### **Texas Education Agency** 2017-18 Federal Report Card for Texas Public Schools Campus Name: TORNILLO JH Campus ID: 071908041 District Name: TORNILLO 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);

										Two or			EL (Current
			All	African			American		Pacific		Econ	Special	
				American	Hispanic	White	Indian	Asian	Islander			Educ	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%
Grade Level of Above)		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%
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021- 22	- 46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026- 27	- 54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031- 32	- 63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
EL Progress		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70% 41%
		Rates 2017-18 through 2021-	-										42%
		22 2022-23 through 2026-	-										44%
		27 2027-28 through 2031-	-										46%
Graduation Rate:4-Year Longitudinal Rate		32 Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
IT a le		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%
1		2027-28 through 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;

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);

A weighted average of the account and state and states are such as a state of the account of the account and the average of the account and the average of the account and the average of the account of

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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			50% 67%	38% 67%	-	38% 67%	-	-	-	-	-	38% 69%	*	*		30% 53%		25%	*	*	-	
	Female 72		57% 61%	61%	-	61%	-	-	- 1	-	-	59%	*	*		25%	-	- 61%		*	-	
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	CWD 37	7%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	
	CWOD 77		64%	64%	-	64%	-	-	-	-	-	62%	86%	-	64%	26%	57%	71%	*	*	-	
			25%	25%	-	25%	-	-	-	-	-	*	*	*	26%	25%	*	38%	-	-	-	
	Male 69	9% 3	58%	58%	-	58%	-	-	-	-	-	59%	*	*	57%	*	58%	-	*	*	-	
	Female 79	9% 6	69%	69%	-	69%	-	-	-	-	-	65%	100%	*	71%	38%	-	69%	*	*	-	
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		2%	*	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	
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			76%	76%	-	76%	-	-	-	-	-	76%	*	*		73%	76%	-	*	*	-	
	Female 73	3% 7	78%	78%	-	78%	-	-	-	-	-	78%	*	*	83%	50%	-	78%	*	*	-	
Grade 8																						
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			71%	71%	-	71%	-	-	-	-	-	72%	*	*		54%		-	*	*	*	
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	CWOD 78		55%	55%	-	55%	-	-	-	-	-	55%	*	-		27%		50%	*	*	*	
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		7% 7			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		3% 8		100%	-	100%	-	-	-	-	-	*	*	-	100%		100%	-	-	-	-	
	Female 87	7% 9	90%	100%	-	100%	-	-	-	-	-	100%	-	-	100%		-	100%	*	*	*	
	nt at Meets G	irade	Level	or Abov	e																	
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	CWOD 40		33%	33%	-	33%	-	-	-	-	-	31%	*	-		11%		35%	*	*	-	
			13%	13%	-	13%	-	-	-	-	-	13%	-	*		13%		10%	*	*	-	
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	Female		34%	34%	-	34%	-	-	-	-	-	33%	*	*	35%	10%		34%	-	*	-	-
Mathematics	All Students	43%	20%	20%	-	20%	-	-	-	-	-	20%	î	22%	20%	2%	22%	19%	•	î	-	-
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	Male	44%	22%	22%	-	22%	-	-	-	-	-	22%	*	29%	21%	4%	22%	-	*	*	-	-
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Mathematics		39%	30%	30%	-	30%	-	-	-	-	-	29%	38%	*	30%	12%	32%	27%	*	*	-	-
ŝ	Students CWD		*	*		*						*	*	*		*	*	*				
	CWOD		30%	30%	-	30%	-	-	-	-	2	29%	43%	-	- 30%	13%	31%	29%	*	*	-	-
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Mathematics		50%	18%	18%	-	18%	-	-	-	-	-	17%	*	*	18%	13%	8%	24%	*	*	*	-
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	CWOD	53%	18%	18%	-	18%	-	-	-	-	-	17%	*	-	18%			23%	*	*	*	-
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	Female		24%	24%	-	24%	-		-	-	2	23%	*	*	23%			24%	*	-	-	-
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	Male	51%	23%	23%	-	23%	-	-	-	-	-	21%	*	*	21%	8%	23%	-	*	*	*	-
	Female	e 50%	31%	31%	-	31%	-	-	-	-	-	30%	*	*	32%	*	-	31%	*	*	*	-
End of Course																						
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	Male	18%	6%	6%	-	6%	-	-	-	-	-	7%	*	14%	5%	4%	4% 6%	-	*	*	-	-
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Reading	All Students	28%	13%	13%	-	13%	-	-	-	-	-	11%	29%	*	13%	0%	8%	17%	*	*	-	-
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	CWOD EL	30% 6%	13% 0%	13% 0%	-	13% 0%	-	-	-	-	-	11% *	29% *	-*	13% 0%	0% 0%		17% 0%	*	*	-	-
	EL Male	6% 24%	0% 8%	0% 8%	-	0% 8%	-	-	2	-	-	9%	*	*	0% 9%	0% *	8%	- 0%	*	*		-
	Female		17%	17%	-	17%	-	-	-	-	-	13%	40%	*	17%	0%	-	17%	*	*	-	-
Mathematics	All	18%	8%	8%	-	8%	-	-	-	-		9%	0%	*	9%	0%	8%	8%	*	*	-	
	Students																					
	CWD	7%	* 9%	* 9%	-	* 9%	-	-	-	-	-	* 10%	* 0%	*	- 9%	* 0%	* 9%	* 9%	-	-	-	2
	CWOD																					

