# JAMES B HAVARD EL
## 101910113
## GALENA PARK ISD

A clear and concise description of the State's accountability system under subsection (c), including—

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 assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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 & Former) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% |
| 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% |
| | 2032-33 | 73% | 66% | 70% | 80% | 73% | 91% | 75% | 77% | 68% | 62% | 70% |
| | Baseline 2016-17 Rates | | | | | | | | | | | 41% |
| | 2017-18 through 2021-22 | | | | | | | | | | | 36% |
| | 2022-23 through 2026-27 | | | | | | | | | | | 38% |
| | 2027-28 through 2031-32 | | | | | | | | | | | 40% |
| | 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% |
| | 2022-23 through 2026-27 | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% |
| | 2027-28 through 2031-32 | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% |

^' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

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 Meets Grade Level or Above)
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

the State's system for meaningfully differentiating all public schools in the State, including—
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% |

| Campus Type | Indicator | Weight |
|---|---|---|
| | Other Academic Indicator | 50% |
| | English Learner Language Proficiency | |
| | Sm     WePry | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Female | 78% | 77% | 90% | 77% | 100% | - | * | - | * | 82% | 88% | * | 86% | 69% | - | 84% | - | * | - | - |

**Grade 4**

| Reading | All Students | 74% | 71% | 71% | 56% | * | - | - | - | * | 58% | 65% | 40% | 63% | 41% | 55% | 65% | - | * | * | - |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | CWD | 44% | 35% | * | 45% | * | - | - | - | - | 44% | 33% | 40% | - | * | 36% | * | - | * | * | - |
| | CWOD | 78% | 75% | 75% | 58% | * | - | - | - | * | 59% | 71% | - | 63% | 42% | 59% | 67% | - | * | - | - |
| | EL | 64% | 69% | - | 39% | * | - | - | - | - | 44% | 33% | * | 42% | 41% | 44% | 38% | - | - | - | - |
| | Male | 71% | 65% | 68% | 51% | * | - | - | - | * | 51% | 67% | 36% | 59% | 44% | 55% | - | - | * | * | - |
| | Female | 77% | 77% | 75% | 61% | - | - | - | - | * | 67% | 63% | * | 67% | 38% | - | 65% | - | * | - | - |
| Mathematics | All Students | 74% | 76% | 77% | 62% | * | - | - | - | * | 65% | 65% | 27% | 70% | 50% | 63% | 67% | - | * | * | - |
| | CWD | 46% | 37% | * | 27% | * | - | - | - | - | 33% | 17% | 27% | - | * | 27% | * | - | * | * | - |
| | CWOD | 78% | 81% | 82% | 67% | * | - | - | - | * | 68% | 75% | - | 70% | 55% | 70% | 71% | - | * | - | - |
| | EL | 69% | 76% | - | 52% | * | - | - | - | - | 48% | 56% | * | 55% | 50% | 50% | 50% | - | - | - | - |
| | Male | 74% | 75% | 74% | 60% | * | - | - | - | * | 61% | 67% | 27% | 70% | 50% | 63% | | | | * | - |
| | Female | 74% | 78% | 83% | 63% | - | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mathematics | All Students | 46% | 46% | | 45% | 25% | * | - | - | - | * | 28% | 32% | 7% | 33% | 15% | 24% | 36% | - | * | * | - |
| | CWD | 27% | 15% | | * | 9% | * | - | - | - | - | 11% | 0% | 7% | - | * | 9% | * | - | * | * | - |
| | CWOD | 49% | 49% | | 50% | 27% | * | - | - | - | * | 30% | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CWOD | 31% | 21% | 15% | 18% | 56% | - | * | - | * | 19% | 26% | - | 21% | 0% | 16% | 25% | - | * | - | - |
| EL | 14% | 12% | - | 0% | * | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | | | |

|  | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

In-School Suspensions

| Male | 5 | 5 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|---|---|

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 for the 2018-19 school year..

| | | | | |
|---|---|---|---|---|
| **Grade 3** | | | | |
| Reading | 5,881 | 1% | 19 | 1% |
| Mathematics | 5,880 | 1% | 19 | 1% |
| **Grade 4** | | | | |
| Reading | 6,312 | 2% | 13 | 1% |
| Mathematics | 6,311 | 2% | 13 | 1% |
| **Grade 5** | | | | |
| Reading | 6,133 | 1% | 18 | 1% |
| Mathematics | 6,131 | 1% | 18 | 1% |
| Science | 6,133 | 1% | 18 | 1% |
| **Grade 6** | | | | |
| Reading | 6,038 | 1% | 19 | 1% |
| Mathematics | 6,036 | 1% | 19 | 1% |
| **Grade 7** | | | | |
| Reading | 5,616 | 1% | 20 | 1% |
| Mathematics | 5,616 | 2% | 20 | 2% |
| **Grade 8** | | | | |
| Reading | 5,251 | 1% | 18 | 1% |
| Mathematics | 5,254 | 2% | 18 | 1% |
| Science | 5,250 | 1% | 18 | 1% |
| **End of Course** | | | | |
| English I | 5,150 | 1% | 20 | 1% |
| English II | 4,680 | 1% | 22 | 1% |
| Algebra I | 5,122 | 1% | 20 | 1% |
| Biology | 4,954 | 1% | 20 | 1% |
| **All Grades** | | | | |
| All Subjects | 101,751 | 1% | 332 | 1% |
| Reading | 45,064 | 1% | 149 | 1% |
| Mathematics | 40,350 | 1% | 127 | 1% |
| Science | 16,337 | 1% | 56 | 1% |

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 2019 National Assessment of Educational Progress, compared to the national average of such results.

| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |
| | | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | * | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 11 |
| | | Econ Disadv | 50 | 47 | 50 | 53 | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learne | | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |