

TEXAS EDUCATION AGENCY

Cedar Hill ISD
Annual Report
2017-2018



Cedar Hill ISD
285 Uptown Blvd
Cedar Hill, TX 75104
972.291.1581

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TEXAS EDUCATION AGENCY

**Guidelines of the Texas Academic Performance
Report 2015-2016**



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285 Uptown Blvd
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The intent of these guidelines is to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC) §39.306 and §39.362 or 19 TAC, §61.1022 of the Texas Administrative Code.

The scope and function of this year's TAPR has expanded. It now takes two forms: an online data system, more comprehensive and dynamic than in previous years, and a scaled back PDF version. Data are added to the online TAPR system as they become available. New data additions are announced via the Performance Reporting email listserv. The PDF version of the TAPR is scaled back to include only major, statutorily-required data points and is designed to allow districts to fulfill their public notification requirements. With these updates, the new TAPR system makes redundant the Texas Performance Reporting System (TPRS), which will no longer be produced.

TEC §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR, campus performance objectives, district accreditation status and any distinction designations awarded, the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention policies, information on the performance of the previous year's graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board (THECB), and any supplemental information.

Each district's board of trustees must hold a public hearing to discuss the district's annual report within 90 days of receiving the PDF TAPR on December 17, 2018 (winter break not included). Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places.

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online TAPR system as well (see Changes to This Year's Report below), but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the PEIMS Financial Standard Reports, district accreditation status, campus performance objectives, the district's current special education compliance status with the agency, a report of violent or criminal incidents, and information received from the THECB for each high school campus. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

Districts are encouraged to provide a copy of the TAPR Glossary. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in late spring. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

2. **PEIMS Financial Standard Reports (2016–17 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

3. **District Accreditation Status** Each district’s annual report must include the 2017–18 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>.
4. **Campus Performance Objectives** TEC §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus’s progress toward meeting those objectives must be included in the district’s annual report.
5. **Special Education Determination Status** (district PDF TAPR only) The annual report must include the district’s special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.
6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:
 - a. The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
 - b. Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - c. Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

For more information about the report of violent or criminal incidents, please see the Safe and Healthy Schools website at http://tea.texas.gov/Texas_Schools_Safe_and_Healthy_Schools/.

7. **Student Performance in Postsecondary Institutions** TEC §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report. The Texas Higher Education Coordinating Board (THECB) publishes a report listing this information for each high school in Texas (sorted by county and district) on its website at <http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradAcademicPerformance.cfm>. The report is titled Report of 2015–2016 High School Graduates’ Enrollment and Academic Performance in Texas Public Higher Education in FY 2017. The first page explains the purpose of the report and data calculation methods.

If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

8. **Public Hearings** Districts must hold a hearing for public discussion of the annual report within 90 calendar days of December 17, 2018 (the date of the release of the PDF TAPR). Winter holidays do not count toward the 90 days. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.
9. **Access to the PDF TAPR** The TAPR is available through TEASE (<https://seguin.tea.state.tx.us/apps/logon.asp>) or the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR are designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed ensuring that each report is an even number of pages.

TEASE is for district use only and provides basic materials districts need to meet the legal requirements related to TAPR.

10. **Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.
11. **Requirement for Notice on District Website** TEC §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2017–18 TAPR.
12. **Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct TSDS PEIMS data used in the TAPR per the procedures described in the Texas Education Data Standards. Districts must submit corrections to STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.

13. **Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.
14. **Common Questions** Districts are encouraged to make a copy of the TAPR Glossary available locally. The glossary provides definitions, describes methodologies, lists sources for data in the TAPR, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
- a. **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The TAPR Glossary provides additional information on data sources.
 - b. **PDF and System Data Sources** Although the online TAPR system will be updated as new data become available, the TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
 - c. **The Accountability Subset** The PDF TAPR includes the STAAR results of only those students enrolled in the campus or district as of October 27, 2017 (for the spring 2018 test). See the TAPR Glossary or the 2018 Accountability Manual for a more complete explanation of the accountability subset criteria.
 - d. **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/masking.html>
15. **Recommended Meetings** Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

TEXAS EDUCATION AGENCY

**Texas Academic Performance
District Performance Report
2017-2018**



Cedar Hill ISD
285 Uptown Blvd
Cedar Hill, TX 75104
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2017-18 Texas Academic Performance Report

District Name: **CEDAR HILL ISD**

District Number: **057904**

2018 Accountability Rating: **C**

2018 Special Education Determination Status:

Needs Intervention

2018 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration):

Not Reported

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District Name: CEDAR HILL ISD
 County Name: DALLAS
 District Number: 057904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Performance

