

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

Campus Name: LOS CUATES MIDDLE

Campus ID: 031906041

District Name: LOS FRESNOS CISD

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);

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

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

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

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

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

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

		State	District	Campus	African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Econ Disadv		Non Econ Disadv		CWDCWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military				
					22%	22%	25%	-	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All	43%	46%	46%	-	45%	55%	-	*	-	-	-	-	-	-	40%	63%	19%	48%	14%	54%	37%	*	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Students																																						
	CWD	23%	24%	19%	-	19%	-	-	-	*	-	-	-	-	-	15%	*	19%	-	*	*	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	46%	48%	48%	-	48%	55%	-	*	-	-	-	-	-	-	43%	62%	-	48%	18%	57%	39%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	24%	25%	14%	-	14%	-	-	-	-	-	-	-	-	-	14%	*	*	18%	14%	29%	5%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	44%	50%	54%	-	53%	71%	-	-	-	-	-	-	-	-	52%	63%	*	57%	29%	54%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	42%	41%	37%	-	37%	*	-	*	-	*	-	-	-	-	27%	63%	18%	39%	5%	-	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Grade 7 Reading	All	47%	52%	51%	*	51%	60%	*	-	*	-	-	-	-	44%	73%	22%	54%	19%	44%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	*			
	Students																																						
	CWD	23%	25%	22%	*	23%	-	-	-	-	-	-	-	-	-	16%	*	22%	-	45%	13%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	50%	55%	54%	*	54%	60%	*	-	*	-	-	-	-	-	46%	75%	-	54%	5%	47%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	*	
	EL	16%	13%	19%	-	19%	-	-	-	-	-	-	-	-	-	14%	*	45%	5%	19%	16%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	42%	45%	44%	*	44%	*	*	-	-	-	-	-	-	-	33%	72%	13%	47%	16%	44%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	*	
Female	53%	59%	59%	*	58%	71%	-	-	-	*	-	-	-	-	54%	75%	38%	61%	23%	-	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Mathematics	All	39%	51%	52%	*	51%	60%	*	-	*	-	-	-	-	48%	62%	13%	56%	17%	46%	58%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	*		
	Students																																						
	CWD	20%	16%	13%	*	14%	-	-	-	-	-	-	-	-	-	17%	*	13%	-	14%	10%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	41%	55%	56%	*	56%	60%	*	-	*	-	-	-	-	-	52%	67%	-	56%	19%	52%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	*	
	EL	17%	15%	17%	-	17%	-	-	-	-	-	-	-	-	-	19%	*	14%	19%	17%	10%	29%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	38%	46%	46%	*	48%	*	*	-	-	-	-	-	-	-	41%	59%	10%	52%	10%	46%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	*	
Female	40%	55%	58%	*	55%	86%	-	-	-	*	-	-	-	-	55%	66%	20%	61%	29%	-	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Grade 8 Reading	All	48%	54%	58%	-	56%	85%	-	-	-	-	-	-	-	52%	76%	36%	60%	15%	57%	58%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Students																																						
	CWD	23%	27%	36%	-	36%	-	-	-	-	-	-	-	-	-	32%	50%	36%	-	*	43%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	51%	57%	60%	-	59%	85%	-	-	-	-	-	-	-	-	54%	78%	-	60%	17%	59%	62%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	13%	11%	15%	-	15%	-	-	-	-	-	-	-	-	-	17%	*	*	17%	15%	5%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	44%	51%	57%	-	56%	83%	-	-	-	-	-	-	-	-	52%	71%	43%	59%	5%	57%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	53%	57%	58%	-	56%	86%	-	-	-	-	-	-	-	-	51%	82%	29%	62%	36%	-	58%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Mathematics	All	50%	74%	90%	-	89%	100%	-	-	-	-	-	-	-	88%	95%	72%	92%	71%	89%	91%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Students																																						
	CWD	25%	51%	72%	-	72%	-	-	-	-	-	-	-	-	-	65%	100%	72%	-	*	83%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	53%	77%	92%	-	92%	100%	-	-	-	-	-	-	-	-	91%	95%	-	92%	75%	90%	95%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	30%	61%	71%	-	71%	-	-	-	-	-	-	-	-	-	67%	*	*	75%	71%	71%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	48%	74%	89%	-	89%	*	-	-	-	-	-	-	-	-	86%	97%	83%	90%	71%	89%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	53%	74%	91%	-	90%	*	-	-	-	-	-	-	-	-	90%	93%	62%	95%	70%	-	91%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Science	All	50%	64%	78%	-	77%	92%	-	-	-	-	-	-	-	75%	88%	50%	81%	38%	80%	76%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Students																																						
	CWD	23%	35%	50%	-	50%	-	-	-	-	-	-	-	-	-	50%	50%	50%	-	*	64%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	53%	67%	81%	-	81%	92%	-	-	-	-	-	-	-	-	78%	92%	-	81%	43%	82%	81%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	19%	24%	38%	-	38%	-	-	-	-	-	-	-	-	-	40%	*	*	43%	38%	32%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	51%	65%	80%	-	80%	83%	-	-	-	-	-	-	-	-	78%	87%	64%	82%	32%	80%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	50%	62%	76%	-	74%	100%	-	-	-	-	-	-	-	-	72%	89%	36%	81%	50%	-	76%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
End of Course Algebra I	All	53%	73%	100%	-	100%	100%	-	-	-	-	-	-	-	100%	100%	*	100%	-	100%	100%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Students																																						
	CWD	19%	38%	*	-	*	-	-	-	-	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	58%	78%	100%	-	100%	100%	-	-	-	-	-	-	-	-	100%	100%	-	100%	-	100%	100%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	29%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	49%	69%	100%	-	100%	*	-	-	-	-	-	-	-	-	100%	100%	*	100%	-	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	58%	77%	100%																																				

