# Texas Education Agency

## 2017-18 Federal Report Card for Texas Public Schools

District Name: HOUSTON HEIGHTS HIGH SCHOOL

**District ID:** 101821

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);

Acadamia Darfarmanaa (At Maata	Baseline 2016-17	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander		Econ Disadv	Special Educ	EL (Current and Former)
Academic Performance (At Meets Grade Level or Above) Reading/E		44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
,	2017-18 through											
	2021-22 2022-23 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2026-27 2027-28 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathemati	s Rates 2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2021-22 2022-23 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress	Rates 2017-18 through											41%
	2021-22 2022-23 through											42%
	2026-27											44%
Conduction Date 4 Very Languitudin-	2027-28 through 2031-32											46%
Graduation Rate:4-Year Longitudinal Rate	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%

								Two or			EL (Current
	All Students	African American	Hispanic	White	American Indian		Pacific Islander			Special Educ	and Former)
2022-23 through 2026-27 2027-28 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-20 tillough 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
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.

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End of Cours																					
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· ·	Students																				
	CWD	25%	26%	*	-	*	-	-	-	-	-	*	*	*	-	- *	*	-	-	-	-
	CWOD	68%	68%	59%	85%	49%	*	-	-	-	*	54%	80%	-	59%	* 64%	53%	-	-	-	-
	EL	30%	24%	*	-	*	-	-	-	-	-	*	-	-	*	* *	*	-	-	-	-
	Male	57%	57%	61%	89%	45%	*	-	-	-	*	54%	86%	*	64%	* 61%	-	-	-	-	-
	Female	71%	71%	50%	*	46%	-	-	-	-	-	50%	*	*	53%	* -	50%	-	-	-	-
English II	All	66%	66%	46%	50%	44%	*	-	-	-	-	42%	67%	*	53%	* 51%	40%	*	-	-	-
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	Female	72%	72%	40%	*	40%	*	-	-	-	-	40%	*	*	48%	* -	40%	-	-	-	-
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Mathematics All 80% 80% 59% 71% 54% * * 51% 89% * 68% * 45% 71% *									-	-	-								-		-	-	-
Students  CWD 52% 52% * - * - * * 63% 88% - 68% * 63% 73% *		remaie	11%	11%	44%		42%		-	-	-	-	44%	45%		50%		-	44%	-	-	-	-
Students  CWD 52% 52% * - * - * * 63% 88% - 68% * 63% 73% *	Mathamatica	ΛII	Q00/	Q00/	EQ0/	710/	5.4°/	*				*	<b>510</b> /	QO0/	*	690/	* 1	<b>5</b> 0/	710/	*			
CWD 52% 52% * - * * 63% 88% - 68% * 63% 73% *	Mantemancs		00%	00%	<b>55</b> %	1 1 70	34 70		-	-	-		3170	0970		00%	4	J 70	/ 170		-	-	-
CWOD 83% 83% 68% 71% 67% * * 63% 88% - 68% * 63% 73% *			E20/	E20/	*		*						*	*	*			*	*				
EL 70% 69% * - * * 37% * * 63% - 45% - *						- 710/	670/	*	-	-	-	*	620/	000/		600/	* 6	20/	720/	*	-	-	-
Male 78% 79% 45% * 42% * 37% * * 63% - 45% - * Female 82% 82% 71% * 69% * 67% 83% * 73% * - 71%						1 1 70			-	-	-			0070	-		*	370	/370 *		-	-	-
Female 82% 82% <b>71%</b> * 69% * 67% 83% * 73% * - 71% Science All 79% 79% <b>84%</b> 86% 82% * * 86% 75% * 94% * 88% 81% Students CWD 48% 49% * - * - * * * * * * * * *						- *		-	-	-	-	*		*	*		4	- =0/		*	-	-	-
Science All 79% 79% <b>84%</b> 86% 82% * * 86% 75% * 94% * 88% 81% Students CWD 48% 49% * - * * * * * * *						*		- *	-	-	-			020/	*				- 710/		-	-	-
Students CWD 48% 49% * - * * * * * *		remale	02%	0∠%	/ 170		09%		-	-	-	-	07%	03%		13%		-	1170	-	-	-	-
Students CWD 48% 49% * - * * * * * *	Science	ΛII	700/	700/	0.40/	QG0/	920/	*				*	Q60/	750/	*	0/10/	* 0	Ω0/	Q10/				
CWD 48% 49% * - * * * * * *	Science		1970	1970	0470	0070	0 <b>2</b> 70		-	-	-		00%	1370		9 <del>4</del> 70	O	U 7/0	0170	-	-	-	-
			<b>100</b> /	400/	*		*						*	*	*			*	*				
CVVCD 02/0 02/0 <b>34/0</b> 00/0 93/0 92/0 100/0 - 94/0 92/0 94/0							05%	*	-	-	-	*	02%	100%		0/10/	- * 0	20/	0/10/-	-	-	-	-
		CVVOD	UZ /0	UZ /0	<b>3→</b> /0	OO /0	93/0		-	-	-		<i>3∠</i> /0	100 /0	-	J <del>-1</del> /0	9	∠ /0	<del>3 →</del> /0	-	-	-	-

Two

											IWO		Non									
			Pagion		African			American		Pacific	or Moro	Econ	Non								Foste	
		State	Region 04		African	Hienani								CWE	CWO	ΛΕΙ	Malo	Fomalol	Migrant	Homeless		
	EL	58%	54%	*	Allielicali	ınıspanıı *	. wille	- Illulali	ASIAII	isiailuei -	Naces	יטופעי *	Disauv -	CVVL	*	/ <b>C</b> L	waie	*	viigi aiit	nomeress	Care	willital y
	Male		78%	88%	*	90%	*	_	_	_	*	86%	*	*	92%	*	88%	_	_	_	_	_
	Female			81%	*	78%	_	_	_	_	_	87%	*	*	94%	*	-	81%	_	_	_	_
	remaie	00 /0	00 /0	0170		1070						01 70			J-7/0			0170				
STAAR Percent	at Meets	Grade	e Leve	l or Abo	ve																	
All Grades																						
All Subjects	All	47%	48%	18%	23%	15%	22%	_	_	-	*	16%	25%	*	20%	*	19%	17%	*	_	_	_
•	Students																					
	CWD	23%	25%	*	*	*	_	-	_	-	-	*	*	*	_	_	*	*	_	-	_	-
	CWOD		51%	20%	25%	18%	22%	_	_	-	*	18%	29%	_	20%	*	22%	19%	*	-	_	-
	EL	26%	25%	*	-	*	_	_	_	-	-	*	-	_	*	*	*	*	_	-	_	-
	Male	45%	46%	19%	25%	13%	*	_	_	-	*	16%	29%	*	22%	*	19%	_	*	-	_	-
	Female			17%	20%	17%	*	-	_	_	_	15%	22%	*	19%	*	_	17%	_	_	_	_
			, .															,•				
Reading	All	46%	46%	17%	28%	14%	*	_	_	-	*	15%	30%	*	19%	*	19%	15%	*	-	_	-
	Students																					
	CWD	22%	23%	*	*	*	_	_	_	-	-	*	*	*	_	-	*	*	_	-	_	-
	CWOD		48%	19%	32%	16%	*	_	_	-	*	17%	35%	_	19%	*	22%	17%	*	-	_	-
	EL	21%	20%	*	-	*	_	_	_	-	-	*	-	_	*	*	*	*	_	-	_	-
	Male	41%	42%	19%	28%	14%	*	_	_	-	*	17%	33%	*	22%	*	19%	_	*	-	_	-
	Female			15%	*	14%	*	_	_	-	-	13%	27%	*	17%	*	_	15%	_	-	_	-
Mathematics	All	48%	50%	13%	14%	11%	*	_	_	-	*	14%	11%	*	16%	*	14%	13%	*	-	_	-
	Students																					
	CWD	26%	27%	*	_	*	_	_	_	-	-	*	*	*	_	-	*	*	_	-	_	-
	CWOD		52%	16%	14%	15%	*	-	_	-	*	17%	13%	_	16%	*	19%	14%	*	-	-	-
	EL	33%	33%	*	-	*	-	-	_	-	-	*	-	_	*	*	_	*	-	-	-	-
	Male	47%	49%	14%	*	5%	-	-	-	-	*	11%	*	*	19%	-	14%	-	*	-	-	-
	Female			13%	*	19%	*	-	_	-	-	17%	0%	*	14%	*	_	13%	-	-	-	-
Science	All	49%	51%	24%	14%	25%	*	-	_	-	*	24%	25%	*	29%	*	19%	29%	-	-	-	-
	Students																					
	CWD	23%	25%	*	-	*	-	-	_	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD		53%	29%	14%	32%	*	-	-	-	*	28%	33%	-	29%	*	23%	33%	-	-	-	-
	EL	21%	18%	*	-	*	-	-	_	-	-	*	-	_	*	*	*	*	-	-	-	-
	Male	50%	51%	19%	*	20%	*	_	-	-	*	21%	*	*	23%	*	19%	-	-	-	-	-
	Female		51%	29%	*	28%	-	-	_	-	-	27%	*	*	33%	*	_	29%	-	-	-	-
STAAR Percent	at Maste	rs Gra	ide Lev	vel																		
All Grades																						
All Subjects	All	21%	22%	0%	3%	0%	0%	-	_	-	*	1%	0%	*	0%	*	0%	1%	*	-	-	-
	Students																					
	CWD	8%	8%	*	*	*	_	-	_	-	-	*	*	*	_	-	*	*	_	-	_	-
	CWOD		24%	0%	3%	0%	0%	-	_	-	*	1%	0%	_	0%	*	0%	1%	*	-	_	-
	EL	9%	9%	*	-	*	-	_	_	_	_	*	-	_	*	*	*	*	_	_	_	_
	Male	20%	21%	0%	0%	0%	*	_	_	_	*	0%	0%	*	0%	*	0%	-	*	-	_	_
	Female			1%	7%	0%	*	_	_	_	_	1%	0%	*	1%	*	-	1%	_	_	_	_
	. 5	,0	, 0	- 70	. 70	2,0						. , 0	5 / 0		. , 0			. 70				