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	78%	65%	62%	72%	74%	*	*	-	*	49%	61%	63%
	2017	73%	73%	63%	64%	57%	87%	*	*	*	*	*	57%	53%
At Meets Grade Level or Above	2018	43%	45%	34%	30%	38%	53%	*	*	-	*	35%	30%	35%
	2017	45%	47%	34%	32%	34%	53%	*	*	*	*	*	30%	26%
At Masters Grade Level	2018	25%	27%	18%	16%	18%	53%	*	*	-	*	12%	14%	18%
	2017	29%	31%	19%	17%	19%	40%	*	*	*	*	*	16%	14%
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	79%	66%	61%	79%	85%	*	*	-	58%	37%	63%	75%
	2017	77%	79%	68%	65%	68%	80%	*	*	*	*	*	63%	67%
At Meets Grade Level or Above	2018	47%	50%	35%	29%	44%	55%	*	*	-	33%	25%	30%	38%
	2017	49%	51%	40%	38%	40%	67%	*	*	*	*	*	37%	36%
At Masters Grade Level	2018	23%	26%	16%	12%	23%	30%	*	*	-	21%	12%	14%	24%
	2017	26%	29%	20%	18%	22%	33%	*	*	*	*	*	16%	17%
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	73%	62%	61%	58%	*	*	*	*	*	*	57%	50%
	2017	70%	71%	59%	56%	64%	*	*	*	*	*	*	54%	48%
At Meets Grade Level or Above	2018	46%	47%	36%	35%	38%	*	*	*	*	*	*	34%	31%
	2017	44%	46%	36%	34%	40%	*	*	*	*	*	*	31%	28%
At Masters Grade Level	2018	24%	26%	17%	16%	20%	*	*	*	*	*	*	16%	18%
	2017	24%	26%	17%	17%	19%	*	*	*	*	*	*	14%	11%
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	79%	68%	70%	62%	*	*	*	*	*	*	65%	56%
	2017	76%	76%	69%	67%	74%	*	*	*	*	*	*	65%	62%
At Meets Grade Level or Above	2018	49%	51%	35%	32%	37%	*	*	*	*	*	*	31%	22%
	2017	47%	49%	37%	35%	39%	*	*	*	*	*	*	34%	36%
At Masters Grade Level	2018	27%	30%	16%	15%	19%	*	*	*	*	*	*	14%	12%
	2017	27%	29%	17%	16%	19%	*	*	*	*	*	*	15%	16%
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	64%	56%	58%	51%	*	*	*	*	*	*	52%	*
	2017	65%	67%	57%	53%	64%	*	*	*	*	*	*	52%	56%
At Meets Grade Level or Above	2018	39%	42%	32%	32%	35%	*	*	*	*	*	*	28%	*
	2017	34%	38%	28%	25%	38%	*	*	*	*	*	*	24%	31%
At Masters Grade Level	2018	11%	14%	8%	9%	7%	*	*	*	*	*	*	6%	*
	2017	11%	13%	9%	7%	12%	*	*	*	*	*	*	6%	15%
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	85%	80%	78%	84%	*	*	*	*	*	*	77%	74%
	2017	82%	83%	73%	72%	74%	75%	*	*	*	76%	*	68%	80%
At Meets Grade Level or Above	2018	54%	57%	45%	43%	46%	*	*	*	*	*	*	38%	32%
	2017	48%	51%	42%	40%	44%	67%	*	*	*	35%	*	36%	42%
At Masters Grade Level	2018	26%	29%	21%	20%	23%	*	*	*	*	*	*	16%	13%
	2017	25%	28%	20%	17%	22%	33%	*	*	*	29%	*	16%	22%
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	91%	86%	84%	92%	*	*	*	*	*	60%	84%	95%
	2017	87%	87%	83%	80%	86%	83%	*	100%	*	94%	*	79%	88%
At Meets Grade Level or Above	2018	58%	60%	48%	42%	62%	*	*	*	*	*	35%	44%	71%

District Name: CEDAR HILL ISD
 County Name: DALLAS
 District Number: 057904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Performance

