100%	*	100%	100%	100%	100%	-
	EL	100%	100%	100%	- *	-	-	-	*	100%	100%		100%	100%	100%	100%	-
	Male	100% 100%	100%	100% 100%	100%	-	-	-	*	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%	100%	100%	-
	Female					-	-	-									-
Science	All Students	98%	92%	100%	100%	-	*	-	*	98%	100%	100%	98%	100%	100%	97%	-
	CWD	100%	*	100%	*	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	98%	92%	100%	100%	-	*	-		97%	100%	*	98%	100%	100%	96%	-
	EL	100%		100%	*	-	-	-	-	100%			100%	100%		100%	-
	Male	100%	100%	100%		-	-	-	-	100%	100%	100%	100%		100%	- 070/	-
Non-Participatio	Female n Rate	97%	83%	100%	100%	-		-		96%	100%	100%	96%	100%	-	97%	-
All Subjects	All Students	0%	1%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	-	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	2%	0%	0%	-	*	-	0%	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	2%	8%	0%	0%	-	*	-	*	3%	0%	0%	2%	0%	0%	3%	-
	CWD	0%	*	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	2%	8%	0%	0%	-	*	-	*	3%	0%	-	2%	0%	0%	4%	-
	EL	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	3%	17%	0%	0%	-	*	-	*	4%	0%	0%	4%	0%	-	3%	-

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

Part (viii): Civil Rights Data

Indicates zero observations reported for this group.

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	35	16	8	7	*	*	*	*	*		
	Female	17	5	5	7	*		*	*			
Francisions	Total	52	21	13	14	•	•	•	•	•		
Expulsions	Mala	*	*	*	*	*	*	*	*	*		
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Without Educational Services	Total Male	*	*	*	*	*	*	*	*	*		
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Officer Zero Tolerance Folicies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
2011001 1 1014104 7 1110010	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions		4.5	_		_	*	_					_
	Male	15	7 *	*		*	*	*	*			*
	Female	6	9	*	6	*	*	*	*	*		*
Expulsions	Total	21	9		О							
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Willi Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Thateat Zaasaashar Sortisso	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
AU 0/ 1 /	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism	Mala		00	00	47	*	_	_		_		
	Male	59 86	20 17	20 41	17 20	*	*	*	*	5 14	14 8	*
	Female Total	86 145	37	41 61	20 37	*	*	*	*	19	8 22	*
	iolai	140	31	ΟI	31					19	~~	

	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	10
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	African			Indian or Alaska		Pacific	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs				-							
-	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.

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

Part (ix): Teacher Quality Data

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

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.2	Percent 17.6%
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	0.0	-

'-' 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%	-	-	-	
Mathematics	6,020	1%	-	-	-	_
Grade 4	,					
Reading	6,061	1%	-	-	-	-
Mathematics	6,056	1%	-	-	-	-
Grade 5 Reading	6,162	2%	_	_	_	_
· ·						
Mathematics	6,160	1%	-	-	-	-
Science	6,164	1%	-	-	-	-
Grade 6 Reading	5,678	1%	_	_	-	-
Mathematics	5,677	1%	-	-	-	-
Grade 7 Reading	5,298	1%	-	-	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,294	1%	-	-	-	-
Grade 8 Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-
End of Course English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-
Biology	4,861	1%	-	-	-	-
All Grades All Subjects	99,020	1%	-	-	-	
Reading	43,730	1%	-	-	-	-
Mathematics	39,178	1%	-	-	-	-
Science	16,112	1%	-	-	-	-

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

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 Participation Rates for Students with Disabilities and Limited English Proficient Students

			% Belo	w Basic	% At or Ab	ove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disady	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
		English Earlydage Ecamers	00	00	20	20		Ü	'	•
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	•	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disady	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
		5 5 5	-		-	-		-		

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

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

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.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

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

Campus Name: WINFREE ACADEMY NORTH RICHLAND HILLS

Campus ID: 057828005

District Name: WINFREE ACADEMY CHARTER SCHOOLS

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(1) 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);

										Two			EL .
			All	African			American		Pacific	or More	Econ	Special	(Current and
				American	Hienanic	White	Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)		Rates	, , ,	0270	0.70	0070	1070		.070	0070	0070	1070	2070
		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22											
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27											
		2027-28 through	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32											
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		Rates 2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-16 tillough 2021-22	40%	3170	40%	39%	45%	0270	30%	34 70	30%	2370	4070
		2021-22 2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2026-27	3470	7170	4570	0070	0070	0070	01 70	0170	4070	0470	4370
		2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32											
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17											41%
		Rates											
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											400/
		2027-28 through 2031-32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate		Rates	09 /0	0370	07 /0	93 /0	00 /0	9370	09 /0	92 /0	00 /0	7070	12/0
Nate		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22	0070	0070	0070	0070	0070	0070	0070	0070	0070	0070	0070
		2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2026-27											
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32											

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 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):