		State District Campus																		Foster			
		African	American	Pacific	Two or More	Econ	Non	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military					
Reading	All	46%	54%	50%	*	49%	68%	*	*	*	-	44%	68%	28%	53%	13%	47%	54%	50%	-	-	*	
	Students																						
	CWD	22%	29%	28%	*	29%	-	-	-	-	-	23%	55%	28%	-	22%	29%	27%	-	-	-	-	-
	CWOD	48%	57%	53%	*	52%	68%	*	*	*	-	47%	69%	-	53%	10%	48%	57%	50%	-	-	-	*
	EL	21%	25%	13%	-	13%	-	-	-	-	-	12%	22%	22%	10%	13%	9%	17%	*	-	-	-	-
	Male	41%	51%	47%	*	46%	56%	*	-	-	-	41%	63%	29%	48%	9%	47%	-	*	-	-	-	*
Female	50%	58%	54%	*	53%	78%	-	*	*	-	48%	73%	27%	57%	17%	-	54%	*	-	-	-	-	
Mathematics	All	48%	63%	63%	*	62%	74%	*	*	*	-	59%	74%	35%	66%	32%	63%	62%	86%	-	-	*	
	Students																						
	CWD	26%	37%	35%	*	36%	-	-	-	-	-	32%	50%	35%	-	12%	35%	35%	*	-	-	-	-
	CWOD	51%	66%	66%	*	65%	74%	*	*	*	-	63%	75%	-	66%	39%	67%	65%	100%	-	-	-	*
	EL	33%	43%	32%	-	32%	-	-	-	-	-	31%	44%	12%	39%	32%	38%	26%	*	-	-	-	*
	Male	47%	62%	63%	*	63%	69%	*	-	-	-	60%	73%	35%	67%	38%	63%	-	*	-	-	-	*
Female	49%	63%	62%	*	61%	78%	-	*	*	-	59%	74%	35%	65%	26%	-	62%	*	-	-	-	-	
Science	All	49%	66%	78%	-	77%	92%	-	-	-	-	75%	88%	50%	81%	38%	80%	76%	*	-	-	-	
	Students																						
	CWD	23%	43%	50%	-	50%	-	-	-	-	-	50%	50%	50%	-	*	64%	36%	-	-	-	-	-
	CWOD	52%	69%	81%	-	81%	92%	-	-	-	-	78%	92%	-	81%	43%	82%	81%	*	-	-	-	-
	EL	21%	33%	38%	-	38%	-	-	-	-	-	40%	*	*	43%	38%	32%	50%	-	-	-	-	-
	Male	50%	69%	80%	-	80%	83%	-	-	-	-	78%	87%	64%	82%	32%	80%	-	*	-	-	-	-
Female	49%	64%	76%	-	74%	100%	-	-	-	-	72%	89%	36%	81%	50%	-	76%	*	-	-	-	-	