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2017	50%	52%	42%	35%	51%	67%	*	78%	*	59%	*	38%	56%
	2018	30%	33%	22%	18%	32%	*	*	*	*	*	15%	19%	44%
	2017	24%	28%	20%	14%	27%	33%	*	56%	*	35%	*	17%	36%
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	76%	65%	61%	74%	*	*	*	*	*	*	60%	68%
	2017	74%	74%	63%	60%	69%	*	*	78%	*	*	*	58%	74%
At Meets Grade Level or Above	2018	41%	42%	31%	28%	33%	*	*	*	*	*	*	25%	35%
	2017	42%	43%	31%	27%	37%	*	*	78%	*	*	*	27%	42%
At Masters Grade Level	2018	17%	18%	11%	11%	13%	*	*	*	*	*	*	8%	11%
	2017	18%	19%	11%	7%	16%	*	*	56%	*	*	*	8%	22%
Grade 6 Reading														
At Approaches Grade Level or Above	2018	69%	71%	61%	59%	63%	*	-	*	*	*	*	55%	*
	2017	69%	70%	64%	57%	74%	83%	*	*	*	79%	*	57%	75%
At Meets Grade Level or Above	2018	39%	42%	29%	25%	36%	*	-	*	*	*	*	23%	*
	2017	37%	40%	35%	31%	41%	56%	*	*	*	38%	*	28%	39%
At Masters Grade Level	2018	19%	21%	13%	11%	14%	*	-	*	*	*	*	10%	*
	2017	18%	20%	17%	13%	23%	33%	*	*	*	25%	*	13%	19%
Grade 6 Mathematics														
At Approaches Grade Level or Above	2018	77%	79%	73%	72%	73%	77%	-	*	*	*	*	70%	71%
	2017	76%	79%	73%	67%	81%	94%	*	*	*	88%	*	67%	84%
At Meets Grade Level or Above	2018	44%	49%	41%	35%	50%	58%	-	*	*	*	*	36%	49%
	2017	43%	48%	39%	33%	44%	78%	*	*	*	54%	*	31%	42%
At Masters Grade Level	2018	18%	22%	13%	10%	18%	27%	-	*	*	*	*	11%	18%
	2017	18%	23%	14%	10%	13%	44%	*	*	*	33%	*	9%	14%
Grade 7 Reading														
At Approaches Grade Level or Above	2018	74%	76%	74%	68%	87%	81%	*	*	*	86%	*	70%	88%
	2017	73%	74%	68%	66%	72%	79%	-	*	-	*	*	65%	68%
At Meets Grade Level or Above	2018	48%	51%	46%	41%	54%	62%	*	*	*	62%	*	41%	50%
	2017	42%	45%	33%	31%	35%	50%	-	*	-	*	*	28%	27%
At Masters Grade Level	2018	29%	32%	25%	23%	27%	33%	*	*	*	43%	*	21%	25%
	2017	23%	25%	15%	14%	16%	38%	-	*	-	*	*	12%	16%
Grade 7 Mathematics														
At Approaches Grade Level or Above	2018	72%	75%	67%	62%	77%	*	*	*	-	*	*	63%	88%
	2017	70%	71%	50%	*	*	*	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	40%	44%	31%	26%	40%	*	*	*	-	*	*	27%	45%
	2017	40%	42%	17%	*	*	*	-	*	-	*	*	*	*
At Masters Grade Level	2018	18%	23%	9%	7%	12%	*	*	*	-	*	*	8%	18%
	2017	17%	20%	1%	*	*	*	-	*	-	*	*	*	*
Grade 7 Writing														
At Approaches Grade Level or Above	2018	69%	71%	66%	61%	73%	71%	*	*	*	*	*	59%	75%
	2017	70%	71%	63%	61%	63%	87%	-	*	-	*	*	57%	*
At Meets Grade Level or Above	2018	43%	46%	42%	39%	45%	52%	*	*	*	*	*	36%	47%
	2017	39%	41%	29%	26%	31%	65%	-	*	-	*	*	23%	*
At Masters Grade Level	2018	15%	17%	11%	9%	13%	29%	*	*	*	*	*	10%	12%
	2017	12%	15%	8%	6%	7%	30%	-	*	-	*	*	4%	*
Grade 8 Reading^^														
At Approaches Grade Level or Above	2018	86%	86%	80%	78%	83%	*	-	*	-	*	*	78%	84%
	2017	86%	87%	80%	77%	85%	*	*	*	*	*	*	77%	*