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 (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	tCampus	African Americar	nHispanie		Americar		Pacific				CWI.	OCWOE)EL Male	Female	Migran	tHomeless	Foster S Care	
STAAR Percer	nt at Annro			•					, 10.0.									9		,	,
End of Cours		acrica	, Grade	LCVCIO	Above																
English I	All Students	64%	31%	31%	*	*	50%	*	*	-	*	30%	33%	*	31%	* 17%	48%	-	*	-	-
		250/	19%	*	*	*	*					*	*	*			*		*		
	CWD	25%		31%	*	*	400/	*	*	-	*	210/	31%		31%	* 17%	50%	-	*	-	-
	CWOD		33%	3170 *	*	*	48%		*	-		31%	3170	-	3170	* *	*	-		-	-
	EL	30%	21%		*	*	*	-		-	-		*	-	470/	* 17%		-	-	-	-
	Male	57%	25%	17%	*	*		-		-	*			-	17%	. 17 /0		-	-	-	-
	Female	71%	39%	48%	-	-	75%	-	-	-	-	50%		-	50%	* -	48%	-	-	-	-
English II	All	66%	45%	53%	38%	30%	73%	*	*	*	*	40%	70%	*	55%	* 30%	72%	-	*	-	-
	Students	050/	000/	_	*	*	*					*	*								
	CWD	25%	28%	*				-	-	-	-			*	-	- *		-	-	-	-
	CWOD		47%	55%	43%	33%	74%	*		*	*	42%	76%	-	55%	* 32%		-	*	-	-
	EL	27%	24%	*	*	*	*	-	*	-	-	*	*	-	*	* *	*	-		-	-
	Male	61%	38%	30%	*	*	50%		*			*	47%	*	32%	* 30%	<u>-</u>	-	*	-	-
	Female	72%	51%	72%	*	55%	91%	*	-	*	*	60%	84%	*	75%	* -	72%	-	*	-	-
Algebra I	All	82%	40%	45%	*	41%	59%	*	_	*	*	41%	52%	*	49%	* 38%	52%	_	*	_	*
7 ligobia i	Students	0270	10 70	4070		1170	0070					1170	0270		1070	0070	0270				
	CWD	47%	20%	*	*	*	*	*	_	_	_	*	*	*	_	_ *	*	_	*	_	_
	CWOD		43%	49%	*	44%	62%	_	_	*	*	42%	61%	_	49%	* 39%	61%	_	_	_	*
	EL	67%	33%	*	*	*	0270	_	_	_	_	*	*	_	*	* *	*	_	_	_	_
	Male	78%	34%	38%	*	*	67%	_	_	_	_	37%	*	*	39%	* 38%		_	_	_	*
	Female		45%	52%	*	55%	50%	*	_	*	*	44%	64%	*	61%	* -	52%	_	*	_	_
	Tomaic	01 70	4070	02 /0		3370	50 70					7770	0470		0170		3270	_		_	_
Biology	All Students	86%	57%	56%	*	42%	76%	-	*	*	-	56%	53%	*	54%	* 39%	68%	-	-	-	*
	CWD	56%	42%	*	*	*	*	-	_	_	_	*	*	*	_	- *	*	_	_	_	_
	CWOD		60%	54%	*	45%	73%	_	*	*	_	57%	50%	_	54%	* 40%	65%	_	_	_	*
	EL	64%	33%	*	_	*	*	_	*	_	_	*	*	_	*	* *	*	_	_	_	_
	Male	83%	50%	39%	*	*	71%		*	_	_	42%	*	*	40%	* 39%	-	_	_	_	*
	Female		64%	68%	*	*	80%	_	_	*	_	64%	67%	*	65%	* -	68%	_	_	_	_
		0070	0.70	0070			0070					0.70	0.70		0070		0070				
STAAR Percer	nt at Meets	Grad	e Level	or Abov	e																
End of Course					•																
English I	All	43%	12%	17%	*	*	23%	*	*	_	*	17%	17%	*	16%	* 11%	24%	_	*	_	_
Liigiioii i	Students	1070	1270	,0			2070					11 70	11 70		1070	1170	2170				
	CWD	14%	8%	*	*	*	*	_	_	_	_	*	*	*	_		*	_	*	_	_
	CWOD		12%	16%	*	*	20%	*	*	_	*	18%	13%	_	16%	* 11%	23%	_	*	_	_
	EL	10%	4%	*	*	*	*	_	*	_	_	*	1070	_	*	* *	*	_	_	_	_
	Male	37%	9%	11%	*	*	*	_	*	_	_	*	*	_	11%	* 11%	_	_	_	_	_
	Female		15%	24%	*	*	25%	*	_	_	*	25%	*	*	23%	* -	24%	_	*	_	_
	i cinaic	0170	1070	2-7 /0			2070		_	_		2070			2070	_	2470	_		_	_
English II	All	47%	23%	31%	19%	10%	48%	*	*	*	*	19%	48%	*	34%	* 22%	40%	-	*	-	-
	Students																				
	CWD	14%	5%	*	*	*	*	-	-	-	-	*	*	*	-	- *	*	-	-	-	-
	CWOD		25%	34%	21%	11%	50%	*	*	*	*	20%	55%	-	34%	* 24%	43%	-	*	-	-
	EL	9%	10%	*	*	*	*	-	*	-	-	*	*	-	*	* *	*	-	-	-	-
	Male	41%	19%	22%	*	*	39%	-	*	-	-	*	40%	*	24%	* 22%	-	-	*	-	-
	Female	54%	28%	40%	*	18%	55%	*	-	*	*	28%	53%	*	43%	* -	40%	-	*	-	-
Algebra I	All	53%	3%	3%	*	5%	5%	*	_	*	*	3%	5%	*	4%	* 0%	7%	_	*	_	*
Ü	Students																				
	CWD		0%	*	*	*	*	*	-	-	-	*	*	*	-	- *	*	-	*	-	-
	CWOD		3%	4%	*	6%	5%	-	_	*	*	3%	6%	-	4%	* 0%	9%	-	-	-	*
	EL	29%	0%	*	*	*	-	-	_	-	-	*	*	_	*	* *	*	-	_	-	-
	Male		2%	0%	*	*	0%	-	_	-	-	0%	*	*	0%	* 0%	-	-	_	-	*
	Female		4%	7%	*	9%	10%	*	-	*	*	6%	9%	*	9%	* -	7%	-	*	-	-
Dielem	A II	E70/	110/	400/	*	00/	100/		*	*		100/	70/	*	440/	* 440/	00/				*
Biology	All Students		11%	10%	-	8%	18%	-	-	-	-	12%	7%	-	11%	* 11%	9%	-	-	-	-
	CWD	22%	0%	*	*	*	*	_	_	_	_	*	*	*	_	- *	*	_	_	_	_
	CWOD		13%	11%	*	9%	20%	_	*	*	_	13%	8%	_	11%	* 13%	10%	_	_	_	*
	EL	20%	0%	*	_	*	*	_	*	_	_	*	*	_	*	* *	*	_	_	_	_
	Male		12%	11%	*	*	29%	_	*	-	_	17%	*	*	13%	* 11%	-	_	-	_	*
	Female		10%	9%	*	*	10%	_	_	*	_	7%	11%	*	10%	* -	9%	_	_	_	_
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		State	District	Campus	sAmerican	ıHıspanı	cwnite	Indian	Asiar	nisiander	Races	Disadv	Disad	CWD	CWOL	ELN	naiei	-emale i	viigrantH	omeless	Care	Military
TAAR Percent	t at Maste	rs Gra	ade Lev	rel .																		
End of Course		70/	00/	00/			00/		_			00/	00/		00/		00/	00/				
English I	All Students	7%	0%	0%	•	•	0%	•	•	-	•	0%	0%	•	0%	^ (0%	0%	-	•	-	-
	CWD	3%	0%	*	*	*	*	_	_	_	_	*	*	*	_	_	_	*	_	*	_	-
	CWOD		0%	0%	*	*	0%	*	*	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	0%	0%	*	*	*	*	-	*	-	-	*	- *	-	*	*	*	*	-	-	-	-
	Male Female	5%	0% 0%	0% 0%	*	*	0%	*	_	-	*	0%	*	*	0% 0%	*	0%	- 0%	-	*	-	-
	remale	9 /0	0 70	U /0			0 70		-	-		0 70			0 70		-	0 70	-		-	-
English II	All Students	8%	1%	3%	6%	0%	3%	*	*	*	*	0%	6%	*	3%	*	0%	5%	-	*	-	-
	CWD	4%	0%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD		1%	3%	7%	0%	3%	*	*	*	*	0%	7%	-	3%	*	0%	5%	-	*	-	-
	EL	0%	0%	*	*	*	*	-	*	-	-	*	*	- *	*	*	*	*	-	-	-	-
	Male Female	5%	0% 2%	0% 5%	*	0%	0% 5%	*	_	*	*	0%	0% 11%	*	0% 5%	*	0%	- 5%	-	*	-	-
	i ciliale	1070	2 /0	J /6		070	370		-			0 70	1170		3 70		-	370	_		-	-
Algebra I	All Students	31%	0%	0%	*	0%	0%	*	-	*	*	0%	0%	*	0%	*	0%	0%	-	*	-	*
	CWD	7%	0%	*	*	*	*	*	_	-	_	*	*	*	_	_	*	*	_	*	-	-
	CWOD		0%	0%	*	0%	0%	-	-	*	*	0%	0%	-	0%	*	0%	0%	-	-	-	*
	EL	12%	0%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	28%	0% 0%	0% 0%	*	* 0%	0% 0%	*	-	*	*	0% 0%	* 0%	*	0% 0%	*	0%	- 0%	-	*	-	*
	remale	34%	U%	U%		υ%	υ%		-			U%	0%		U%	-	-	U%	-		-	-
Biology	All Students	23%	2%	3%	*	0%	6%	-	*	*	-	4%	0%	*	3%	*	6%	0%	-	-	-	*
	CWD	5%	0%	*	*	*	*	_	_	_	_	*	*	*	_	_	*	*	_	_	_	_
	CWOD		3%	3%	*	0%	7%	-	*	*	-	4%	0%	-	3%	*	7%	0%	-	-	-	*
	EL.	3%	0%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	22%	4% 1%	6% 0%	*	*	14% 0%	-	*	- *	-	8% 0%	* 0%	*	7% 0%	* (6%	- 0%	-	-	-	*
	remale	23%	1%	0%			0%	-	-		-	0%	0%		0%		-	0%	-	-	-	-
TAAR Percen	t at Appro	aches	Grade	Level o	r Above																	
All Grades	A II	770/	400/	400/	200/	200/	050/					400/	FF0/	000/	470/		00/	040/				
All Subjects	All Students	77%	42%	46%	30%	32%	65%					40%	55%	29%	47%	. 2	29%	61%	-		-	
	CWD	45%	27%	29%	*	*	*	*	_	-	_	*	*	29%	_	_	*	36%	_	*	-	-
	CWOD		44%	47%	32%	34%	65%	*	*	*	*	41%	59%	-	47%	* 3	80%	65%	-	*	-	*
	EL	60%	26%	*	*	* 4 7 0/	*	-	*	-	-	* 0E0/	*	*	200/	* ~	*	*	-	-	-	-
	Male Female	74%	35% 49%	29% 61%	55%	17% 46%	51% 78%	- *	_	*	*	25% 57%	38% 69%	36%	30% 65%	*	29%	- 61%	-	*	-	_
			1070	0.70	0070	.070	. 070					0.70	0070	0070	0070			0.70				
Reading	All Students	73%	38%	43%	30%	23%	64%	*	*	*	*	35%	57%	*	44%	* 2	24%	63%	-	*	-	-
	CWD	39%	23%	*	*	*	*	_	_	_	_	*	*	*	_	_	*	*	_	*	_	_
	CWOD		40%	44%	33%	25%	63%	*	*	*	*	37%	59%	-	44%	* 2	25%	64%	-	*	-	-
	EL	52%	22%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	69%	32% 46%	24% 63%	54%	37%	41% 85%	- *	*	*	- *	16% 57%	39% 69%	*	25% 64%	* 2	24%	63%	-	*	-	-
	remale	1170	40%	63%	3470	3170	00%		-			37 70	0970		04 70		-	03%	-		-	-
Mathematics	s All Students	80%	40%	45%	*	41%	59%	*	-	*	*	41%	52%	*	49%	* 3	88%	52%	-	*	-	*
	CWD	52%	20%	*	*	*	*	*	-	-	-	*	*	*	-	-	*	*	-	*	-	-
	CWOD	83%	43%	49%	*	44%	62%	-	-	*	*	42%	61%	-	49%	* 3	39%	61%	-	-	-	*
	EL	70%	33%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	78%	34% 45%	38% 52%	*	* 55%	67% 50%	*	-	*	*	37% 44%	* 64%	*	39% 61%	* 3	38%	- 52%	-	*	-	*
	remale	UZ 70	40%	J2 70		55%	JU%		-			++ 70	U4 70		U I 70		-	JZ 70	-		-	-
Science	All	79%	57%	56%	*	42%	76%	-	*	*	-	56%	53%	*	54%	* 3	39%	68%	-	-	-	*
	Students			_																		
	CWOD	48%	42% 60%	* 54%	*	* 45%	* 73%	-	-	- *	-	* 57%	* 50%	*	- 54%	- * 1	* 10%	* 65%	-	-	-	- *
	CWOD EL	82% 58%	60% 33%	54%	_	45% *	/3%	-	*	_	-	5/%	50%	-	34% *	*	*	*	-	-	-	_
	Male	78%	50%	39%	*	*	71%	-	*	-	-	42%	*	*	40%	* 3	39%	-	-	-	-	*
	Female			68%	*	*	80%	-	-	*	-	64%	67%	*	65%	*	-	68%	-	-	-	-
TAAR Percent	t at Mooto	Grad	ا میردا	or Abov	<i>γ</i> Δ																	
All Grades	. at meets	Jiau	c v e i	O: ADU\																		
All Subjects		47%	13%	17%	12%	7%	28%	*	*	*	*	14%	24%	5%	19%	* 1	2%	23%	-	*	-	*
	Students	220/	20/	E0/	*	*	*	*				*	*	5%			*	7%		*		
	CWD CWOD	23% 50%	3% 15%	5% 19%	14%	8%	28%	*	*	*	*	14%	27%	5%	19%	* 1	3%	7% 25%	-	*	-	*
	EL	26%	4%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	45%	11%	12%	*	3%	24%	-	*	-	-	9%	18%	*	13%	* 1	2%	-	-	*	-	*
	Female	50%	16%	23%	23%	11%	31%	*	-	*	*	19%	29%	7%	25%	*	-	23%	-	*	-	-
Reading	All	46%	18%	25%	20%	8%	38%	*	*	*	*	18%	37%	*	26%	* 1	7%	33%	_	*	_	_
, waamiy	Students	.0 /0	10 /0	_0 /0	20 /0	J /0	JU /0					10/0	J1 /0		2070		. , , 0	JJ /U			_	-
	CWD	22%	6%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	-
	CWOD		19%	26%	22%	8%	38%	*	*	*	*	19%	39%	-	26%	* 1	7%	34%	-	*	-	-
	EL Male	21% 41%	7% 14%	* 17%	*	*	31%	-	*	-	-	* 10%	30%	*	* 17%	* 1	7%	-	-	*	-	-
	Female		22%	33%	38%	11%	44%	*	_	*	*	27%	41%	*	34%	*	-	33%	-	*	-	-
	. 5.71010	-070		3-70	5570		, 3					,,			/ 0							

