

Texas Education Agency
2017-18 Federal Report Card for Texas Public Schools
Campus Name: ANNIE SIMS EL
Campus ID: 225902102
District Name: MOUNT PLEASANT ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

| | | 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 Rates | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 23% | 40% |
| | Mathematics | 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% |
| | | 2017-18 through 2021-22 | | | | | | | | | | | 42% |
| EL Progress | 2022-23 through 2026-27 | | | | | | | | | | | 44% | |
| | 2027-28 through 2031-32 | | | | | | | | | | | 46% | |
| | Baseline 2016-17 Rates | | | | | | | | | | | 78% | |
| | 2017-18 through 2021-22 | | | | | | | | | | | 72% | |
| Graduation Rate:4-Year Longitudinal Rate | 2022-23 through 2026-27 | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | |
| | 2027-28 through 2031-32 | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | |
| | 2032-33 | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | |
| | Baseline 2016-17 Rates | 89% | 85% | 87% | 93% | 86% | 95% | 89% | 92% | 86% | 78% | 72% | |
| | 2017-18 through 2021-22 | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | |

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

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

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

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

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

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

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

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

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(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 American | | Hispanic | | White | | Indian American | | Asian | | Pacific Islander | | Two or More Races | | Economically Disadvantaged | | Non-Economically Disadvantaged | | EL | | Male | | Female | | Migrant/Homeless | | Foster Care | | Military | | | |
|---|-------------|--------|------------|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------------|-------------------|--------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------|---|---|---|
| State | District | Campus | Score | Target | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | Standard Exceeded | | | | |
| STAAR Percent at Approaches Grade Level or Above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All | 77% | 84% | 88% | 83% | 86% | 95% | - | - | - | * | 85% | 96% | 91% | 88% | 80% | 90% | 87% | - | - | * | - | - | - | - | - | - | - | - | - | - | - | | | |
| | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 51% | 68% | 91% | * | 86% | * | - | - | - | - | - | 86% | * | 91% | - | * | 100% | * | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| | CWOD | 79% | 86% | 88% | * | 86% | 94% | - | - | - | - | - | 85% | 95% | - | 88% | 80% | 87% | 88% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| | EL | 70% | 84% | 80% | - | 80% | - | - | - | - | - | - | 81% | * | * | 80% | 80% | 83% | 78% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| | Male | 74% | 84% | 90% | * | 89% | 100% | - | - | - | - | - | 85% | 100% | 100% | 87% | 83% | 90% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| | Female | 79% | 83% | 87% | * | 84% | 92% | - | - | - | - | - | 85% | 93% | * | 88% | 78% | - | 87% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| | Mathematics | All | 77% | 89% | 94% | 83% | 96% | 91% | - | - | - | * | 93% | 96% | 91% | 95% | 94% | 95% | 94% | - | - | * | - | - | - | - | - | - | - | - | - | - | - | | |
| Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CWD | 52% | 71% | 91% | * | 86% | * | - | - | - | - | - | 86% | * | 91% | - | * | 100% | * | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| CWOD | 80% | 91% | 95% | * | 97% | 90% | - | - | - | - | - | 94% | 96% | - | 95% | 96% | 94% | 95% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| EL | 74% | 89% | 94% | - | 94% | - | - | - | - | - | - | 94% | * | * | 96% | 94% | 94% | 94% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Male | 77% | 90% | 95% | * | 96% | 100% | - | - | - | - | - | 93% | 100% | 92% | 100% | 94% | 94% | 95% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Female | 78% | 88% | 94% | * | 96% | 86% | - | - | - | - | - | 94% | 93% | * | 95% | 94% | - | 94% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Grade 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All | 72% | 76% | 79% | * | 80% | 87% | - | - | - | * | 77% | 86% | 60% | 81% | 80% | 73% | 85% | - | - | * | - | - | - | - | - | - | - | - | - | - | - | - | | |
| | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 46% | 54% | 60% | * | * | * | - | - | - | - | * | * | 60% | - | * | 63% | * | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| | CWOD | 75% | 79% | 81% | * | 80% | 92% | - | - | - | - | 78% | 92% | - | 81% | 80% | 75% | 87% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| | EL | 60% | 75% | 80% | - | 79% | * | - | - | - | - | 80% | * | * | 80% | 80% | 73% | 86% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| | Male | 70% | 71% | 73% | * | 75% | 80% | - | - | - | - | 72% | 79% | 63% | 75% | 73% | 73% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| | Female | 75% | 82% | 85% | * | 85% | 93% | - | - | - | - | 83% | 93% | * | 87% | 86% | - | 85% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| | Mathematics | All | 77% | 82% | 83% | 63% | 83% | 87% | - | - | - | * | 83% | 82% | 73% | 84% | 84% | 84% | 82% | - | - | * | - | - | - | - | - | - | - | - | - | - | - | - | |
| Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CWD | 49% | 65% | 73% | * | 83% | * | - | - | - | - | - | 71% | * | 73% | - | * | 88% | * | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| CWOD | 81% | 84% | 84% | 71% | 83% | 88% | - | - | - | - | * | 84% | 83% | - | 84% | 85% | 83% | 85% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| EL | 72% | 81% | 84% | - | 84% | * | - | - | - | - | - | 84% | * | * | 85% | 84% | 86% | 83% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Male | 77% | 82% | 84% | * | 83% | 87% | - | - | - | - | - | 83% | 86% | 88% | 83% | 86% | 84% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Female | 78% | 82% | 82% | * | 83% | 87% | - | - | - | - | - | 83% | 79% | * | 85% | 83% | - | 82% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| STAAR Percent at Meets Grade Level or Above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All | 43% | 46% | 53% | 33% | 49% | 71% | - | - | - | * | 45% | 73% | 36% | 55% | 44% | 46% | 57% | - | - | * | - | - | - | - | - | - | - | - | - | - | - | - | | |
| | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 28% | 28% | 36% | * | 43% | * | - | - | - | - | 14% | * | 36% | - | * | 50% | * | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| | CWOD | 44% | 49% | 55% | * | 50% | 78% | - | - | - | - | 48% | 73% | - | 55% | 47% | 45% | 60% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| | EL | 32% | 46% | 44% | - | 44% | - | - | - | - | - | 45% | * | * | 47% | 44% | 39% | 47% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 40% | 41% | 46% | * | 44% | 56% | - | - | - | - | 37% | 67% | 50% | 45% | 39% | 46% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female | 45% | 51% | 57% | * | 52% | 83% | - | - | - | - | 50% | 79% | * | 60% | 47% | - | 57% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Mathematics | All | 46% | 54% | 73% | 33% | 75% | 74% | - | - | - | * | 68% | 85% | 73% | 73% | 69% | 82% | 67% | - | - | * | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CWD | 30% | 45% | 73% | * | 86% | * | - | - | - | - | - | 57% | * | 73% | - | * | 88% | * | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| CWOD | 48% | 55% | 73% | * | 74% | 75% | - | - | - | - | * | 69% | 83% | - | 73% | 67% | 81% | 68% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| EL | 39% | 52% | 69% | - | 69% | - | - | - | - | - | - | 69% | * | * | 67% | 69% | 89% | 58% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Male | 47% | 55% | 82% | * | 89% | 78% | - | - | - | - | - | 78% | 85% | 88% | 81% | 89% | 82% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Female | 45% | 52% | 67% | * | 67% | 71% | - | - | - | - | - | 63% | 80% | * | 68% | 58% | - | 67% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Grade 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | All | 45% | 42% | 43% | * | 39% | 67% | - | - | - | * | 38% | 57% | 20% | 45% | 41% | 35% | 52% | - | - | * | - | - | - | - | - | - | - | - | - | - | - | - | | |
| | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 28% | 22% | 20% | * | * | * | - | - | - | - | * | * | 20% | - | * | 25% | * | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| | CWOD | 47% | 45% | 45% | * | 41% | 73% | - | - | - | - | 40% | 63% | - | 45% | 43% | 37% | 54% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | EL | 29% | 39% | 41% | - | 40% | * | - | - | - | - | 41% | * | * | 43% | 41% | 27% | 54% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 43% | 39% | 35% | * | 30% | 60% | - | - | - | - | 30% | 50% | 25% | 37% | 27% | 35% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female | 47% | 46% | 52% | * | 50% | 73% | - | - | - | - | 48% | 64% | * | 54% | 54% | - | 52% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Mathematics | All | 48% | 48% | 48% | 38% | 44% | 63% | - | - | - | * | 48% | 50% | 45% | | | | | | | | | | | | | | | | | | | | |