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 Texas Academic Performance Report
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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	49%	52%	31%	28%	36%	*	-	*	-	*	*	26%	32%
	2017	50%	53%	30%	26%	38%	*	*	*	*	*	*	27%	*
At Masters Grade Level	2018	27%	29%	12%	10%	15%	*	-	*	-	*	*	8%	14%
	2017	23%	26%	7%	6%	8%	*	*	*	*	*	*	6%	*
Grade 8 Mathematics^^														
At Approaches Grade Level or Above	2018	86%	87%	82%	79%	85%	*	-	*	*	*	44%	78%	84%
	2017	85%	86%	87%	84%	91%	93%	*	100%	*	*	*	85%	95%
At Meets Grade Level or Above	2018	51%	54%	37%	34%	40%	*	-	*	*	*	23%	33%	40%
	2017	45%	47%	46%	41%	54%	70%	*	89%	*	*	*	41%	51%
At Masters Grade Level	2018	15%	17%	9%	7%	11%	*	-	*	*	*	10%	6%	16%
	2017	13%	14%	12%	9%	15%	26%	*	78%	*	*	*	10%	13%
Grade 8 Science														
At Approaches Grade Level or Above	2018	76%	78%	67%	64%	72%	74%	-	*	-	*	*	60%	68%
	2017	76%	78%	69%	62%	83%	*	*	*	*	*	*	66%	83%
At Meets Grade Level or Above	2018	52%	54%	41%	37%	46%	63%	-	*	-	*	*	34%	41%
	2017	48%	51%	37%	31%	46%	*	*	*	*	*	*	33%	47%
At Masters Grade Level	2018	28%	31%	18%	14%	22%	42%	-	*	-	*	*	14%	20%
	2017	19%	22%	10%	8%	14%	*	*	*	*	*	*	7%	12%
Grade 8 Social Studies														
At Approaches Grade Level or Above	2018	65%	68%	49%	47%	49%	*	-	*	-	*	*	40%	54%
	2017	63%	67%	57%	51%	70%	*	*	*	*	*	*	53%	78%
At Meets Grade Level or Above	2018	36%	40%	19%	16%	21%	*	-	*	-	*	*	14%	19%
	2017	33%	37%	26%	22%	32%	*	*	*	*	*	*	23%	29%
At Masters Grade Level	2018	21%	24%	8%	7%	9%	*	-	*	-	*	*	5%	8%
	2017	19%	22%	9%	8%	12%	*	*	*	*	*	*	7%	12%
End of Course English I														
At Approaches Grade Level or Above	2018	65%	66%	63%	60%	71%	*	*	*	*	*	*	58%	*
	2017	64%	65%	63%	59%	73%	*	*	*	*	*	*	58%	*
At Meets Grade Level or Above	2018	44%	47%	38%	32%	52%	*	*	*	*	*	*	33%	*
	2017	43%	46%	37%	34%	48%	*	*	*	*	*	*	31%	*
At Masters Grade Level	2018	7%	8%	5%	4%	7%	*	*	*	*	*	*	3%	*
	2017	8%	9%	3%	2%	5%	*	*	*	*	*	*	2%	*
End of Course English II														
At Approaches Grade Level or Above	2018	67%	69%	72%	70%	77%	*	*	*	*	*	18%	67%	*
	2017	66%	67%	65%	63%	71%	*	*	*	*	*	*	62%	*
At Meets Grade Level or Above	2018	48%	50%	49%	45%	58%	*	*	*	*	*	10%	42%	*
	2017	45%	48%	40%	37%	43%	*	*	*	*	*	*	37%	*
At Masters Grade Level	2018	8%	9%	5%	4%	6%	*	*	*	*	*	5%	3%	*
	2017	6%	7%	3%	2%	5%	*	*	*	*	*	*	2%	*
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	84%	81%	78%	87%	83%	*	*	*	86%	*	78%	95%
	2017	83%	83%	77%	73%	86%	*	*	*	*	*	33%	75%	89%
At Meets Grade Level or Above	2018	55%	57%	46%	41%	52%	69%	*	*	*	62%	*	41%	53%
	2017	48%	50%	30%	25%	41%	*	*	*	*	*	6%	26%	55%
At Masters Grade Level	2018	32%	35%	21%	17%	28%	45%	*	*	*	24%	*	18%	35%
	2017	26%	28%	13%	10%	21%	*	*	*	*	*	6%	9%	28%
End of Course Biology														
At Approaches Grade Level or Above	2018	87%	88%	88%	86%	93%	86%	*	91%	*	*	*	84%	89%
	2017	86%	88%	89%	86%	96%	88%	*	100%	*	*	*	87%	94%
At Meets Grade Level or Above	2018	59%	62%	57%	51%	67%	77%	*	82%	*	*	*	52%	64%

District Name: CEDAR HILL ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Performance