Two Non Pacific More Econ African Foster American Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWODELMaleFemaleMigrantHomeless Care Military Mathematics ΑII 5% 0% 48% 3% 5% 3% 3% 5% 4% Students 0% CWD 26% CWOD 51% 3% 4% 6% 5% 3% 6% 4% 0% 9% 33% 0% EL 47% 2% 0% 0% 0% 0% 0% Male 9% Female 49% 7% 9% 10% 6% 9% 7% Science ΑII 49% 10% 8% 18% 12% 7% 11% 9% Students CWD 23% 0% CWOD 52% 13% 11% 9% 20% 13% 8% 11% 13% 10% 21% 0% Male 50% 11% 29% 17% 13% Female 49% 10% 9% 10% 7% 11% 10% STAAR Percent at Masters Grade Level All Grades All Subjects 1% 2% 0% 2% 1% 2% 0% 1% 1% 2% Students CWD 8% 0% 0% 0% 0% **CWOD** 23% 1% 1% 2% 0% 2% 1% 3% 1% 1% 2% FΙ 9% 0% Male 20% 1% 1% 0% 2% 1% 0% 1% 0% 2% Female 22% 1% 2% 5% 0% 2% 0% 4% 2% 0% Reading ΑII 19% 1% 1% 3% 0% 2% 0% 4% 1% 3% Students CWD 7% 0% 0% **CWOD 20%** 1% 4% 0% 2% 0% 4% 1% 1% 3% 0% FΙ 7% 16% 0% 0% 0% 0% 0% 0% 0% Male Female 22% 1% 8% 0% 0% 3% 3% 3% 3% 7% 0% 0% 0% 0% 0% 0% 0% 0% Mathematics All 23% 0% Students CWD 10% 0% CWOD 25% * 0% 0% 0% 0% 0% 0% 0% 0% 0% 13% 0% EL Male 23% 0% 0% 0% 0% 0% 0% Female 24% 0% 0% 0% 0% 0% 0% 0% 0% Science 0% 6% 4% 0% 3% 6% 0% Students CWD 7% 0% CWOD 24% 3% 3% 0% 7% 4% 0% 3% 7% 5% 0% Male 23% 4% 6% 14% 8% 7% 6%

0%

1%

Part (iii): Academic Growth and Graduation Rate

Female 21%

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.