		State	Regior 04		African American	HispanicWl		American Indian		Pacific nIslander				CWE	CWOE	EL	Male	Female	Migrant	Homeless	Foster Care	
Reading	All Students	19%	20%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	*	0%	0%	*	-	-	-
	CWD	7%	7%	*	*	*	-	-	_	-	-	*	*	*	_	-	*	*	-	-	-	-
	CWOD	20%	21%	0%	0%	0%	*	-	_	-	*	0%	0%	_	0%	*	0%	0%	*	-	-	-
	EL	7%	7%	*	-	*	-	-	_	-	-	*	_	_	*	*	*	*	-	-	-	-
	Male	16%	17%	0%	0%	0%	*	-	_	-	*	0%	0%	*	0%	*	0%	-	*	-	-	-
	Female		23%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	*	-	0%	-	-	-	-
Mathema	atics All Students	23%	25%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	*	0%	0%	*	-	-	-
	CWD	10%	10%	*	_	*	_	_	_	_	_	*	*	*	_	_	*	*	_	_	_	_
	CWOD		26%	0%	0%	0%	*	_	_	_	*	0%	0%	_	0%	*	0%	0%	*	_	_	_
	EL	13%	13%	*	-	*	_	_	_	_	_	*	-	_	*	*	-	*	_	_	_	_
	Male	23%	24%	0%	*	0%	_	_	_	_	*	0%	*	*	0%	_	0%	_	*	_	_	_
	Female		25%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	*	-	0%	-	-	-	-
Science	All Students	22%	24%	3%	14%	0%	*	-	-	-	*	3%	0%	*	3%	*	0%	5%	-	-	-	-
	CWD	7%	8%	*	-	*	-	_	_	-	-	*	*	*	_	_	*	*	-	_	-	-
	CWOD	24%	25%	3%	14%	0%	*	_	_	-	*	4%	0%	_	3%	*	0%	6%	-	_	-	-
	EL	5%	4%	*	-	*	-	_	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	23%	24%	0%	*	0%	*	_	-	-	*	0%	*	*	0%	*	0%	-	-	-	-	-
	Female		23%	5%	*	0%	-	-	-	-	-	7%	*	*	6%	*	-	5%	-	-	-	-