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	57%	61%	58%	54%	68%	56%	*	86%	*	*	*	53%	69%
At Masters Grade Level	2018	24%	27%	18%	14%	23%	45%	*	64%	*	*	*	13%	21%
	2017	21%	24%	18%	15%	22%	38%	*	71%	*	*	*	12%	19%
End of Course U.S. History														
At Approaches Grade Level or Above	2018	92%	92%	92%	89%	97%	100%	-	100%	-	92%	56%	92%	95%
	2017	91%	92%	92%	91%	97%	96%	*	100%	*	79%	55%	91%	85%
At Meets Grade Level or Above	2018	70%	72%	71%	66%	79%	90%	-	100%	-	83%	17%	69%	81%
	2017	66%	69%	72%	67%	81%	87%	*	100%	*	74%	31%	68%	80%
At Masters Grade Level	2018	40%	44%	41%	35%	49%	65%	-	100%	-	67%	10%	34%	52%
	2017	35%	39%	40%	33%	51%	61%	*	88%	*	47%	22%	33%	40%
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	78%	71%	69%	75%	77%	79%	91%	88%	77%	38%	67%	72%
	2017	75%	76%	70%	67%	76%	81%	74%	91%	91%	74%	33%	66%	72%
At Meets Grade Level or Above	2018	48%	51%	40%	37%	47%	57%	43%	69%	82%	48%	21%	35%	41%
	2017	45%	48%	38%	35%	44%	58%	29%	77%	65%	41%	18%	33%	38%
At Masters Grade Level	2018	22%	24%	15%	13%	19%	29%	21%	44%	41%	18%	5%	12%	18%
	2017	20%	22%	14%	11%	17%	28%	15%	52%	30%	17%	5%	10%	15%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	75%	69%	67%	74%	74%	*	90%	*	76%	34%	65%	69%
	2017	72%	73%	66%	64%	71%	76%	*	87%	*	70%	25%	62%	65%
At Meets Grade Level or Above	2018	46%	49%	39%	35%	46%	50%	*	67%	*	48%	20%	34%	38%
	2017	44%	47%	36%	34%	41%	52%	*	68%	*	36%	14%	31%	32%
At Masters Grade Level	2018	19%	22%	13%	11%	15%	24%	*	33%	*	20%	4%	11%	14%
	2017	19%	21%	11%	9%	14%	25%	*	34%	*	12%	3%	9%	12%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	82%	75%	73%	79%	81%	*	92%	*	81%	43%	72%	79%
	2017	79%	80%	73%	70%	79%	83%	*	100%	*	82%	39%	70%	77%
At Meets Grade Level or Above	2018	50%	52%	39%	35%	47%	58%	*	69%	*	46%	24%	35%	44%
	2017	46%	49%	36%	32%	43%	60%	*	82%	*	45%	19%	32%	42%
At Masters Grade Level	2018	24%	27%	16%	12%	21%	30%	*	42%	*	18%	6%	13%	23%
	2017	22%	25%	14%	11%	18%	27%	*	61%	*	22%	6%	11%	18%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	68%	61%	59%	62%	68%	*	*	*	*	*	56%	59%
	2017	67%	69%	60%	57%	63%	83%	*	64%	*	*	*	54%	56%
At Meets Grade Level or Above	2018	41%	44%	37%	36%	40%	46%	*	*	*	*	*	32%	36%
	2017	36%	40%	29%	25%	34%	51%	*	55%	*	*	*	23%	26%
At Masters Grade Level	2018	13%	15%	10%	9%	10%	22%	*	*	*	*	*	8%	8%
	2017	11%	14%	8%	6%	10%	23%	*	45%	*	*	*	5%	9%
All Grades Science														
At Approaches Grade Level or Above	2018	80%	81%	75%	72%	80%	81%	*	91%	*	72%	38%	69%	75%
	2017	79%	80%	75%	71%	83%	81%	*	92%	*	79%	41%	71%	82%
At Meets Grade Level or Above	2018	51%	53%	44%	40%	50%	71%	*	74%	*	54%	20%	38%	46%
	2017	49%	52%	43%	39%	50%	54%	*	79%	*	51%	16%	38%	50%
At Masters Grade Level	2018	23%	25%	16%	13%	19%	38%	*	57%	*	11%	3%	12%	17%
	2017	19%	22%	13%	10%	17%	19%	*	58%	*	19%	3%	9%	17%
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	80%	72%	69%	75%	82%	-	90%	-	72%	44%	67%	71%
	2017	77%	79%	78%	75%	85%	92%	*	96%	*	65%	41%	73%	79%
At Meets Grade Level or Above	2018	53%	56%	46%	43%	53%	67%	-	71%	-	47%	17%	42%	45%
	2017	49%	53%	54%	49%	60%	76%	*	96%	*	53%	25%	47%	42%

District Name: CEDAR HILL ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Performance

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	31%	34%	26%	22%	31%	38%	-	67%	-	38%	7%	20%	27%
	2017	27%	30%	28%	23%	34%	49%	*	71%	*	29%	13%	21%	19%