STAAR Percent at Masters Grade Level

All Grades																						
All Subjects																						
All	21%	28%	33%	*	32%	47%	*	*	*	-	28%	48%	16%	35%	9%	31%	36%	47%	-	-	*	
Students																						
CWD	8%	13%	16%	*	17%	-	-	-	-	-	12%	38%	16%	-	8%	19%	14%	*	-	-	-	
CWOD	23%	30%	35%	*	34%	47%	*	*	*	-	30%	48%	-	35%	9%	32%	38%	50%	-	-	*	
EL	9%	13%	9%	-	9%	-	-	-	-	-	7%	23%	8%	9%	9%	10%	8%	*	-	-	-	
Male	20%	26%	31%	*	30%	45%	*	-	-	-	25%	46%	19%	32%	10%	31%	-	27%	-	-	*	
Female	22%	30%	36%	*	35%	49%	-	*	*	-	31%	50%	14%	38%	8%	-	36%	83%	-	-	-	
Reading	All	19%	23%	28%	*	27%	35%	*	*	*	-	24%	41%	11%	30%	3%	23%	33%	17%	-	-	*
	Students																					
	CWD	7%	10%	11%	*	11%	-	-	-	-	-	7%	36%	11%	-	9%	13%	9%	-	-	-	-
	CWOD	20%	24%	30%	*	29%	35%	*	*	*	-	26%	42%	-	30%	1%	24%	35%	17%	-	-	*
	EL	7%	9%	3%	-	3%	-	-	-	-	-	2%	11%	9%	1%	3%	4%	2%	*	-	-	-
	Male	16%	19%	23%	*	23%	25%	*	-	-	-	18%	38%	13%	24%	4%	23%	-	*	-	-	*
Female	22%	27%	33%	*	32%	44%	-	*	*	-	30%	45%	9%	35%	2%	-	33%	*	-	-	-	
Mathematics	All	23%	34%	34%	*	33%	50%	*	*	*	-	30%	46%	21%	35%	12%	32%	36%	57%	-	-	*
	Students																					
	CWD	10%	16%	21%	*	21%	-	-	-	-	-	18%	33%	21%	-	8%	21%	21%	*	-	-	-
	CWOD	25%	37%	35%	*	35%	50%	*	*	*	-	31%	47%	-	35%	13%	33%	38%	67%	-	-	*
	EL	13%	18%	12%	-	12%	-	-	-	-	-	10%	33%	8%	13%	12%	14%	9%	*	-	-	-
	Male	23%	33%	32%	*	31%	50%	*	-	-	-	27%	48%	21%	33%	14%	32%	-	*	-	-	*
Female	24%	35%	36%	*	35%	50%	-	*	*	-	34%	45%	21%	38%	9%	-	36%	*	-	-	-	
Science	All	22%	30%	45%	-	44%	69%	-	-	-	-	36%	71%	18%	48%	18%	49%	41%	*	-	-	-
	Students																					
	CWD	7%	16%	18%	-	18%	-	-	-	-	-	9%	50%	18%	-	*	29%	7%	-	-	-	-
	CWOD	24%	31%	48%	-	47%	69%	-	-	-	-	39%	73%	-	48%	20%	51%	45%	*	-	-	-
	EL	5%	10%	18%	-	18%	-	-	-	-	-	17%	*	*	20%	18%	14%	25%	-	-	-	-
	Male	23%	32%	49%	-	47%	83%	-	-	-	-	43%	63%	29%	51%	14%	49%	-	*	-	-	-
Female	21%	27%	41%	-	40%	57%	-	-	-	-	29%	82%	7%	45%	25%	-	41%	*	-	-	-	