0%

0%

0%

0%

0%

	All	African American	Llianania	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	Students	American	пізрапіс	wille	iliulali	ASIAII	isianuer	Races	Disauv	CVVD	EL
Reading											
All Students	56	*	*	*	-	-	*	-	*	*	-
CWD	*	-	-	*	-	-	-	-	-	*	-
CWOD	*	*	*	*	-	-	*	-	*	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	*	*	-	*	-	-	-	-	-	-	-
Female	*	*	*	*	-	-	*	-	*	*	-
Mathematics											
All Students	*	*	-	*	-	-	-	-	*	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	*	-	*	-	-	-	-	*	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	*	-	-	*	-	-	-	-	-	-	-
Female	*	*	-	-	-	-	-	-	*	-	-

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;-' Indicates zero observations reported for this group.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates			•										
4-year Longitudinal Cohort (3raduation Rate	(Gr 9-12):	Class of 20)17									
All Students	33.7%	28.6%	22.9%	38.9%	-	*	*	*	25.6%	38.5%	18.2%	44.4%	-
CWD	38.5%	*	*	44.4%	-	-	-	-	40.0%	38.5%	-	*	-
CWOD	33.3%	27.3%	23.4%	38.4%	-	*	*	*	23.7%	-	18.2%	50.0%	-
EL	18.2%	-	25.0%	*	-	-	*	-	11.1%	-	18.2%	-	-
Male	20.5%	14.3%	12.0%	24.1%	-	-	*	*	14.6%	28.6%	0.0%	0.0%	-
Female	49.3%	42.9%	34.8%	58.5%	_	*	_	*	39.5%	50.0%	*	61.5%	_

- 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

- 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

Student Success (Student Achi	All Students evement Don			White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	*	*	*	*	*	*	*	*	*	*	*
School Quality (College, Career	r, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	27%	*	*	35%	-	*	*	*	17%	79%	*

- 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		N	N					N		
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	N								N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N								N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N								N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N								N		
English Learner Language Pro	ficiency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		N	N					N		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CMD	EL+
Interim Goals (2023-2027) Target Met	92% N	92%	92% N	92% N	92%	92%	92%	92%	92% N	92%	92%
Interim Goals (2028-2032) Target Met	94% N	94%	94% N	94% N	94%	94%	94%	94%	94% N	94%	94%
Long-Term Goals Target Met	94% N	94%	94% N	94% N	94%	94%	94%	94%	94% N	94%	94%

STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ite	Campus	American	mspanic	winte	iliulali	Asian	isianuei	Naces	Disauv	Disauv	CWD	CWOD		Wate	i ciliale	wiigiaiit
All Subjects	All Students	97%	100%	95%	99%	*	*	*	83%	98%	97%	100%	97%	97%	99%	95%	-
	CWD	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	97%	100%	94%	99%	*	*	*	83%	97%	96%	-	97%	97%	99%	95%	-
	EL	97%	100%	100%	*	-	*	-	-	100%	90%	*	97%	97%	100%	88%	-
	Male	99%	100%	98%	100%	-	*	-	-	100%	98%	100%	99%	100%	99%	-	-
	Female	95%	100%	92%	98%	*	-	*	83%	95%	96%	100%	95%	88%	-	95%	-
Reading	All Students	97%	100%	94%	99%	*	*	*	*	98%	95%	100%	97%	96%	99%	95%	-
	CWD	100%	*	*	*	-	-	-	-	*	100%	100%	-	*	*	100%	-
	CWOD	97%	100%	93%	98%	*	*	*	*	98%	94%	-	97%	96%	99%	94%	-
	EL	96%	*	100%	*	-	*	-	-	100%	83%	*	96%	96%	100%	83%	-
	Male	99%	100%	96%	100%	-	*	-	-	100%	96%	*	99%	100%	99%	-	-
	Female	95%	100%	90%	97%	*	-	*	*	96%	94%	100%	94%	83%	-	95%	-
Mathematics	All Students	100%	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	*	*	*	-	-	-	*	*	100%	-	-	*	100%	-
	CWOD	100%	100%	100%	100%	-	-	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	*	-	-	-	-	-	*	*	-	100%	100%	100%	*	-
	Male	100%	100%	100%	100%	-	-	-	-	100%	100%	*	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	*	-	100%	-
Science	All Students	95%	100%	92%	100%	-	*	*	*	92%	100%	100%	94%	100%	100%	91%	-
	CWD	100%	*	*	*	_	_	-	_	*	*	100%	_	_	*	*	-
	CWOD	94%	100%	91%	100%	_	*	*	*	92%	100%	-	94%	100%	100%	90%	_
	EL	100%	-	*	*	_	*	-	_	*	*	_	100%	100%	*	*	-
	Male	100%	100%	100%	100%	_	*	-	_	100%	100%	*	100%	*	100%	_	-
	Female	91%	*	86%	100%	_	_	*	*	86%	100%	*	90%	*	-	91%	_
Non-Participation		• . , ,		0070	10070					0070	10070		0070			0170	
All Subjects	All Students	3%	0%	5%	1%	*	*	*	17%	2%	3%	0%	3%	3%	1%	5%	-
	CWD	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	3%	0%	6%	1%	*	*	*	17%	3%	4%	-	3%	3%	1%	5%	-
	EL	3%	0%	0%	*	-	*	-	-	0%	10%	*	3%	3%	0%	13%	-
	Male	1%	0%	2%	0%	-	*	-	-	0%	2%	0%	1%	0%	1%	-	-
	Female	5%	0%	8%	2%	*	-	*	17%	5%	4%	0%	5%	13%	-	5%	-
Reading	All Students	3%	0%	6%	1%	*	*	*	*	2%	5%	0%	3%	4%	1%	5%	-
	CWD	0%	*	*	*	-	-	-	-	*	0%	0%	_	*	*	0%	-
	CWOD	3%	0%	7%	2%	*	*	*	*	2%	6%	-	3%	4%	1%	6%	-
	EL	4%	*	0%	*	-	*	-	-	0%	17%	*	4%	4%	0%	17%	-
	Male	1%	0%	4%	0%	-	*	-	-	0%	4%	*	1%	0%	1%	-	-
	Female	5%	0%	10%	3%	*	-	*	*	4%	6%	0%	6%	17%	-	5%	-
Mathematics	All Students	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	*	_	-	_	*	*	0%	_	_	*	0%	_
	CWOD	0%	0%	0%	0%	_	-	*	*	0%	0%	-	0%	0%	0%	0%	_
	EL	0%	*	*	-	_	-	-	_	*	*	_	0%	0%	0%	*	_
	Male	0%	0%	0%	0%	_	_	_	_	0%	0%	*	0%	0%	0%	_	_
	Female	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	*	-	0%	-
Science	All Students	5%	0%	8%	0%	-	*	*	*	8%	0%	0%	6%	0%	0%	9%	-
	CWD	0%	*	*	*	-	-	-	-	*	*	0%	-	-	*	*	-
	CWOD	6%	0%	9%	0%	-	*	*	*	8%	0%	-	6%	0%	0%	10%	-
	EL	0%	-	*	*	-	*	-	-	*	*	-	0%	0%	*	*	-
	Male	0%	0%	0%	0%	-	*	-	-	0%	0%	*	0%	*	0%	-	-
	Female	9%	*	14%	0%	-	-	*	*	14%	0%	*	10%	*	-	9%	-