District Name: CEDAR HILL ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Progress

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	64	61	59	62	58	*	*	*	97	58	63	61
Grade 4 Mathematics	2018	65	67	59	61	51	62	*	*	*	76	46	56	42
Grade 5 ELA/Reading	2018	80	82	82	81	83	82	*	*	*	83	89	83	83
Grade 5 Mathematics	2018	81	82	80	76	86	91	*	*	*	85	76	78	94
Grade 6 ELA/Reading	2018	47	50	39	36	46	38	-	69	*	42	38	37	44
Grade 6 Mathematics	2018	56	60	57	56	57	65	-	67	*	55	64	55	53
Grade 7 ELA/Reading	2018	76	77	77	73	86	84	*	100	*	76	71	78	84
Grade 7 Mathematics	2018	67	69	65	60	78	67	*	*	-	50	50	64	84
Grade 8 ELA/Reading	2018	79	80	80	79	81	72	-	100	-	87	73	78	81
Grade 8 Mathematics	2018	81	80	80	81	76	75	-	*	*	80	67	80	76
End of Course English II	2018	67	67	73	71	77	65	*	77	*	68	49	72	76
End of Course Algebra I	2018	72	75	67	66	66	83	*	83	*	72	34	63	69
All Grades Both Subjects	2018	69	71	68	66	71	69	65	75	85	72	58	67	70
All Grades ELA/Reading	2018	69	70	68	66	73	63	*	81	100	75	62	68	72
All Grades Mathematics	2018	70	72	67	67	68	73	*	68	*	69	55	66	68

District Name: CEDAR HILL ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Prior Year and Student Success Initiative

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	39%	38%	36%	41%	31%	*	*	-	52%	20%	38%	40%
	2017	35%	35%	32%	32%	33%	24%	*	*	-	32%	11%	30%	29%
Mathematics	2018	47%	47%	45%	44%	47%	*	*	*	-	56%	24%	44%	54%
	2017	43%	43%	43%	42%	45%	37%	*	*	-	52%	22%	41%	42%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	81%	75%	73%	79%	70%	*	*	*	83%	60%	72%	66%
Students Requiring Accelerated Instruction														
	2018	21%	19%	25%	27%	21%	*	*	*	*	40%	28%	34%	
STAAR Cumulative Met Standard														
	2018	84%	85%	80%	78%	83%	80%	*	*	*	89%	60%	77%	71%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	97%	96%	*	*	*	-	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	85%	80%	76%	88%	100%	*	*	*	71%	45%	78%	95%
Students Requiring Accelerated Instruction														
	2018	15%	15%	20%	24%	12%	*	*	*	*	29%	55%	22%	*
STAAR Cumulative Met Standard														
	2018	90%	90%	86%	83%	92%	100%	*	*	*	82%	52%	84%	96%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	96%	95%	*	*	*	-	-	-	-	-	-	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	80%	70%	67%	78%	64%	-	*	-	56%	25%	68%	68%
Students Requiring Accelerated Instruction														
	2018	21%	20%	30%	33%	22%	*	-	*	-	44%	75%	32%	32%
STAAR Cumulative Met Standard														
	2018	85%	86%	80%	78%	83%	64%	-	100%	-	94%	38%	77%	79%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	98%	100%	100%	100%	-	-	-	-	*	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9														
	2018	8%	8%	*	*	*	-	-	-	-	*	*	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	80%	81%	74%	71%	78%	81%	-	100%	*	89%	28%	69%	74%
Students Requiring Accelerated Instruction														
	2018	20%	19%	26%	29%	22%	*	-	*	0%	*	72%	31%	26%
STAAR Cumulative Met Standard														
	2018	86%	87%	81%	79%	85%	81%	-	100%	*	100%	33%	78%	79%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	97%	100%	100%	100%	-	-	-	-	-	100%	100%	*

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Prior Year and Student Success Initiative

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9 2018	45%	47%	29%	*	*	-	-	-	-	-	*	*	-