		State	District	Campus	African American	lispanic	White	American Indian A	Asian	Pacific Islander				CWD	CWOL	) EL	Male	Female	Migrant	Homeles	Foster s Care M	Ailitar
	Male	17%	8%	8%	-	8%	-	-	-	-	-	9%	*	*	9%	0%	8%	-	*	*	-	-
	Female	18%	8%	8%	-	8%	-	-	-	-	-	9%			9%	0%	-	8%			-	-
Grade 8		000/	450/	4 = 0/		450/						400/			4.00/	00/	<u></u>	000/				
Reading	All Students	26%	15%	15%	-	15%	-	-	-	-	-	16%			16%	0%	6%	20%				-
	CWD	8%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		16% 0%	16%	-	16% 0%	-	-	-	-	-	16% 0%	*	- *	16%	0%	7%	20% 0%	*	*	*	-
	EL Male	4% 22%	0% 6%	0% 6%	-	0% 6%	-	-	2	-	2	0% 7%	*	*	0% 7%	0% 0%	0% 6%	0%	*	*	*	-
	Female		20%	20%	-	20%	-	-	-	-	-	20%	*	*	20%	0%	-	20%	*	*	*	-
	A.U.	450/	00/	00/		00/						00/			00/	0.01	00/	00/				
Mathematics	All Students	15%	0%	0%	-	0%	-	-	-	-	-	0%	•	î	0%	0%	0%	0%	î	î	Ŷ	-
	CWD	9%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%			0%	*	*	*	-
	EL	6% 14%	0% 0%	0% 0%	-	0% 0%	-	-	-	-	-	0% 0%	*	*	0% 0%	0% 0%	0% 0%	0%	*	*	-	1
	Male Female		0%	0%	-	0%	2	-	2	-	-	0%	*	*	0%	0%	0%	- 0%	*	-	_	-
			• • •													• • •						
Science	All	27%	9%	9%	-	9%	-	-	-	-	-	8%	*	*	10%	0%	6%	10%	*	*	*	-
5	Students CWD	8%	*	*		*	_	_	_	_	_	*	_	*	_	*	*	*	_		_	_
	CWOD		10%	10%	-	10%	2	-	2	-	-	9%	*	-	- 10%	0%	7%	11%	*	*	*	2
	EL	6%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	*	*	-	-
	Male	29%	6%	6%	-	6%	-	-	-	-	-	3%	*	*	7%	0% *	6%	-	*	*	*	-
	Female	25%	10%	10%	-	10%	-	-	-	-	-	11%	î	î	11%	*	-	10%	^	^	^	-
End of Course																						
Algebra I	All	31%	30%	50%	-	50%	-	-	-	-	-	53%	*	-	50%	-	0%	67%	*	*	*	-
ę	Students	70/	200/																			
	CWD CWOD	7% 34%	20% 31%	- 50%	-	- 50%	2	-	2	-	2	- 53%	*	2	- 50%	2	- 0%	- 67%	*	-*	-	2
	EL	12%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	28%	19%	0%	-	0%	-	-	-	-	-	*	*	-	0%	-	0%	-	-	-	-	-
	Female	34%	39%	67%	-	67%	-	-	-	-	-	67%	-	-	67%	-	-	67%	*	*	*	-
AAR Percent	at Appro	bache	s Grade	e Level o	or Above																	
All Grades	A.II	770/	620/	70%		700/						700/	740/	E00/	740/	460/	600/	710/	740/	760/	1000/	
All Subjects	All Students	77%	03%	70%	-	70%	-	-	-	-	-	70%	74%	59%	71%	40%	09%	71%	74%	76%	100%	-
		45%	46%	59%	-	59%	-	-	-	-	-	59%	*	59%	-	47%	71%	*	*	*	-	-
	CWOD		64%	71%	-	71%	-	-	-	-	-	70%	75%	-	71%			72%	72%	80%	100%	-
	EL	60%	47%	46%	-	46%	-	-	-	-	-	46%		47%	46%			42%	79%	*	-	-
	Male Female	74%	64% 63%	69% 71%	-	69% 71%	-	-	-	-	-	70% 70%	58% 90%	71% *	69% 72%			- 71%	79% 69%	70% 82%	*	2
	i cinaic	1370	0070	/ 1 /0		1170						1070	3070		12/0	42 /0		/ 1 /0	0370	02 /0		
Reading	All	73%	55%	69%	-	69%	-	-	-	-	-	69%	76%	50%	70%	39%	65%	72%	82%	67%	*	-
ę	Students CWD	39%	31%	50%		50%						56%	*	50%	-	*	71%	*	*			
	CWOD		57%	50% 70%		50% 70%	-		2	-	-	50% 69%	81%	50%	- 70%			74%	80%	- 67%	*	-
	EL	52%	36%	39%	-	39%	-	-	-	-	-	38%	*	*	39%			37%	83%	*	-	-
	Male	69%	55%	65%	-	65%	-	-	-	-	-	67%	*	71%	65%			-	83%	*	*	-
	Female	77%	55%	72%	-	72%	-	-	-	-	-	70%	100%	*	74%	37%	-	72%	*	*	*	-
Mathematics	All	80%	75%	77%	-	77%	-	-	-	-	-	77%	78%	71%	77%	59%	74%	79%	90%	80%	*	-
	Students																					
		52%		71%	-	71%	-	-	-	-	-	67%	*	71%	-		82%	*	*	*	-	-
	CWOD		76%	77%	-	77%	-	-	-	-	-	77%	75% *	-	77%			80%	89%	89% *	*	-
	EL Male	70% 78%		59% 74%	-	59% 74%	2	-	2	-	-	59% 75%	67%	55% 82%	60% 74%			54% -	100% 83%	*	*	2
	Female			79%	-	79%	-	-	-	-	-	78%	89%	*	80%			- 79%	*	*	*	-
<b>.</b> .																						
Science	All Students	79%	60%	54%	-	54%	-	-	-	-	-	54%	*	*	55%	27%	61%	50%	*	*	*	-
	CWD		48%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		61%	55%	-	55%	-	-	-	-	-	55%	*	-	55%			50%	*	*	*	-
	EL	58%	40%	27%	-	27%	-	-	-	-	-	29%	*	*	27%			*	*	*	-	-
	Male Female			61% 50%	-	61% 50%	1	-	-	-	-	62% 50%	*	*	64% 50%		61% -	- 50%	*	*	*	2
	ı <del>c</del> illalê	00 %	55%	JU %	-	JU 70	-	-	-	-	-	JU 70			JU 70		-	JU 70				-
		~																				
AR Percent	at Meets	Grad	e Level	or Abo	ve																	
All Grades All Subjects	All	47%	28%	30%	-	30%	-	-	-	-	-	30%	44%	22%	31%	8%	25%	35%	33%	48%	67%	-
	Students																					
	CWD			22%	-	22%	-	-	-	-	-	24%	*	22%	-		29%	*	*	*	-	-
	CWOD EL			31% 8%	-	31%	-	-	-	-	-	30%	47% 25%	-	31%			35% 7%	28%	50% *	67%	-
	EL Male	26% 45%	14% 26%	8% 25%	-	8% 25%	2	-	-	-	2	7% 25%		16% 29%	7% 25%		9% 25%	/% -	21% 21%	50%	*	2
	Female			35%		35%	-	-	-	-	-	33%	60%	*	35%		-	- 35%	46%	45%	*	1
Reading	All Students	46%	26%	33%	-	33%	-	-	-	-	-	32%	47%	20%	34%	10%	27%	39%	45%	44%	*	-
	Students CWD		15%	20%		20%	-		-	-	-	22%	*	20%	-	*	29%	*	*		-	-
	CWOD		27%	20 % 34%	-	20% 34%	-	-	-	-	-	33%	50%	- 20%	- 34%			40%	40%	- 44%	*	-
	EL	21%	10%	10%	-	10%	-	-	-	-	-	8%	*	*	9%	10%	12%	8%	33%	*	-	-
	Male			27%	-	27%	-	-	-	-	-	27%	*	29%	26%			-	33%	*	*	-
	Female	50%	28%	39%	-	39%	-	-	-	-	-	37%	67%	*	40%	8%	-	39%	*	*	*	-
Mathematics	All	48%	32%	28%	-	28%	-	-	-	-	-	28%	39%	24%	29%	8%	25%	32%	30%	40%	*	-
	Students																					
:	CWD			24%		24%						27%		24%	-	18%			*			