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CW | CWOD | WOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
|--|--------------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------|-----------------------|-----|------|-----|-----|------|--------|---------|----------|----------------|----------|
| Mathematics | EL | 15% | 21% | 16% | - | 16% | - | - | - | - | 17% | * | * | 16% | 16% | 17% | 16% | - | - | - | - | - |
| | Male | 22% | 18% | 23% | * | 15% | 44% | - | - | - | 19% | 33% | 25% | 23% | 17% | 23% | - | - | - | - | - | - |
| | Female | 26% | 24% | 25% | * | 18% | 50% | - | - | - | 22% | 36% | * | 26% | 16% | - | 25% | - | - | - | * | - |
| Grade 4 Reading | All | 23% | 20% | 23% | * | 16% | 47% | - | - | - | 16% | 43% | 10% | 24% | 15% | 17% | 30% | - | - | * | - | |
| | Students | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 9% | 7% | 10% | * | * | * | - | - | - | * | * | 10% | - | * | 13% | * | - | - | - | * | - |
| | CWOD | 25% | 22% | 24% | * | 17% | 50% | - | - | - | * | 18% | 46% | - | 24% | 16% | 17% | 31% | - | - | - | - |
| | EL | 12% | 19% | 15% | * | 15% | * | - | - | - | - | 16% | * | * | 16% | 15% | 8% | 21% | - | - | - | - |
| | Male | 22% | 16% | 17% | * | 10% | 40% | - | - | - | * | 13% | 29% | 13% | 17% | 8% | 17% | - | - | - | - | - |
| Mathematics | All | 26% | 24% | 19% | 13% | 13% | 40% | - | - | - | 16% | 32% | 18% | 20% | 12% | 26% | 13% | - | - | * | - | |
| | Students | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 11% | 14% | 18% | * | 0% | * | - | - | - | 0% | * | 18% | - | * | 25% | * | - | - | - | * | - |
| | CWOD | 28% | 25% | 20% | 14% | 14% | 38% | - | - | - | * | 17% | 29% | - | 20% | 13% | 26% | 13% | - | - | - | - |
| | EL | 18% | 22% | 12% | - | 12% | * | - | - | - | - | 13% | * | * | 13% | 12% | 18% | 7% | - | - | - | - |
| | Male | 27% | 26% | 26% | * | 17% | 53% | - | - | - | * | 21% | 43% | 25% | 26% | 18% | 26% | - | - | - | - | - |
| STAAR Percent at Approaches Grade Level or Above | All Subjects | All | 77% | 76% | 86% | 68% | 86% | 89% | - | - | 83% | 84% | 90% | 79% | 86% | 85% | 84% | 87% | - | - | * | - |
| | Students | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 45% | 48% | 79% | * | 84% | 79% | - | - | - | 78% | 81% | 79% | - | 76% | 88% | 55% | - | - | * | - | |
| | CWOD | 80% | 80% | 86% | 71% | 86% | 91% | - | - | - | 83% | 85% | 91% | - | 86% | 85% | 83% | 89% | - | - | * | - |
| | EL | 60% | 71% | 85% | - | 84% | * | - | - | - | * | 85% | 77% | 76% | 85% | 85% | 83% | 85% | - | - | - | - |
| | Male | 74% | 73% | 84% | 58% | 85% | 90% | - | - | - | * | 82% | 90% | 88% | 83% | 83% | 84% | - | - | - | * | - |
| Reading | All | 73% | 72% | 83% | 64% | 83% | 90% | - | - | - | 81% | 91% | 76% | 84% | 80% | 80% | 86% | - | - | * | - | |
| | Students | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 39% | 39% | 76% | * | 83% | 71% | - | - | - | 77% | 75% | 76% | - | 75% | 81% | * | - | - | - | * | - |
| | CWOD | 77% | 76% | 84% | 67% | 83% | 93% | - | - | - | * | 81% | 93% | - | 84% | 80% | 80% | 87% | - | - | - | - |
| | EL | 52% | 65% | 80% | - | 80% | * | - | - | - | - | 81% | * | 75% | 80% | 80% | 77% | 82% | - | - | - | - |
| | Male | 69% | 67% | 80% | * | 81% | 88% | - | - | - | * | 77% | 88% | 81% | 80% | 77% | 80% | - | - | - | - | - |
| Mathematics | All | 80% | 84% | 88% | 71% | 89% | 89% | - | - | - | 88% | 89% | 82% | 89% | 89% | 88% | 88% | - | - | * | - | |
| | Students | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 52% | 59% | 82% | * | 85% | 86% | - | - | - | 79% | 88% | 82% | - | 78% | 94% | * | - | - | - | * | - |
| | CWOD | 83% | 86% | 89% | 75% | 90% | 89% | - | - | - | * | 89% | 89% | - | 89% | 90% | 87% | 90% | - | - | - | - |
| | EL | 70% | 82% | 89% | - | 89% | * | - | - | - | - | 88% | 86% | 78% | 90% | 89% | 89% | 89% | - | - | - | - |
| | Male | 78% | 82% | 88% | * | 88% | 92% | - | - | - | * | 87% | 92% | 94% | 87% | 89% | 88% | - | - | - | - | - |
| STAAR Percent at Meets Grade Level or Above | All Subjects | All | 47% | 41% | 54% | 25% | 52% | 68% | - | - | 33% | 49% | 66% | 44% | 55% | 48% | 53% | 55% | - | - | * | - |
| | Students | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 23% | 24% | 44% | * | 48% | 50% | - | - | - | 33% | 63% | 44% | - | 35% | 56% | 9% | - | - | - | * | - |
| | CWOD | 50% | 43% | 55% | 29% | 52% | 71% | - | - | - | 33% | 51% | 67% | - | 55% | 49% | 52% | 57% | - | - | - | - |
| | EL | 26% | 33% | 48% | * | 48% | * | - | - | - | - | 49% | 38% | 35% | 49% | 48% | 49% | 48% | - | - | - | - |
| | Male | 45% | 39% | 53% | 33% | 51% | 65% | - | - | - | * | 49% | 62% | 56% | 52% | 49% | 53% | - | - | - | - | - |
| Reading | All | 46% | 38% | 47% | 14% | 44% | 69% | - | - | - | 42% | 65% | 29% | 49% | 42% | 39% | 54% | - | - | * | - | |
| | Students | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 22% | 19% | 29% | * | 33% | 29% | - | - | - | 15% | 50% | 29% | - | 13% | 38% | * | - | - | - | * | - |
| | CWOD | 48% | 41% | 49% | 17% | 45% | 75% | - | - | - | * | 44% | 67% | - | 49% | 45% | 40% | 57% | - | - | - | - |
| | EL | 21% | 29% | 42% | - | 42% | * | - | - | - | - | 43% | * | 13% | 45% | 42% | 32% | 50% | - | - | - | - |
| | Male | 41% | 34% | 39% | * | 36% | 58% | - | - | - | * | 33% | 58% | 38% | 40% | 32% | 39% | - | - | - | - | - |
| Mathematics | All | 48% | 47% | 60% | 36% | 59% | 68% | - | - | - | 57% | 67% | 59% | 60% | 54% | 65% | 55% | - | - | * | - | |
| | Students | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 26% | 32% | 59% | * | 62% | 71% | - | - | - | 50% | 75% | 59% | - | 56% | 75% | * | - | - | - | * | - |
| | CWOD | 51% | 49% | 60% | 42% | 58% | 67% | - | - | - | * | 58% | 66% | - | 60% | 54% | 64% | 57% | - | - | - | - |
| | EL | 33% | 43% | 54% | - | 55% | * | - | - | - | - | 54% | 43% | 56% | 54% | 54% | 65% | 46% | - | - | - | - |
| | Male | 47% | 46% | 65% | * | 65% | 71% | - | - | - | * | 65% | 65% | 75% | 64% | 65% | 65% | - | - | - | - | - |
| STAAR Percent at Masters Grade Level | All Subjects | All | 21% | 15% | 26% | 18% | 20% | 48% | - | - | 0% | 21% | 42% | 23% | 26% | 17% | 27% | 25% | - | - | * | - |
| | Students | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 8% | 7% | 23% | * | 16% | 43% | - | - | - | 15% | 38% | 23% | - | 24% | 31% | 0% | - | - | - | * | - |
| | CWOD | 23% | 16% | 26% | 21% | 20% | 49% | - | - | - | 0% | 21% | 43% | - | 26% | 17% | 26% | 27% | - | - | - | - |
| | EL | 9% | 12% | 17% | - | 18% | * | - | - | - | - | 17% | 15% | 24% | 17% | 17% | 18% | 17% | - | - | - | - |
| | Male | 20% | 14% | 27% | 25% | 20% | 50% | - | - | - | * | 21% | 44% | 31% | 26% | 18% | 27% | - | - | - | - | - |
| Female | 22% | 16% | 25% | 13% | 19% | 46% | - | - | - | * | 20% | 40% | 0% | 27% | 17% | - | 25% | - | - | - | * | - |