District Name: CEDAR HILL ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 10	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level^															
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	78%	71%	64%	-	-	62%	69%	67%	64%	69%	73%	66%	67%
	2017	75%	76%	70%	67%	-	-	66%	*	65%	69%	64%	84%	66%	67%
At Meets Grade Level or Above	2018	48%	51%	40%	36%	-	-	35%	36%	31%	34%	30%	39%	33%	33%
	2017	45%	48%	38%	36%	-	-	35%	*	28%	31%	28%	53%	31%	32%
At Masters Grade Level	2018	22%	24%	15%	19%	-	-	18%	24%	11%	12%	10%	15%	14%	14%
	2017	20%	22%	14%	17%	-	-	18%	*	8%	10%	8%	24%	11%	12%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	75%	69%	59%	-	-	59%	60%	64%	62%	65%	*	62%	63%
	2017	72%	73%	66%	56%	-	-	55%	*	62%	63%	62%	*	60%	61%
At Meets Grade Level or Above	2018	46%	49%	39%	30%	-	-	29%	31%	26%	30%	23%	*	27%	29%
	2017	44%	47%	36%	27%	-	-	27%	*	26%	19%	29%	*	26%	27%
At Masters Grade Level	2018	19%	22%	13%	16%	-	-	16%	17%	7%	9%	5%	*	10%	10%
	2017	19%	21%	11%	12%	-	-	13%	*	8%	8%	8%	*	10%	10%
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	82%	75%	72%	-	-	69%	78%	76%	67%	80%	81%	75%	76%
	2017	79%	80%	73%	77%	-	-	75%	*	72%	*	72%	*	74%	74%
At Meets Grade Level or Above	2018	50%	52%	39%	44%	-	-	44%	43%	34%	30%	36%	43%	38%	38%
	2017	46%	49%	36%	43%	-	-	42%	*	30%	*	31%	*	35%	36%
At Masters Grade Level	2018	24%	27%	16%	29%	-	-	28%	32%	16%	16%	15%	26%	20%	21%
	2017	22%	25%	14%	23%	-	-	24%	*	8%	*	8%	*	14%	14%
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	68%	61%	*	-	-	*	*	*	*	*	*	55%	53%
	2017	67%	69%	60%	57%	-	-	58%	*	*	*	*	*	48%	48%
At Meets Grade Level or Above	2018	41%	44%	37%	*	-	-	*	*	*	*	*	*	30%	29%
	2017	36%	40%	29%	30%	-	-	31%	*	*	*	*	*	20%	21%
At Masters Grade Level	2018	13%	15%	10%	*	-	-	*	*	*	*	*	*	5%	4%
	2017	11%	14%	8%	14%	-	-	14%	*	*	*	*	*	8%	8%
All Grades Science															
At Approaches Grade Level or Above	2018	80%	81%	75%	*	-	-	*	*	65%	*	68%	*	66%	68%
	2017	79%	80%	75%	85%	-	-	84%	*	73%	*	*	*	77%	78%
At Meets Grade Level or Above	2018	51%	53%	44%	*	-	-	*	*	34%	*	34%	*	35%	35%
	2017	49%	52%	43%	48%	-	-	44%	*	40%	*	*	*	42%	41%
At Masters Grade Level	2018	23%	25%	16%	*	-	-	*	*	11%	*	13%	*	11%	11%
	2017	19%	22%	13%	19%	-	-	20%	*	10%	*	*	*	12%	13%
All Grades Social Studies															
At Approaches Grade Level or Above	2018	78%	80%	72%	*	-	-	*	-	63%	*	58%	*	62%	63%
	2017	77%	79%	78%	-	-	-	-	-	*	*	*	*	*	74%
At Meets Grade Level or Above	2018	53%	56%	46%	*	-	-	*	-	36%	*	29%	*	35%	37%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 10	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2017	49%	53%	54%	-	-	-	-	-	*	*	*	*	*	36%
At Masters Grade Level	2018	31%	34%	26%	*	-	-	*	-	15%	*	11%	*	15%	16%
	2017	27%	30%	28%	-	-	-	-	-	*	*	*	*	*	12%

School Progress Domain - Academic Growth Score

All Grades Both Subjects	2018	69	71	68	62	-	-	62	*	70	69	71	66	68	68
All Grades ELA/Reading	2018	69	70	68	72	-	-	72	-	68	67	69	66	69	69
All Grades Mathematics	2018	70	72	67	56	-	-	56	*	72	71	72	67	67	67

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

Reading	2018	38%	39%	38%	30%	-	-	30%	-	40%	38%	41%	67%	37%	40%
	2017	35%	35%	32%	*	-	-	*	-	33%	*	34%	*	30%	29%
Mathematics	2018	47%	47%	45%	63%	-	-	63%	-	52%	50%	53%	*	55%	54%
	2017	43%	43%	43%	82%	-	-	82%	-	35%	*	36%	*	42%	42%

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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Participation