African American Pacific More Econ Econ

Campus American Hispanic White Indian Asian Islander Races Disadv Disadv CWD CWOD EL Male Female Migrant

Part (viii): Civil Rights Data

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

		Total	African			Indian or Alaska		Pacific	Two or More		Students with	Students with Disabilities (Section
			American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	
Students Without Disabilities In-School Suspensions				·								•
III-301001 3uspensions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
,	Male	25	5	10	10	*	*	*	*	*		
	Female	13	*	7	*	*	*	*	*	*		
	Total	38	7	17	12	*	*	*	*	*		
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	6	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
'	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
·	Male	*	*	*	*	*	*	*	*	*		*
	Female	6	*	*	*	*	*	*	*	*		*
	Total	10	*	*	6	*	*	*	*	*		*
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	91	8	38	41	*	*	*	*	8	11	5 *
	Female	118	5	44	62	*	*	*	5	8	8	
	Total	209	13	82	103	*	*	*	7	16	19	5

Incidents of Violence
Incidents of rape or attempted rape
Incidents of sexual assault (other than 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 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 with a firearm or explosive device
Incidents of physical attack or fight without a weapon
Incidents of physical attack or fight without a weapon
Incidents of physical attack or fight without a weapon

**Incidents of physical attack or fight without a weapon

**Incidents of physical attack or fight without a weapon

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;-' Indicates zero observations reported for this group.

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

Total * * * *

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

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

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- *** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.

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

Part (ix): Teacher Quality Data

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

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 4.1	Percent 38.0%
Teachers Teaching with Emergency or Provisional Credentials	1.9	17.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

'-' 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%	-	-	-	-
Mathematics	6,020	1%	-	-	-	-
Grade 4 Reading	6,061	1%	-	-	-	-
Mathematics	6,056	1%	-	-	-	-

	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 5 Reading	6,162	2%	-	-	-	-
Mathematics	6,160	1%	-	-	-	-
Science	6,164	1%	-	-	-	-
Grade 6 Reading	5,678	1%	-	-	-	-
Mathematics	5,677	1%	-	-	-	-
Grade 7 Reading	5,298	1%	-	-	-	-
Mathematics	5,294	1%	-	-	-	-
Grade 8 Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-
End of Course English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-
Biology	4,861	1%	-	-	-	-
All Grades All Subjects	99,020	1%	-	-	-	-
Reading	43,730	1%	-	-	-	-
Mathematics	39,178	1%	-	-	-	-
Science	16,112	1%	-	-	-	-

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

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

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

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

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1

Indicates zero observations reported for this group.

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		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	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

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.

Texas Education Agency | Academics | Performance Reporting

December 2018

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

Texas Education Agency

2017-18 Federal Report Card for Texas Public Schools

Campus Name: WINFREE ACADEMY CHARTER SCHOOL DALLAS

Campus ID: 057828006

District Name: WINFREE ACADEMY CHARTER SCHOOLS

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);

										Two			EL (Cumant	
			All	African			American		Pacific	or More	Econ	Special	(Current and	
				American	Hispanic	White	Indian	Asian	Islander			Educ	Former)	
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
Grade Level or Above)		Rates												
		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2021-22												
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2031-32	=											
	Mathematics	2032-33 Baseline 2016-17	72% 46%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	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	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2026-27												
		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											41%	
		Rates												
		2017-18 through											42%	
		2021-22												
		2022-23 through 2026-27											44%	
		2020-27 2027-28 through											46%	
		2031-32											40 70	
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
Rate		Rates			*****									
		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	
		2021-22												
		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%	
		2001-02												

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

14/- !-- !--

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;

À 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 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);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	tCampus	African Americar	nHispani	cWhite	America Indian		Pacific Islande			Non Econ Disadv	CWE	cwod	EL	Male	Female	Migran	tHomeless	Foster s Care	
STAAR Percen	it at Appro	aches	s Grade	Level o	r Above																	
End of Course English I	All	64%	31%	37%	31%	53%	*	-	*	-	*	35%	45%	*	42%	*	39%	33%	-	*	-	-
	Students		400/	*	*	*						*						*				
	CWD CWOD	25%	19% 33%	42%	37%	57%	*	-	*	-	*	39%	50%		42%	*	41%	43%	-	*	-	-
	EL	30%	21%	*	31 /0	31 /0 *	_		_	-	_	39 /0	*	*	42 /0 *	*	4 1/0	*		_	-	
	Male	57%	25%	39%	29%	75%	*	-	*	-	*	39%	*	*	41%	*	39%	-	-	*	-	-
	Female		39%	33%	*	*	-	-	-	-	-	*	*	*	43%	*	-	33%	-	-	-	-
English II	All Students	66%	45%	42%	43%	35%	*	-	*	-	*	40%	50%	*	44%	*	48%	33%	-	*	-	-
	CWD	25%	28%	*	*	*	_	_	_	_	_	*	*	*	_	_	*	*	_	_	_	_
	CWOD		47%	44%	48%	31%	*	_	*	_	*	42%	50%	_	44%	*	52%	29%	_	*	_	_
	EL	27%	24%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	61%	38%	48%	53%	45%	*	-	-	-	-	48%	*	*	52%	*	48%	-	-	*	-	-
	Female	72%	51%	33%	31%	*	-	-	*	-	*	28%	*	*	29%	*	-	33%	-	*	-	-
Algebra I	All Students	82%	40%	41%	38%	56%	*	-	-	-	*	43%	*	*	44%	*	35%	47%	-	*	-	-
	CWD	47%	20%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD		43%	44% *	43%	56% *	*	-	-	-	*	48%	*	-	44% *	*	33%	58%	-	*	-	-
	EL	67%	33%		450/	*	-	-	-	-	-		*	-		*			-	-	-	-
	Male Female	78%	34% 45%	35% 47%	45% *	*		-	-	-	*	40% 46%	*	*	33% 58%	*	35%	- 47%	-		-	-
Biology	All	86%	57%	59%	82%	*	*		*	_	*	52%	75%	*	63%	*	54%	63%		*		
ыоюду	Students CWD		42%	*	*	*				_		*	-	*	-	*	*	*		_		
	CWOD		60%	63%	92%	*	*		*	-	*	56%	75%	_	63%	*	58%	67%	-	*	-	-
	EL	64%	33%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	83%	50%	54%	78%	*	*	-	-	-	*	60%	*	*	58%	*	54%	-	-	*	-	-
	Female	88%	64%	63%	88%	*	-	-	*	-	-	45%	100%	*	67%	*	-	63%	-	-	-	-
STAAR Percen		Grad	e Level	or Abov	e																	
End of Course		400/	400/	•••	00/	400/	_					400/	00/	_	100/	_	440/	00/				
English I	All Students	43%	12%	9%	6%	13%	*	-	*	-	*	12%	0%	*	10%	*	11%	6%	-	*	-	-
	CWD	14%	8% 12%	10%	7%	14%	- *	-	*	-	*	13%	0%		100/	*	12%	7%	-	*	-	-
	EL	10%	4%	10 %	7 70	1470		-		-		1370	U% *	*	10%	*	1270	/ 70 *	-		-	-
	Male	37%	9%	11%	4%	25%	*	_	*	_	*	14%	*	*	12%	*	11%	_	_	*	_	_
	Female		15%	6%	*	*	-	-	-	-	-	*	*	*	7%	*	-	6%	-	-	-	-
English II	All	47%	23%	16%	11%	12%	*	_	*	_	*	16%	17%	*	17%	*	15%	17%	_	*	_	_
	Students																					
	CWD	14%	5%	* 4 7 0/	* 4.50/	*	-	-	-	-	-	*	*	*	470/	-	*	*	-	-	-	-
	CWOD EL	51% 9%	25% 10%	17% *	15% -	6% *	•	-	•	-	•	16%	20%	-	17%	*	16%	18%	-	•	-	-
	Male	41%	19%	15%	- 16%	9%	*			-	-	15%	*	*	16%	*	15%	_	-	*	-	-
	Female			17%	6%	*	-	-	*	-	*	17%	*	*	18%	*	-	17%	-	*	-	-
Algebra I	All Students	53%	3%	6%	5%	0%	*	-	-	-	*	7%	*	*	7%	*	6%	6%	-	*	-	-
	CWD		0%	*	*	-	_	_	-	_	-	*	_	*	-	_	*	*	_	-	_	-
	CWOD		3%	7%	7%	0%	*	-	-	-	*	10%	*	-	7%	*	7%	8%	-	*	-	-
	EL	29%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	49% 58%	2% 4%	6% 6%	9% *	*	*	-	-	-	*	7% 8%	*	*	7% 8%	*	6% -	- 6%	-	*	-	-
Biology	All		11%	14%	18%	*	*	-	*	-	*	14%	13%	*	17%	*	15%	13%	-	*	-	_
	Students		001									,										
	CWD			* 4 7 0/	*	*	-	-	- *	-	*	* 100/	120/	*	170/	*	* 170/	* 170/	-	- *	-	-
	CWOD EL	20%	13% 0%	17% *	23%	*	_	-	_	-	_	19%	13%	*	17% *	*	17%	17% *	-	_	-	-
	Male			15%	- 22%	*	*	-	-	-	*	20%	*	*	17%	*	15%	_	-	*	-	-
	Female			13%	13%	*	-	-	*	-	-	9%	20%	*	17%	*	-	13%	-	-	-	-