Two

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	40	*	40	-	-	-	-	-	39	*	-
CWD	*	*	*	-	-	-	-	_	*	*	-
CWOD	42	-	42	-	-	-	-	-	39	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	*	*	*	-	-	-	-	-	*	*	-
Female	50	*	47	-	-	-	-	-	50	*	_
Mathematics											

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

	All	African		\A/I-!4-	American	A -!	Pacific	Two or More	Econ	OWD	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
All Students	46	*	*	-	-	-	-	*	50	*	-
CWD	*	_	*	_	-	-	_	_	*	*	-
CWOD	61	*	*	-	-	-	-	*	71	-	-
EL	-	_	-	-	-	-	-	-	-	-	-
Male	*	-	*	-	-	-	-	*	*	*	-
Female	*	*	*	_	_	_	_	_	*	*	_

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates 4-year Longitudinal Cohort Grac		African American	•	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
All Students	80.0%	63.6%	81.2%	*		*		*	78.1%	100.0%	80.0%	*	*
		03.0%			-		-				00.0%		
CWD	100.0%	-	100.0%	-	-	-	-	*	100.0%	100.0%	-	-	-
CWOD	78.5%	63.6%	79.7%	*	-	*	-	-	76.5%	-	80.0%	*	*
EL	80.0%	-	77.8%	-	-	*	-	-	80.0%	-	80.0%	-	-
Male	76.9%	*	76.5%	*	-	*	-	-	77.1%	*	66.7%	-	-
Female	82.6%	66.7%	85.7%	*	-	-	-	*	78.9%	*	*	*	*

Part (iv): English Language Proficiency

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

There is no data for this district.

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	African			American		Pacific	Two or More	Econ		
Students	American I	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Student Success (Student Achievement Dor	nain Score:	STAAR C	omponen	t Only)						

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

<sup>&#</sup>x27;-' Indicates there are no students in the group.

STAAR Component Score	All Students *	African American *	Hispanic *	White	American Indian -	Asian -	Pacific Islander -	Two or More Races *	Econ Disadv *	CWD *	EL *
School Quality (College, Career, a	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	9%	*	10%	*	-	*	-	*	10%	*	*

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

## 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		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		Ν						Ν		
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		N						N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		

### **English Learner Language Proficiency Status**

Interim Goals (2018-2022)	42%
Target Met Interim Goals (2023-2027)	44%
Target Met	44 70
Interim Goals (2028-2032)	46%
Target Met	4070
Long-Term Goals	46%
Target Met	1070

#### **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)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		N						N		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N		N						N		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N		

<sup>&#</sup>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.