*** 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	African	Hispanic	White	American	Asian	Pacific	Two or More	Econ	CWD	EL
Academic Growth Score	Students	American	Hispanic	White	Indian	Islander	Races	Disadv	CWD	EL	
Reading											
All Students	70	*	69	75	*	-	*	-	68	69	66
CWD	69	*	69	-	-	-	-	-	66	69	65
CWOD	70	*	69	75	*	-	*	-	69	-	66
EL	66	-	66	-	-	-	-	-	64	65	66
Male	68	*	68	66	*	-	-	-	66	65	67
Female	71	*	70	86	-	-	*	-	71	74	65
Mathematics											
All Students	70	*	70	78	*	-	*	-	67	61	57
CWD	61	*	62	-	-	-	-	-	57	61	46
CWOD	71	*	71	78	*	-	*	-	69	-	61
EL	57	-	57	-	-	-	-	-	54	46	57
Male	70	*	71	72	*	-	-	-	67	59	67
Female	70	*	69	86	-	-	*	-	68	65	45

Federal Graduation Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	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.

Participation Rate		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant		
All Subjects	All Students	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%	99%	100%	100%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	99%	100%	99%	100%	*	
	Male	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	99%	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%	-	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%	99%	100%	100%	100%	
	CWD	100%	*	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*	
	CWOD	100%	*	100%	100%	*	*	*	-	100%	100%	100%	-	100%	99%	99%	100%	100%
	EL	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	98%	100%	*	
	Male	100%	*	99%	100%	*	-	-	-	99%	100%	100%	99%	98%	100%	-	100%	
	Female	100%	*	100%	100%	-	*	*	-	100%	100%	100%	100%	100%	-	100%	*	
Science	All Students	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%	*	
	EL	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%	*	
Non-Participation Rate	All Subjects	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%	1%	0%	0%	
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	1%	0%	1%	0%	*	
	Male	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	1%	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%	-	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%	1%	0%	0%	0%	
	CWD	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*	
	CWOD	0%	*	0%	0%	*	*	*	-	0%	0%	0%	-	0%	1%	0%	0%	
	EL	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	2%	0%	*	
	Male	0%	*	1%	0%	*	-	-	-	1%	0%	0%	1%	2%	0%	-	0%	
	Female	0%	*	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	-	0%	*	
Science	All Students	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%	*	
	EL	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%	*	

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

Part (viii): Civil Rights Data

Part (viii)(l) 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	82	*	80	*	*	*	*	*	14		
	Female	31	*	29	*	*	*	*	*	5		
	Total	113	*	109	*	*	*	*	*	19		
Out-of-School Suspensions												
	Male	37	*	37	*	*	*	*	*	10		
	Female	18	*	16	*	*	*	*	*	*		
	Total	55	*	53	*	*	*	*	*	14		
Expulsions												
With Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions												
	Male	10	*	8	*	*	*	*	*	*		14
	Female	5	*	5	*	*	*	*	*	*		5
	Total	15	*	13	*	*	*	*	*	*		19
Out-of-School Suspensions												
	Male	8	*	*	*	*	*	*	*	*		7
	Female	*	*	*	*	*	*	*	*	*		*
	Total	8	*	*	*	*	*	*	*	*		11
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	51	*	47	*	*	*	*	*	5	14	11
	Female	43	*	41	*	*	*	*	*	5	5	5
	Total	94	*	88	*	*	*	*	*	10	19	16

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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 low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.8	7.2%
Teachers Teaching with Emergency or Provisional Credentials	1.8	3.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.3	6.5%

- '-' Indicates there are no data available in the group.
Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3	Reading	6,019	1%	15	2%	-
	Mathematics	6,020	1%	15	2%	-
Grade 4	Reading	6,061	1%	17	2%	-
	Mathematics	6,056	1%	17	2%	-
Grade 5	Reading	6,162	2%	23	3%	-
	Mathematics	6,160	1%	23	3%	-
	Science	6,164	1%	23	3%	-
Grade 6	Reading	5,678	1%	12	2%	*
	Mathematics	5,677	1%	12	2%	*
Grade 7	Reading	5,298	1%	7	1%	*
	Mathematics	5,294	1%	7	1%	*

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

** Indicates reporting standards not met.
 'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

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

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

Data are not available.