STAAR Percent at Masters Grade Level

End of Course

Two

											or		Non									
					African			American		Pacific											Foste	
English I	All	State 7%	District 0%	Campus 0%	SAmericar 0%	nHispanio 0%	cWhite	Indian -	Asian *	Islander -	Races	Disadv 0%	Disadv 0%	CWD	CWOI) EL	Male 0%	Female 0%	MigrantH -	lomeless *	Care -	Military -
	Students				*	*																
	CWD	3% 7%	0% 0%	* 0%	0%	0%	*	-	*	-	*	0%	0%	*	- 0%	*	0%	0%	-	*	-	-
	EL	0%	0%	*	-	*	_	-	_	-	_	*	*	*	*	*	*	*	-	_	-	-
	Male	5%	0%	0%	0%	0%	*	-	*	-	*	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	9%	0%	0%	*	*	-	-	-	-	-	*	*	*	0%	*	-	0%	-	-	-	-
English II	All	8%	1%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	*	0%	0%	-	*	-	-
	Students CWD	4%	0%	*	*	*	_	_	_	_	_	*	*	*	_	_	*	*	_	_	_	_
	CWOD		1%	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	0%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	5%	0%	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	10%	2%	0%	0%	•	-	-	•	-	•	0%	•	•	0%	•	-	0%	-	•	-	-
Algebra I	All Students	31%	0%	0%	0%	0%	*	-	-	-	*	0%	*	*	0%	*	0%	0%	-	*	-	-
	CWD	7%	0%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD		0%	0%	0%	0%	*	-	-	-	*	0%	*	-	0%	*	0%	0%	-	*	-	-
	EL	12%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	28%	0% 0%	0% 0%	0%	*	*	-	-	-	*	0% 0%	*	*	0% 0%	*	0%	0%	-	*	-	-
	remale	34 /0	0 70	U /6			-	-	-	-		0 70			0 70		-	0 70	-	-	-	-
Biology	All Students	23%	2%	3%	6%	*	*	-	*	-	*	5%	0%	*	4%	*	8%	0%	-	*	-	-
	CWD	5%	0%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		3%	4%	8%	*	*	-	*	-	*	6%	0%	-	4%	*	8%	0%	-	*	-	-
	EL Mala	3% 22%	0% 4%	* 8%	- 11%	*	*	-	-	-	*	* 10%	*	*	* 8%	*	* 8%	*	-	*	-	-
	Male Female		1%	0%	0%	*	_	-	*	-	_	0%	0%	*	0%	*	0 70	0%	-	_	-	-
	romaio	2070	170	0 70	070							070	070		070			070				
STAAR Percent	at Appro	ache	s Grade	Level o	r Above																	
All Grades All Subjects	All	77%	42%	43%	44%	42%	*	_	*	_	*	41%	51%	26%	46%	4∩%	43%	43%	_	*	_	_
	Students	11 70	72 /0	40 /0	7770	72 /0						4170	0170	2070	40 /0	407	3 40 70	4070				
	CWD	45%	27%	26%	25%	*	-	-	-	-	-	25%	*	26%	-	*	*	30%	-	-	-	-
	CWOD		44%	46%	50%	43%	*	-	*	-	*	44%	53%	-	46%		46%	47%	-	*	-	-
	EL Mala	60%	26%	40%	460/	40%	-	-	-	-	- *	* 4E0/	* 270/	*	44%	40%		*	-	-	-	-
	Male Female	74%	35% 49%	43% 43%	46% 42%	50% 35%	_	-	*	-	*	45% 35%	37% 67%	30%	46% 47%	*	43%	43%	-	*	-	-
	1 Omaio	1070	10 70	4070	1270	0070						0070	01 70	0070	11 70			1070				
Reading	All Students	73%	38%	40%	37%	44%	*	-	*	-	*	38%	48%	*	43%	36%	43%	33%	-	*	-	-
	CWD	39%		*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		40%	43%	42%	43%	*	-	*	-	*	41%	50%	-	43%		46%	35%	-	*	-	-
	EL Male	52% 69%	22% 32%	36% 43%	- 40%	36% 58%	*	-	*	-	*	44%	43%	*	38% 46%	36%	43%	_	-	*	-	-
	Female		46%	33%	33%	*	-	-	*	_	*	27%	56%	*	35%	*	-	33%	-	*	-	_
Mathematics		80%	40%	41%	38%	56%	*	-	-	-	*	43%	*	*	44%	*	35%	47%	-	*	-	-
	Students	E00/	200/	*	*							*		*			*	*				
	CWD CWOD	52% 83%	20% 43%	44%	43%	56%	*	-	-	-	*	48%	*	_	44%	*	33%	58%	-	*	-	-
	EL	70%		*	-	*	_	-	_	_	-	*	*	_	*	*	*	*	-	-	-	-
	Male	78%	34%	35%	45%	*	*	-	-	-	*	40%	*	*	33%	*	35%	-	-	*	-	-
	Female	82%	45%	47%	*	*	-	-	-	-	*	46%	*	*	58%	*	-	47%	-	-	-	-
Science	All	79%	57%	59%	82%	*	*	-	*	-	*	52%	75%	*	63%	*	54%	63%	-	*	-	-
	Students CWD	48%	42%	*	*	*	_	_	_	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWOD			63%	92%	*	*	-	*	-	*	56%	75%	-	63%	*	58%	67%	-	*	-	-
	EL	58%	33%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male Female	78% 80%		54% 63%	78% 88%	*	-	-	*	-	-	60% 45%	* 100%	*	58% 67%	*	54% -	63%	-	-	-	-
STAAR Percent	at Meets	Grad	le Level	or Abov	/e																	
All Grades All Subjects	All	47%	13%	11%	9%	8%	*	-	*	-	*	12%	8%	4%	13%	5%	12%	11%	-	*	-	-
	Students CWD	23%	3%	4%	0%	*	_	_	_	_	_	4%	*	4%	_	*	*	5%	_	_	_	_
	CWD		3% 15%	13%	12%	6%	*	-	*	-	*	14%	9%	-1 /0	13%		13%		-	*	-	-
	EL	26%	4%	5%	-	5%	-	-	-	-	-	*	*	*	6%	5%	*	*	-	-	-	-
	Male	45%	11%	12%	11%	13%	*	-	*	-	*	14%	5%	*	13%	*	12%	-	-	*	-	-
	Female	50%	16%	11%	7%	4%	-	-	*	-	*	11%	11%	5%	13%	*	-	11%	-	*	-	-
Reading	All	46%	18%	13%	9%	13%	*	-	*	-	*	14%	9%	*	14%	7%	13%	12%	-	*	-	-
	Students CWD	22%	6%	*	*	*	_	_	_	_	_	*	*	*	_	*	*	*	_	_	_	_
	CWOD			14%	11%	10%	*	-	*	_	*	14%	10%	_	14%	8%	14%	13%	-	*	-	-
	EL	21%	7%	7%	-	7%	-	-	-	-	-	*	*	*	8%	7%	*	*	-	-	-	-
	Male	41%	14%	13%	9%	16%	*	-	*	-	*	15%	7%	*	14%	*	13%	-	-	*	-	-
	Female	50%	22%	12%	7%	*	-	-	*	-	*	12%	11%	*	13%	*	-	12%	-	*	-	-
Mathematics	All	48%	3%	6%	5%	0%	*	_	_	_	*	7%	*	*	7%	*	6%	6%	_	*	_	-
	Students																					
	CWD	26%	0%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	51%	3%	7%	7%	0%	*	-	-	-	^	10%	•	-	7%	*	7%	8%	-	•	-	-