												Two or		Non									
						African			American		Pacific		Econ									Foster	
		Stat	teDi	strict	Campus	American	Hispanic	White	Indian	Asia					/CWD	CWOD	EL	Male	Female	Migrant	Homeles		
	CWOD	51%	6 3	33%	29%	-	29%	-	-	-	-	-	28%	44%	-	29%	7%	25%		22%	44%	*	-
	EL	33%	6 2	21%	8%	-	8%	-	-	-	-	-	7%	*	18%	7%	8%	7%	9%	20%	*	-	-
	Male	47%	6 3	30%	25%	-	25%	-	-	-	-	-	25%	22%	27%	25%	7%	25%	-	17%	*	*	-
	Female	49%	63	35%	32%	-	32%	-	-	-	-	-	30%	56%	*	32%	9%	-	32%	*	*	*	-
Science	All	49%	62	26%	28%	-	28%	-	-	-	-	-	27%	*	*	29%	3%	23%	31%	*	*	*	-
	Students																						
	CWD	23%	6 2	29%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	52%	6 2	26%	29%	-	29%	-	-	-	-	-	28%	*	-	29%	3%	21%	32%	*	*	*	-
	EL	219	6	9%	3%	-	3%	-	-	-	-	-	3%	*	*	3%	3%	8%	*	*	*	-	-
	Male	50%	6 2	25%	23%	-	23%	-	-	-		-	21%	*	*	21%	8%	23%	-	*	*	*	-
	Female			27%	31%	-	31%	-	-	-	-	-	30%	*	*	32%	*	-	31%	*	*	*	-
AAR Percen	t at Maste	ers (	Grad	le Lev	el																		
All Grades		~	,	<b>~</b> ^/			4.407						4.4.07	4 5 0 1	00/	4.4.07	4.0.1	<b>0</b> 0/		4 5 0 /	50/	070/	
All Subjects		219	6	9%	11%	-	11%	-	-	-	-	-	11%	15%	9%	11%	1%	8%	14%	15%	5%	67%	-
	Students																						
	CWD	8%	-	9%	9%	-	9%	-	-	-	-	-	10%	*	9%	-		14%		*	*	-	-
	CWOD			9%	11%	-	11%	-	-	-	-	-	11%	17%	-	11%	0%	7%	14%	8%	5%	67%	-
	EL	9%		4%	1%	-	1%	-	-	-	-	-	1%	0%	11%	0%	1%	3%	0%	14%	*	-	-
	Male	20%	6	8%	8%	-	8%	-	-	-	-	-	7%	11%	14%	7%	3%	8%	-	14%	0%	*	
	Female	22%	6 1	10%	14%	-	14%	-	-	-	-	-	13%	20%	*	14%	0%	-	14%	15%	9%	*	-
Reading	All	19%	6	8%	15%	-	15%	-	-	-	-	-	14%	24%	20%	14%	2%	11%	18%	9%	0%	*	-
	Students																						
	CWD	7%		8%	20%	-	20%	-	-	-	-	-	22%	*	20%	-	*	29%		*	-	-	-
	CWOD	20%		8%	14%	-	14%	-	-	-	-	-	14%	25%	-	14%	1%	9%	18%	0%	0%	*	-
	EL	7%	5	3%	2%	-	2%	-	-	-	-	-	2%	*	*	1%	2%	5%	0%	17%	*	-	-
	Male	16%	6	7%	11%	-	11%	-	-	-	-	-	10%	*	29%	9%	5%	11%	-	17%	*	*	-
	Female	229	6	8%	18%	-	18%	-	-	-	-	-	17%	33%	*	18%	0%	-	18%	*	*	*	-
Mathematics	- All	23%	4 1	12%	8%		8%						9%	6%	6%	8%	1%	5%	11%	20%	10%	*	
Mathematica	Students		0	12 /0	0 /0	-	070	-	-	-	-	-	570	070	0 /0	070	170	0 /0	1170	2070	1070		-
		10%	6	8%	6%	_	6%	_	_	-	_	_	7%	*	6%	-	9%	9%	*	*	*	_	
	CWOD			12%	8%		8%						9%	6%		8%	0%	5%	12%	11%	11%	*	
	EL	139		6%	1%	-	1%	-	-	-		-	1%	*	- 9%	0%	1%		0%	20%	*		
								-	-	-	-	-									*	-	-
	Male	239		9%	5%	-	5%	-	-	-	-	-	6%	0% 11%	9% *	5%	2%	5%	-	17%			-
	Female	24%	0 1	14%	11%	-	11%	-	-	-	-	-	11%	11%		12%	0%	-	11%				-
Science	All	22%	6	7%	9%	-	9%	-	-	-	-	-	8%	*	*	10%	0%	6%	10%	*	*	*	-
	Students						*						*					*	*				
	CWD	7%		14%	*	-		-	-	-	-	-		-	*	-	*			-	-	-	-
	CWOD			7%	10%	-	10%	-	-	-	-	-	9%	*	-	10%	0%	7%	11%	*	*	*	-
	EL	5%	5	3%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	*	*	-	-
	Male	23%	6	8%	6%	-	6%	-	-	-	-	-	3%	*	*	7%	0%	6%	-	*	*	*	-
	Female	219	6	6%	10%	-	10%	-	-	-	-	-	11%	*	*	11%	*	-	10%	*	*	*	-

