

HYI Ug 9 Xi WUjcb 5 [YbWn
&\$% !% ' : YXYfU`FYdcfh7 UfX`Zf`HYI Ug`Di V]WGW cc`g
7 Ua di g BUa Y. TICE EL
7 Ua di g -8 . 101910111
8]gfr]WBUa Y. GALENA PARK ISD

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

Durhijl` 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.

Durhijl` 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);

GHY 9GG5 ; cUg

All

African

American

Pacific

Two or

AfPacific

EL
(Current

Campus Type

Indicator
Other Academic Indicator
English Learner Language Proficiency
Sm WePry

Weight
50%

3



Female

GHY

5Z

5a Yf

DUW

Hk c cf
AcfY

9Vtb

Bcb
9Vtb

: cghYf

CWOD	GHUy	8]gff]Vh	7 Ua di g	5 Z	<]gdUb]W	K \]h	5 a Yf	5 g]Ub	DUW	Hk c cf	9 Wtb	Bcb	7 K 8	7 K C8	9 @	AUY	: Ya UY	A][fUbh	<ca Y Ygg	: cghYf	A][fUfm
EL	31%	21%	8%	15%	23%	20%	-	*	*	*	19%	30%	-	21%	19%	17%	24%	-	-	-	-

5` 5Z]VUb 5 a Yf]VUb DUM]W Hk c'cf'AcfY 9Wtb
Ghi XYbhg 5 a Yf]VUb <]gdUb]W K\ jhY -bX]Ub 5 g]Ub -g`UbXYf FUM]g 8]gUXj 7 K 8 9 @
Ghi XYbhGi VV]ggfGhi XYbh5 W]Yj Ya Ybh8 ca U]b`GvtfY. GH5 F 7 ca dcbYbhCb`nL

STAAR Component Score 45

	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade
Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

- '+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.
- '^' 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).

STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		7 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade
All Subjects	All Students	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	100%	-
	CWOD	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	-	100%	100%	-	*	*	*	100%	100%							

		7 Ua di g	5 Z]WUb	<]gdUb]W	K \]hY	5 a Yf]WUb	5 g]Ub	DUM]ZW	Hk c'cf	9Wtb	Bcb	7 K 8	7 K C8	9 @	A UY	: Ya UY	A][fUbh
		\$1	5 a Yf]WUb	<]gdUb]W	K \]hY	5 a Yf]WUb	5 g]Ub	g' UbXYf	F UWYg	8]gUXj	8]gUXj	7 K 8	7 K C8	9 @	A UY	: Ya UY	A][fUbh
	EL	\$1	-	0%	*	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	\$1	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	\$1	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	\$1	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	\$1	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	\$1	0%	0%	0%	-	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	\$1	-	0%	*	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	\$1	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	\$1	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%	-	0%
Science	All Students	\$1	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	\$1	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	\$1	0%	0%	0%	-	*	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	\$1	-	0%	*	-	-	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	\$1	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	\$1	0%	0%	*	-	-	*	*	0%	0%	0%	0%	0%	0%	-	0%

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

DUFhfj]]]L Civil Rights Data

DUFhfj]]]L This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

Hc:UJ	5 Z]WUb	<]gdUb]W	K \]hY	5`Ug_U	5 g]Ub	DUM]ZW	Hk c'cf	AcfY	Gri XYbfg	Gri XYbfg	k]h	8]gUM]]]Yg
gri XYbfg	5 a Yf]WUb	<]gdUb]W	K \]hY	BU]j Y	5 g]Ub	g	Hk c'cf	AcfY	k]h	k]h	k]h	8]gUM]]]Yg

On the basis of disability
On the basis of sexual orientation
On the basis of religion

HCU
0
0
0

Durham JUDGE

funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

DUHH 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 for the 2018-19 school year..

	GHU Bi a Vyf cZ5 @H&	GHU FUH cZ5 @H&	8]ghf]Vh Bi a Vyf cZ5 @H&	8]ghf]Vh FUH cZ5 @H&	7 Ua di g' Bi a Vyf cZ5 @H&	7 Ua di g' FUH cZ5 @H&
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%	!	!

	GHY Bi a VYf'cZ5 @H&	GHY FUH'cZ5 @H&	8]ghf]W Bi a VYf'cZ5 @H&	8]ghf]W FUH'cZ5 @H&	7 Ua di g' Bi a VYf'cZ5 @H&	7 Ua di g' FUH'cZ5 @H&
Science	16,337	1%	56	1%	!	!

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

DUHfi jL 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.

GHY @j Y. &\$% 'DYfWbHJ Yg'UhB5 9D'5 W]Yj Ya Ybh@j Yg

; fUXY Grade 4	Gi V'W Reading	Gh XYbh; fci d	i '6 Yck '6 Ug]W		i '5 hcf'5 Vcj Y6 Ug]W		i '5 hcf'5 Vcj YDfcZ]Ybh		i '5 h5 Xj UbWX	
			HL	I G	HL	I G	HL	I G	HL	I G
		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 Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	