											Two or		Non									
					African			America		Pacific								_			Foster	
				tCampus	American	Hispani	cWhite	Indian	Asian	ılslande	rRaces	Disadv	Disadv	CWD	CMOE) EL	Male	Female	Migrant	Homeles	s Care	Military
	EL	33%	0%	•	-		-	-	-	-	-	70/	*	*	70/	*			-	-	-	-
	Male	47%	2%	6%	9%		-	-	-	-	_	7%	_		7%		6%	-	-	-	-	-
	Female	49%	4%	6%	•	•	-	-	-	-	•	8%	•	•	8%	•	-	6%	-	-	-	-
Science	All	49%	11%	14%	18%	*	*	-	*	-	*	14%	13%	*	17%	*	15%	13%	-	*	-	-
	Students																					
	CWD	23%	0%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		13%	17%	23%	*	*	-	*	-	*	19%	13%	-	17%	*	17%	17%	-	*	-	-
	EL	21%	0%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	50%	12%	15%	22%	*	*	-	-	-	*	20%	*	*	17%	*	15%	-	-	*	-	-
	Female	49%	10%	13%	13%	*	-	-	*	-	-	9%	20%	*	17%	*	-	13%	-	-	-	-
STAAR Percent All Grades																						
All Subjects		21%	1%	1%	1%	0%	*	-	*	-	*	1%	0%	0%	1%	0%	1%	0%	-	*	-	-
	Students				-01	*							*									
	CWD	8%	0%	0%	0%		-	-	-	-	-	0%		0%	-	*	*	0%	-	-	-	-
	CWOD		1%	1%	1%	0%	*	-	*	-	*	1%	0%	-	1%		1%	0%	-	*	-	-
	EL	9%	0%	0%	-	0%	-	-	-	-	-	*	*		0%	0%	*	*	-	-	-	-
	Male	20%	1%	1%	2%	0%	*	-	*	-	*	1%	0%	*	1%	*	1%	-	-	*	-	-
	Female	22%	1%	0%	0%	0%	-	-	*	-	*	0%	0%	0%	0%	*	-	0%	-	*	-	-
Reading	All	19%	1%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Students																					
	CWD	7%	0%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	20%	1%	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	7%	0%	0%	-	0%	-	-	-	-	-	*	*	*	0%	0%	*	*	-	-	-	-
	Male	16%	0%	0%	0%	0%	*	_	*	_	*	0%	0%	*	0%	*	0%	_	_	*	_	-
	Female		1%	0%	0%	*	_	_	*	_	*	0%	0%	*	0%	*	-	0%	_	*	_	_
Mathematics	Students	23%	0%	0%	0%	0%	*	-	-	-	*	0%	*	*	0%	*	0%	0%	-	*	-	-
	CWD	10%	0%	*	*							*		*			*	*				
						-	-	-	-	-	-		-		-	*			-	-	-	-
	CWOD		0%	0%	0%	0%	•	-	-	-	•	0%		-	0%		0%	0%	-	^	-	-
	EL	13%	0%	*		*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	23%	0%	0%	0%	*	*	-	-	-	*	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	24%	0%	0%	*	*	-	-	-	-	*	0%	*	*	0%	*	-	0%	-	-	-	-
Science	All	22%	2%	3%	6%	*	*	-	*	-	*	5%	0%	*	4%	*	8%	0%	-	*	-	-
	Students																					
	CWD	7%	0%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		3%	4%	8%	*	*	-	*	-	*	6%	0%	_	4%	*	8%	0%	-	*	-	-
	EL	5%	0%	*	-	*	-	_	_	-	-	*	*	*	*	*	*	*	_	_	-	_
	Male	23%	4%	8%	11%	*	*	_	_	_	*	10%	*	*	8%	*	8%	_	_	*	_	_
	Female		1%	0%	0%	*		_	*	_		0%	0%	*	0%	*	5 70	0%	_		_	_
	remale	Z I /0	1 /0	U /0	0 /0		-	-		-	-	U /0	0 /0		U /0		-	U /0	-	-	-	-

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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	014401110	7				, 10.0			2.000		
Reading											
All Students	*	*	-	-	-	*	-	-	*	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	*	-	-	-	*	-	-	*	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	*	*	-	-	-	-	-	-	*	-	-
Female	*	*	-	-	-	*	-	-	-	-	-
Mathematics											
All Students	*	*	-	-	-	-	-	-	*	*	-
CWD	*	*	-	-	-	-	-	-	*	*	-
CWOD	*	*	-	-	-	-	-	-	*	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	*	*	-	-	-	-	-	-	*	*	-
Female	*	*	-	-	_	-	-	-	*	-	_

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Gr	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	4.4%	8.0%	0.0%	*	*	-	-	*	4.2%	0.0%	0.0%	*	*
CWD	0.0%	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%	-	*	*

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
CWOD	5.4%	10.3%	0.0%	*	*	-	-	*	5.3%	-	0.0%	*	-
EL	0.0%	-	0.0%	-	-	-	-	-	0.0%	-	0.0%	-	-
Male	5.2%	8.8%	0.0%	*	*	-	-	*	4.7%	0.0%	*	*	*
Female	3.1%	6.3%	0.0%	*	-	-	-	*	3.6%	*	*	*	-

- *' 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
*	*	*

- '*' 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.