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 Ra	ate	District	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	97%	100%	96%	89%	-	-	-	*	96%	100%	97%	97%	89%	95%	98%	*
	CWD	97%	*	97%	_	_	_	_	_	96%	100%	97%	_	_	94%	100%	_
	CWOD	97%	100%	96%	89%	_	_	_	*	96%	100%	-	97%	89%	95%	98%	*
	EL	89%	-	89%	-	_	_	_	_	89%	-	_	89%	89%	*	100%	_
	Male	95%	100%	93%	*	_	_	_	*	94%	100%	94%	95%	*	95%	-	*
	Female	98%	100%	99%	83%	-	-	-	-	98%	100%	100%	98%	100%	-	98%	-
Reading	All	95%	100%	95%	*	_	_	-	*	94%	100%	95%	95%	83%	93%	98%	*
· ·	Students																
	CWD	95%	*	94%	_	-	_	-	_	94%	*	95%	_	_	89%	100%	-
	CWOD	95%	100%	95%	*	-	_	-	*	94%	100%	-	95%	83%	93%	97%	*
	EL	83%	_	83%	_	-	_	-	-	83%	-	_	83%	83%	*	*	_
	Male	93%	100%	90%	*	-	_	-	*	91%	100%	89%	93%	*	93%	-	*
	Female	98%	100%	99%	*	-	-	-	-	97%	100%	100%	97%	*	-	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	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	100%	*	100%	-	_	-	-	*	100%	*	100%	100%	-	100%	-	*
	Female	100%	100%	100%	*	-	-	-	-	100%	100%	*	100%	*	-	100%	-

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
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	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	100%	*	100%	*	-	-	-	*	100%	*	*	100%	*	100%	-	-
	Female	100%	*	100%	-	-	-	-	-	100%	100%	*	100%	*	-	100%	-
Non-Participation	on Rate																
All Subjects	All Students	3%	0%	4%	11%	-	-	-	*	4%	0%	3%	3%	11%	5%	2%	*
	CWD	3%	*	3%	-	-	-	-	-	4%	0%	3%	-	-	6%	0%	-
	CWOD	3%	0%	4%	11%	-	-	-	*	4%	0%	-	3%	11%	5%	2%	*
	EL	11%	-	11%	-	-	-	-	-	11%	-	-	11%	11%	*	0%	-
	Male	5%	0%	7%	*	-	-	-	*	6%	0%	6%	5%	*	5%	-	*
	Female	2%	0%	1%	17%	-	-	-	-	2%	0%	0%	2%	0%	-	2%	-
Reading	All Students	5%	0%	5%	*	-	-	-	*	6%	0%	5%	5%	17%	7%	2%	*
	CWD	5%	*	6%	-	-	-	-	-	6%	*	5%	-	-	11%	0%	-
	CWOD	5%	0%	5%	*	-	-	-	*	6%	0%	-	5%	17%	7%	3%	*
	EL	17%	-	17%	-	-	-	-	-	17%	-	-	17%	17%	*	*	-
	Male	7%	0%	10%	*	-	-	-	*	9%	0%	11%	7%	*	7%	-	*
	Female	2%	0%	1%	*	-	-	-	-	3%	0%	0%	3%	*	-	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%	_	0%	-	*
	Female	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	*	-	0%	-
Science	All	0%	0%	0%	*	_	_	_	*	0%	0%	0%	0%	*	0%	0%	_
	Students									*	*				*	*	
	CWD	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%	-

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

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.

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

The data is not required for district level.

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.

The data is not required for district level.

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 School		High-Poverty Schools		Low-Pover	ty Schools	
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.9	Percent 17.7%	Number 2.9	Percent 17.7%	Number	Percent	
Teachers Teaching with Emergency or Provisional Credentials	0.0	-	0.0	-			
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.8	11.0%	1.8	11.0%			

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.