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	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	Students	American	mspanic	winte	mulan	Asiali	Islanuel	Races	Disauv	CWD	
Reading											
	- 4		- 4						70	07	05
All Students	71	-	71	-	-	-	-	-	70	67	65
CWD	67	-	67	-	-	-	-	-	63	67	*
CWOD	71	-	71	-	-	-	-	-	71	-	65
EL	65	-	65	-	-	-	-	-	64	*	65
Male	64	-	64	-	-	-	-	-	64	83	58
Female	76	-	76	-	-	-	-	-	75	*	70
Vathematics											
All Students	62	-	62	-	-	-	-	-	61	47	58
CWD	47	-	47	-	-	-	-	-	39	47	*
CWOD	63	-	63	-	-	-	-	-	63	-	61
EL	58	-	58	-	-	-	-	-	57	*	58
Male	54	-	54	-	-	-	-	-	54	50	56
Female	68	-	68	-	-	-	-		68	*	60

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 Gra	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	· - ·	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-
<ul> <li>Indicates results are masked</li> <li>Indicates there are no stude</li> </ul>			o protect stu	ident conf	fidentiality.								
-' Indicates there are no stude Part (iv): English Language Proficio		up.											-

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
100	13	13%
<ul> <li>Indicates results are masked du</li> <li>Indicates zero observations reported</li> </ul>	e to small numbers to protect student co	nfidentiality.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achi	evement Dor	nain Score	: STAAR Co	omponer	t Only)						
STAAR Component Score	37	-	37	-	-	-	-	-	37	*	*
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
<ul> <li>Indicates results are maske</li> <li>Indicates there are no stude</li> <li>n/a' Indicates the student group</li> </ul>	ents in the gro	up.		ident con	fidentiality.						

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	otadento	American	mopunio	Winte	maian	Asian	Iolallaci	Rubbo	Distar	0115	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	0270	N	0070	1070		1070	0070	Ŷ		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
Athematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N		Ň
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						Ν		Ν
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						Ν		Ν
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						Ν		Ν
English Learner Language Pro Interim Goals (2018-2022)	ficiency Statu	IS									42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											Ν
ederal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

	All African				American Pa			Pacific Two or More Econ			
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL +
+'	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.

		Campue	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Fomalo	Miara
articipation Rate		campus	American	HISPANIC	white	indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD		wate	remale	Migra
All Subjects	All Students	100%	-	100%	_	_	_	_	_	100%	100%	100%	100%	100%	100%	100%	100%
All Oubjects	CWD	100%		100%	-		-		-	100%	*	100%	-	100%	100%		*
	CWOD	100%	-	100%	-	_	_	_	-	100%	100%	-	100%	100%	100%	100% 99% 100% 100% * 100% 99% 100% 99% 100% * 100% 100% 100% 100% 0% 0% 0% 0% 0% 0% 0% 1% 0% 0% 0% 1% 0% 1% 0% 1% 0%	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%	99%	-		100