Student Success (Student Achi			Hispanic e: STAAR C	White omponen	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	*	*	*	*	-	*	-	*	*	*	*
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%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 Disady	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N		
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	N										
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N										
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N										
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N										
English Learner Language Prof	iciency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N	50 /0	3370	50 /0	3370	3370	N	3070	3070
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N N	N	N N	02.70	0270	02 /0	0270	02.70	N	02.70	0270
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	9470 N	N	N	J -7 /0	J-70	J -7 /0	5470	J -1 /0	N	J-7/0	5470
.s. got mot	.,	.,	.,						.,		

	All	Atrican			American		Pacific	I wo or More	⊨con		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N						N		

STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	te	·		•													•
All Subjects	All Students	99%	100%	98%	100%	-	*	-	100%	99%	100%	100%	99%	95%	100%	99%	-
	CWD	100%	100%	*	-	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	99%	100%	98%	100%	-	*	-	100%	99%	100%	-	99%	95%	100%	98%	-
	EL	95%	-	95%	-	-	-	-	-	93%	100%	*	95%	95%	100%	91%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	96%	-	-	*	-		98%	100%	100%	98%	91%	-	99%	-
Reading	All Students	99%	100%	97%	100%	-	*	-	*	99%	100%	100%	99%	93%	100%	98%	-
	CWD	100%	100%	*	-	-	-	-	-	100%	*	100%	-	*	*	100%	-
	CWOD	99%	100%	97%	100%	-	*	-	*	99%	100%	- *	99%	93%	100%	97%	-
	EL	93%	-	93%	-	-	-	-	*	91%		*	93%	93%	100%	86%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%		100%	100%	100%	- 000/	-
	Female	98%	100%	93%	-	-		-		97%	100%	100%	97%	86%	-	98%	-
Mathematics	All Students	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	100%	-	-	-	-	-	-	100%	-	100%	-	-	*	100%	-
	CWOD	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	4000/	- 100%	*	-	-	-	-	*	100%	*	*	4000/	*	1000/		-
	Male Female	100% 100%	100%	100%		-	-	-	*	100%	*	100%	100% 100%	*	100%	100%	-
0 :					-	-	-	-	*					*	1000/		-
Science	All Students	100%	100%	100%		-		-		100%	100%	100%	100%		100%	100%	-
	CWD	100%	*	*	-	-	-	-	*	100%	-	100%	-	*	*	*	-
	CWOD	100%	100%	100%	*	-	*	-		100%	100%	- *	100%	*	100%	100%	-
	EL Mala		- 100%	*	*	-	-	-	*		*	*		*		_	-
	Male Female	100% 100%	100%	100%		-	*	-		100% 100%	100%	*	100% 100%	*	100%	100%	-
Non-Participatio		100 /6	100 /6	10070	-	-		-	-	100 76	100 /6		100 /6		-	100 /6	-
All Subjects	All Students	1%	0%	2%	0%	-	*	-	0%	1%	0%	0%	1%	5%	0%	1%	-
,	CWD	0%	0%	*	_	_	_		_	0%	*	0%	_	*	0%	0%	_
	CWOD	1%	0%	2%	0%	_	*		0%	1%	0%	-	1%	5%	0%	2%	-
	EL	5%	-	5%	-	_	_	_	-	7%	0%	*	5%	5%	0%	9%	_
	Male	0%	0%	0%	0%	-	*	_	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	4%	-	-	*	-	*	2%	0%	0%	2%	9%	-	1%	-
Reading	All Students	1%	0%	3%	0%	-	*	-	*	1%	0%	0%	1%	7%	0%	2%	-
	CWD	0%	0%	*	_	-	_	_	_	0%	*	0%	_	*	*	0%	-
	CWOD	1%	0%	3%	0%	_	*	-	*	1%	0%	-	1%	7%	0%	3%	-
	EL	7%	-	7%	-	-	-	-	-	9%	*	*	7%	7%	0%	14%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	0%	-	-
	Female	2%	0%	7%	-	-	*	-	*	3%	0%	0%	3%	14%	-	2%	-
Mathematics	All Students	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	0%	-	-	-	-	-	-	0%	-	0%	-	-	*	0%	-
	CWOD	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	0%	0%	*	*	-	-	-	*	0%	*	*	0%	*	0%	-	-
	Female	0%	0%	0%	-	-	-	-	*	0%	*	0%	0%	*	-	0%	-
Science	All Students	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-
	CWOD	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-
	Male Female	0% 0%	0% 0%	*	-	-	*	-	-	0% 0%	*	*	0% 0%	*	0% -	0%	-

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

Part (viii): Civil Rights Data

Indicates zero observations reported for this group.

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	Managla	NA/1-14 -	Indian or Alaska	A - 1	Pacific	Two or More Races		Students with	(Section
Students Without Disabilities		Students	American	пізрапіс	White	Native	Asian	Islander	Races	EL	Disabilities	504)
In-School Suspensions												
·	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
·	Male	19	13	*	*	*	*	*	*	*		
	Female	9	5	*	*	*	*	*	*	*		
	Total	28	18	8	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
Treatment to East Embrooment	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities	Total											
In-School Suspensions												
concer caspendent	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	10101											
Cut of Comes, Cuspendions	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Expulsions	10101	· ·										
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Trial Educational Collinson	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	131	86	38	5	*	*	*	*	5	26	*
	Female	97	62	35	*	*	*	*	*	8	5	*
	Total	228	148	73	5	*	*	*	*	13	31	*
				-	-							

	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.

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

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.

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

Part (ix): Teacher Quality Data

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

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.0	Percent 22.0%
Teachers Teaching with Emergency or Provisional Credentials	2.9	40.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the	0.0	-

^{&#}x27;-' 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%	-	-	-	-
Mathematics	6,020	1%	-	-	-	-
Grade 4 Reading	6,061	1%	-	-	-	-
Mathematics	6,056	1%	-	-	-	-
Grade 5 Reading	6,162	2%	-	-	-	-
Mathematics	6,160	1%	-	-	-	-
Science	6,164	1%	-	-	-	-
Grade 6 Reading	5,678	1%	-	-	-	-
Mathematics	5,677	1%	-	-	-	-
Grade 7 Reading	5,298	1%	-	-	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,294	1%	-	-	-	-
Grade 8 Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-
End of Course English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-
Biology	4,861	1%	-	-	-	-
All Grades All Subjects	99,020	1%	-	-	-	-
Reading	43,730	1%	-	-	-	-
Mathematics	39,178	1%	-	-	-	-
Science	16,112	1%	-	-	-	-

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

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 Participation Rates for Students with Disabilities and Limited English Proficient Students

			% Belo	w Basic	% At or Ab	ove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disady	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
		English Language Learners	03	00	23	23	11	0	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
	3	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	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
	Mathematics	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
			*	44	*		*		*	4
		American Indian Asian	3	12	19	38 24	37	14 32	40	4 32
		Pacific Islander	3 *	36	19 *	39	3 <i>1</i> *	32 18	4 0 *	32 6
			24							
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40 67	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8 7	7	2	2 1
		English Language Learners	61	71	32	23	′	5	1	1

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

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

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.

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