<sup>&#</sup>x27;-' Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

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	Region 04 Number of ALT2	Region 04 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3 Reading	6,019	1%	1,332	1%	-	-
Mathematics	6,020	1%	1,332	1%	-	-
Grade 4 Reading	6,061	1%	1,326	1%	-	-
Mathematics	6,056	1%	1,325	1%	-	-
Grade 5 Reading	6,162	2%	1,338	1%	-	-
Mathematics	6,160	1%	1,337	1%	-	-
Science	6,164	1%	1,340	1%	-	-
Grade 6 Reading	5,678	1%	1,256	1%	-	-
Mathematics	5,677	1%	1,255	1%	-	-
Grade 7 Reading	5,298	1%	1,174	1%	-	-
Mathematics	5,294	1%	1,172	1%	-	-
Grade 8 Reading	5,088	1%	1,181	1%	-	-
Mathematics	5,087	2%	1,182	2%	-	-
Science	5,087	1%	1,182	1%	-	-
End of Course English I	4,868	1%	1,162	1%	-	-
English II	4,556	1%	1,064	1%	-	-
Algebra I	4,884	1%	1,159	1%	-	-
Biology	4,861	1%	1,165	1%	-	-
All Grades All Subjects	99,020	1%	22,282	1%	-	-

	State Number of ALT2	State Rate of ALT2	Region 04 Number of ALT2	Region 04 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Reading	43,730	1%	9,833	1%	-	-
Mathematics	39,178	1%	8,762	1%	-	-
Science	16,112	1%	3,687	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

			% Belov	w Basic	% At or Al	oove Basic	% At or Abo	ve Proficient	% At A	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	60	68	29	37	5	9
		Black	44	49	56	51	22	20	3	3
		Hispanic	49	46	51	54	19	23	3	4
		White	21	22	79	78	45	47	10	13
		American Indian	*	52	*	48	*	20	*	3
		Asian	16	16	84	84	61	59	19	22
		Pacific Islander	*	42	*	58	*	27	*	4
		Two or More Races	33	27	67	73	38	42	8	11
		Econ Disadv	50	46	50	54	18	22	2	3
		Students with Disabilities	75	70	25	30	7	11	1	2
		English Language Learners	63	68	37	32	12	9	1	1
	Mathematics	Overall	18	20	82	80	41	40	8	8
		Black	30	37	70	63	24	19	3	2
		Hispanic	21	29	79	71	33	26	5	3
		White	9	12	91	88	59	51	13	11
		American Indian	*	31	*	69	*	24	*	3
		Asian	8	8	92	92	74	67	34	25
		Pacific Islander	*	29	*	71	*	29	*	4
		Two or More Races	13	15	87	85	57	45	17	11
		Econ Disadv	25	31	75	69	29	25	4	3
		Students with Disabilities	50	55	50	45	16	15	2	2
		English Language Learners	29	47	71	53	27	14	4	2
Grade 8	Reading	Overall	29	24	71	76	28	36	2	4
		Black	42	40	58	60	14	18	n/a	1
		Hispanic	34	33	66	67	21	23	1	1

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

			% Belov	w Basic	% At or Al	ove Basic	% At or Abo	ve Proficient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	•	White	17	16	83	84	40	45	3	6
		American Indian	*	37	*	63	*	22	*	1
		Asian	8	13	92	87	63	57	10	12
		Pacific Islander	*	35	*	65	*	23	*	2
		Two or More Races	23	18	77	82	35	42	5	6
		Econ Disadv	38	35	62	65	17	21	1	1
		Students with Disabilities	74	65	26	35	4	8	n/a	1
		English Language Learners	62	68	38	32	5	5	n/a	n/a
	Mathematics	Overall	30	30	70	70	33	34	9	10
		Black	44	53	56	47	14	13	1	2
		Hispanic	38	43	62	57	23	20	4	4
		White	16	20	84	80	51	44	16	13
		American Indian	*	44	*	56	*	18	*	4
		Asian	3	12	97	88	77	64	40	32
		Pacific Islander	*	36	*	64	*	25	*	6
		Two or More Races	24	27	76	73	33	37	8	13
		Econ Disadv	40	45	60	55	20	18	3	3
		Students with Disabilities	78	73	22	27	5	7	1	1
		English Language Learners	61	71	39	29	7	6	1	1

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

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

<sup>&#</sup>x27;\*' Indicates reporting standards not met.

#### 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.

<sup>&#</sup>x27;n/a' Indicates data reporting is not applicable for this group.