Reading	All Students	100%		100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100
riodding	CWD	100%	-	100%	_	_	_	_	_	100%	*	100%	-	100%	100%		*
	CWOD	100%		100%	-		-		-	100%	100%	-	100%	100%	100%	100%	100
	EL	100%	-	100%	-	-	-	-	_	100%	100%	100%	100%	100%	100%		100
			-	100%	-	-	-	-							100%		
	Male	100%	-		-	-	-	-	-	100%	100%	100% *	100%	100%			100
	Female	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	-	100%	100
Mathematics	All Students	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	99%	100%		100
	CWD	100%	-	100%	-	-	-	-	-	100%		100%	-	100%	100%		*
	CWOD	100%	-	100%	-	-	-	-	-	100%	100%	-	100%			100	
	EL	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	100%	98%	100
	Male	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100
	Female	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	98%	-	99%	*
Science	All Students	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	100
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	*	*	100% 100% 99% 100% * 100% 99% 100% 99% 100% 99% 100% * 100% 100% * 0% 0% 0% 0% 0% 0% 0% 1% 0% 0% 1% 0%	-
	CWOD	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	100
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%		*
	Male	100%	-	100%	-	-		-	-	100%	*	*	100%	100%	100%	-	*
	Female	100%		100%						100%	*	*	100%	100%	-	100%	*
on-Participation		100 /0		10070						10070			10070	10070		100 /0	
All Subjects	All Students	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
,	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%		*
	CWOD	0%		0%		-		-		0%	0%	-	0%	0%	0%		0%
	EL	0%		0%						0%	0%	0%	0%	0%	0%		09
	Male	0%		0%	-	-	-	-		0%	0%	0%	0%	0%	0%	1 /0	09
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	1%	- 0.20	-	09
	remaie																
Reading	All Students	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	*
	CWOD	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	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%	09
Mathematics	All Students	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	1%	0%	1%	0%
	CWD	0%		0%	-	-	-	-	-	0%	*	0%	-	0%	0%	100% 100% 99% 100% 100% 100% 100% 99% 99% 99% 99% 100% 100	*
	CWOD	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	1%	0%	1%	09
	EL	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	0%		09
	Male	0%		0%		-		-		0%	0%	0%	0%	0%	0%	100% 100% 99% 100% 100% 100% 100% 99% 99% 100% 99% 98% 99% 100% 100% 100% 100% 100% 100% 100%	09
	Female	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	2%	-		*
Science	All Students	0%		0%	_	_		_	_	0%	*	0%	0%	0%	0%	100% 100% 100% 99% 100% 100% 100% 99% 100% 99% 100% 100	09
000000	CWD	0%		0%	-	-	-	-	-	0%		0%	0%	*	*	*	0.
			-		-	-	-	-	-		*		-	0.04	00/	0.0/	- 09
	CWOD	0%	-	0%	-	-	-	-	-	0%	+	-	0%	0%	0%		09
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%		*
	Male	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%		*
	Female	0%		0%						0%	*	*	0%	0%	-	* 100% 100% 99% 100% 98% - 99% 100% 100% 100% 100% 100% 100% 100%	*

### Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	35	*	35	*	*	*	*	*	17		
	Female	29	*	29	*	*	*	*	*	14		
	Total	64	*	64	*	*	*	*	*	31		
Out-of-School Suspensions												
	Male	13	*	13	*	*	*	*	*	7		
1	Female	10	*	10	*	*	*	*	*	*		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	(Section
-	Total	23	*	23	*	*	*	*	*	11	2.000	••••
xpulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies		*	*	*	*	*	*	*	*	*		
	Female					*						
	Total	<b>^</b>	Ŷ	•	<b>^</b>	^	Ŷ	<b>^</b>	•	^		
chool-Related Arrests					*							
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
eferrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
tudents With Disabilities												
n-School Suspensions												
	Male	5	*	5	*	*	*	*	*	5		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	7	*	7	*	*	*	*	*	5		*
out-of-School Suspensions	Total	'		1						5		
ut-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
					*	*						
	Female						-					
	Total	<b>^</b>	Ŷ	•	<b>^</b>	^	Ŷ	<b>^</b>	•	Ŷ		•
xpulsions						*						
With Educational Services	Male	*	*	*	*		*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
chool-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
eferrals to Law Enforcement	Total											
ETEMAIS TO LAW ENIORCEMENT	Male	*	*	*	*	*	*	*	*	*		*
		*	*		*	*	*	*				
	Female	<u>,</u>		÷	÷	÷	÷			÷		÷
	Total	*	*	*	*	*	*	*	*	×		*
II Students												
hronic Absenteeism												
	Male	11	*	11	*	*	*	*	*	8	*	*
	Female	11	*	11	*	*	*	*	*	5	*	*
	remaic		*		*	*						

	Total
cidents 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	*
ncidents of threats of physical attack without a weapon	*
ncidents of possession of a firearm or explosive device	*
legations 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 T Islander	wo or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	- 1
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

		Total	African			Indian or Alaska			Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
<ul> <li>Indicates results are masked due</li> <li>When only one racial/ethnic group</li> <li>Indicates there are no students in Blank cell indicates the student group</li> </ul>	is masked, then the the group.	e second sma	allest racial/		is maske	d (regardles	s of size).				