| | State | District | Campus | African | | American | | Pacific | Two or More | Econ | Non | | CWD | WOD | EL | Male | Female | Migrant | Homeless | Foster | Care | Military |
|-------------|----------|----------|--------|----------|----------|----------|--------|---------|-------------|------|-------|----------|-----|-----|-----|------|--------|---------|----------|--------|------|----------|
| | | | | American | Hispanic | White | Indian | | | | Asian | Islander | | | | | | | | | | |
| Reading | All | 19% | 13% | 23% | 14% | 17% | 47% | - | - | - | * | 18% | 39% | 14% | 24% | 15% | 19% | 27% | - | - | * | - |
| | Students | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 7% | 5% | 14% | * | 8% | 29% | - | - | - | * | 8% | 25% | 14% | - | 13% | 19% | * | - | - | * | - |
| | CWOD | 20% | 14% | 24% | 17% | 17% | 50% | - | - | * | 19% | 41% | - | 24% | 16% | 19% | 28% | - | - | * | - | |
| | EL | 7% | 10% | 15% | - | 16% | * | - | - | - | * | 16% | * | 13% | 16% | 15% | 11% | 18% | - | - | * | - |
| | Male | 16% | 10% | 19% | * | 12% | 42% | - | - | * | 15% | 31% | 19% | 19% | 11% | 19% | - | - | - | * | - | |
| | Female | 22% | 16% | 27% | 13% | 21% | 52% | - | - | * | 21% | 46% | * | 28% | 18% | - | 27% | - | - | * | - | |
| Mathematics | All | 23% | 20% | 29% | 21% | 23% | 49% | - | - | - | * | 23% | 45% | 32% | 28% | 19% | 35% | 24% | - | - | * | - |
| | Students | | | | | | | | | | | | | | | | | | | | | |
| | CWD | 10% | 11% | 32% | * | 23% | 57% | - | - | - | 21% | 50% | 32% | - | 33% | 44% | * | - | - | * | - | |
| | CWOD | 25% | 21% | 28% | 25% | 23% | 48% | - | - | * | 23% | 45% | - | 28% | 18% | 33% | 25% | - | - | * | - | |
| | EL | 13% | 16% | 19% | - | 19% | * | - | - | - | 18% | 29% | 33% | 18% | 19% | 24% | 16% | - | - | * | - | |
| | Male | 23% | 19% | 35% | * | 28% | 58% | - | - | * | 27% | 58% | 44% | 33% | 24% | 35% | - | - | - | * | - | |
| | Female | 24% | 20% | 24% | 13% | 19% | 41% | - | - | * | 20% | 34% | * | 25% | 16% | - | 24% | - | - | * | - | |