#### 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.

#### High Poverty

	All Se	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.3	15.0%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the eacher is Certified or Licensed	1.3	6.3%
Indicates there are no data available in the group.		

#### 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 nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

#### Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	*	*	-	-
Mathematics	6,020	1%	*	*	-	-
Grade 4 Reading	6,061	1%	-	-	-	-
Mathematics	6,056	1%	-	-	-	-
Grade 5 Reading	6,162	2%	-	-	-	-
Mathematics	6,160	1%	-	-	-	-
Science	6,164	1%	-	-	-	-
Grade 6 Reading	5,678	1%	*	*	*	*
Mathematics	5,677	1%	*	*	*	*
Grade 7 Reading	5,298	1%	-	-	-	-
Mathematics	5,294	1%	-	-	-	-
Grade 8 Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-

4,868					
1 868					
4,000	1%	*	*	-	-
4,556	1%	*	*	-	-
4,884	1%	*	*	-	-
4,861	1%	*	*	-	-
99,020	1%	14	1%	*	*
43,730	1%	7	1%	*	*
39,178	1%	5	1%	*	*
16,112	1%	*	*	-	-
	4,884 4,861 99,020 43,730 39,178 16,112	4,884     1%       4,861     1%       99,020     1%       43,730     1%       39,178     1%       16,112     1%	4,350     1%       4,884     1%       4,861     1%       99,020     1%       1%     14       43,730     1%       39,178     1%       16,112     1%	4,550     1%       4,884     1%       4,861     1%       99,020     1%       14     1%       43,730     1%       7     1%       39,178     1%	4,350       1%       -       -         4,884       1%       *       *       -         4,861       1%       *       *       -         99,020       1%       14       1%       *         43,730       1%       7       1%       *         39,178       1%       5       1%       *         16,112       1%       *       -       -

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.

			% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Above Advance	
Grade	Subject	Student Group	ТХ	US	ТХ	US	тх	US	ТХ	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	Ū	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disady	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
		5 5 5								
	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
0.440 0	rtoading	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
		Englien zangaage zeamere	02	00			Ū.	Ū		100
	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

Subject	Student Group	%
Reading	Students with Disabilities	81
-	Limited English Proficient	94
Mathematics	Students with Disabilities	79
	Limited English Proficient	94
Reading	Students with Disabilities	81
·	Limited English Proficient	94
	Reading Mathematics	Reading       Students with Disabilities         Limited English Proficient       Limited English Proficient         Mathematics       Students with Disabilities         Limited English Proficient       Limited English Proficient         Reading       Students with Disabilities

Grade	Subject	Student Group	%
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
*! Indiaa	*	de 10 et 10 et	
Indica	ites reporting standar		
n/a' Indica	tes data reporting is r	not applicable for this group.	

#### Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

# **TORNILLO JH**

Grades Served: 6 - 8 P O BOX 170 TORNILLO, TX, 79853

> HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

# MET STANDARD

76 out of 100

### 

262 Students Enrolled

TORNILLO ISD

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



### MET STANDARD

65 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.

### SCHOOL PROGRESS

### MET STANDARD

77 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



### **CLOSING THE GAPS**

# MET STANDARD

73 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

### DISTINCTIONS

- old X Academic Achievement in Mathematics
- igma Academic Achievement in Science
- old X Academic Achievement in English Language Arts/Reading
- X Academic Achievement in Social Studies

- ig imes Top 25 Percent: Comparative Academic Growth
- imes Postsecondary Readiness
- old X Top 25 Percent: Comparative Closing the Gaps

### **STUDENT ACHIEVEMENT**

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.

# SCHOOL PROGRESS

	SCORE	
Academic Growth	70	The higher of
Relative Performance	77	Growth or Performance is used.
Total	77	



### **CLOSING THE GAPS**

	SCORE	% OF GRADE
Grade Level Performance	8	30%
Academic Growth/Graduation Rate	50	50%
English Language Proficiency	100	10%
Student Achievement	14	10%
Total	73	100%