** 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 | | | | | | | | | | | |
| Reading | | | | | | | | | | | |
| All Students | 54 | * | 53 | 63 | - | - | - | * | 51 | 56 | 55 |
| CWD | 56 | * | * | * | - | - | - | * | 56 | 56 | * |
| CWOD | 53 | * | 52 | 67 | - | - | - | * | 49 | - | 54 |
| EL | 55 | - | 54 | * | - | - | - | - | 54 | * | 55 |
| Male | 50 | * | 53 | 60 | - | - | - | * | 48 | * | 54 |
| Female | 58 | * | 53 | 67 | - | - | - | - | 54 | * | 56 |
| Mathematics | | | | | | | | | | | |
| All Students | 58 | * | 60 | 67 | - | - | - | * | 56 | 82 | 60 |
| CWD | 82 | * | 83 | * | - | - | - | - | 71 | 82 | * |
| CWOD | 56 | * | 58 | 62 | - | - | - | * | 54 | - | 58 |
| EL | 60 | - | 61 | * | - | - | - | - | 60 | * | 60 |
| Male | 55 | * | 52 | 73 | - | - | - | * | 52 | 100 | 54 |
| Female | 62 | * | 69 | 60 | - | - | - | - | 60 | * | 66 |

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 Graduation Rate (Gr 9-12): Class of 2017 | | | | | | | | | | | | | |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CWD | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CWOD | - | - | - | - | - | - | - | - | - | - | - | - | - |
| EL | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Male | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Female | - | - | - | - | - | - | - | - | - | - | - | - | - |

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

Part (iv): English Language Proficiency

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

| Total EL in Class | Proficiency of EL | Rate of Proficiency |
|-------------------|-------------------|---------------------|
| 266 | 39 | 15% |

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

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

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

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

| | | 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) |
|--|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|----------------------------|--|
| Without Educational Services | Female | * | * | * | * | * | * | * | * | * | * | * |
| | Total | * | * | * | * | * | * | * | * | * | * | * |
| | Male | * | * | * | * | * | * | * | * | * | * | * |
| Under Zero Tolerance Policies | Female | * | * | * | * | * | * | * | * | * | * | * |
| | Total | * | * | * | * | * | * | * | * | * | * | * |
| | Male | * | * | * | * | * | * | * | * | * | * | * |
| School-Related Arrests | Female | * | * | * | * | * | * | * | * | * | * | * |
| | Total | * | * | * | * | * | * | * | * | * | * | * |
| | Male | * | * | * | * | * | * | * | * | * | * | * |
| Referrals to Law Enforcement | Female | * | * | * | * | * | * | * | * | * | * | * |
| | Total | * | * | * | * | * | * | * | * | * | * | * |
| | Male | * | * | * | * | * | * | * | * | * | * | * |
| All Students Chronic Absenteeism | Female | 18 | * | 8 | 8 | * | * | * | * | * | * | * |
| | Male | 17 | * | 8 | 5 | * | * | * | * | * | * | * |
| | Total | 35 | * | 16 | 13 | * | * | * | * | * | * | * |

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

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|----------------------------|
| 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 | 3.0 | 7.5% |
| Teachers Teaching with Emergency or Provisional Credentials | 0.5 | 1.3% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 4.2 | 11.1% |

| Grade | Subject | Student Group | % Below Basic | | % At or Above Basic | | % At or Above Proficient | | % At or Above Advanced | |
|----------------------------|---------------------------|----------------------------|---------------|----|---------------------|----|--------------------------|-----|------------------------|----|
| | | | 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 |
| | | 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 | 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.