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	94%	94%	96%	88%	82%	96%	89%	90%	92%	95%	94%
Not Included in Accountability													
Mobile	4%	4%	6%	6%	3%	11%	18%	3%	11%	10%	6%	5%	4%
Other Exclusions	1%	1%	0%	0%	1%	2%	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	99%	99%	99%	100%	98%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	93%	93%	93%	93%	91%	83%	98%	100%	92%	91%	95%	86%
Not Included in Accountability													
Mobile	4%	4%	6%	6%	5%	8%	15%	2%	0%	7%	7%	4%	7%
Other Exclusions	1%	1%	1%	0%	2%	1%	0%	0%	0%	0%	1%	1%	7%
Not Tested	1%	1%	1%	1%	1%	0%	2%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	1%	1%	0%	2%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: CEDAR HILL ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Attendance, Graduation, and Dropout Rates

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	96.0%	96.1%	96.2%	95.8%	95.9%	95.4%	98.0%	97.5%	96.0%	94.7%	95.8%	96.7%
2015-16	95.8%	96.2%	96.1%	96.2%	96.0%	95.6%	95.1%	97.8%	96.2%	95.9%	94.3%	95.9%	97.0%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.4%	0.2%	0.2%	0.3%	0.0%	*	0.0%	*	0.0%	0.0%	0.2%	0.0%
2015-16	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	2.0%	1.4%	1.3%	1.8%	0.8%	28.6%	0.0%	0.0%	1.7%	2.2%	1.5%	4.8%
2015-16	2.0%	2.0%	0.8%	0.7%	0.7%	2.1%	0.0%	0.0%	*	1.5%	0.7%	0.8%	2.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	88.8%	92.4%	92.1%	94.0%	84.0%	*	100.0%	-	92.9%	76.5%	92.6%	*
Received TxCHSE	0.4%	0.2%	0.2%	0.2%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	4.0%	5.1%	2.1%	2.5%	1.5%	0.0%	*	0.0%	-	0.0%	11.8%	1.1%	*
Dropped Out	5.9%	5.9%	5.4%	5.2%	4.5%	16.0%	*	0.0%	-	7.1%	11.8%	6.3%	*
Graduates and TxCHSE	90.1%	89.0%	92.5%	92.4%	94.0%	84.0%	*	100.0%	-	92.9%	76.5%	92.6%	*
Graduates, TxCHSE, and Continuers	94.1%	94.1%	94.6%	94.8%	95.5%	84.0%	*	100.0%	-	92.9%	88.2%	93.7%	*
Class of 2016													
Graduated	89.1%	88.3%	92.5%	92.4%	93.0%	91.9%	*	100.0%	*	93.8%	85.7%	92.5%	*
Received TxCHSE	0.5%	0.3%	0.2%	0.2%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Continued HS	4.2%	5.2%	2.3%	2.3%	2.6%	2.7%	*	0.0%	*	0.0%	0.0%	2.4%	*
Dropped Out	6.2%	6.3%	5.0%	5.1%	4.3%	5.4%	*	0.0%	*	6.3%	14.3%	5.1%	*
Graduates and TxCHSE	89.6%	88.5%	92.7%	92.6%	93.0%	91.9%	*	100.0%	*	93.8%	85.7%	92.5%	*
Graduates, TxCHSE, and Continuers	93.8%	93.7%	95.0%	94.9%	95.7%	94.6%	*	100.0%	*	93.8%	85.7%	94.9%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	91.2%	93.9%	93.8%	94.0%	94.7%	*	100.0%	*	93.8%	87.1%	93.8%	*
Received TxCHSE	0.7%	0.4%	0.5%	0.7%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.3%	*
Continued HS	1.2%	1.5%	0.2%	0.0%	0.9%	0.0%	*	0.0%	*	0.0%	0.0%	0.3%	*
Dropped Out	6.6%	6.8%	5.5%	5.5%	5.1%	5.3%	*	0.0%	*	6.3%	12.9%	5.6%	*
Graduates and TxCHSE	92.2%	91.7%	94.4%	94.5%	94.0%	94.7%	*	100.0%	*	93.8%	87.1%	94.1%	*
Graduates, TxCHSE, and Continuers	93.4%	93.2%	94.5%	94.5%	94.9%	94.7%	*	100.0%	*	93.8%	87.1%	94.4%	*
Class of 2015													
Graduated	91.3%	91.1%	94.6%	95.3%	94.1%	92.6%	*	90.0%	*	93.8%	86.8%	93.8%	80.0%
Received TxCHSE	0.8%	0.6%	0.2%	0.0%	0.8%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.2%	1.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.7%	7.1%	5.2%	4.7%	5.1%	7.4%	*	10.0%	*	6.3%	13.2%	6.3%	20.0%
Graduates and TxCHSE	92.1%	91.7%	94.8%	95.3%	94.9%	92.6%	*	90.0%	*	93.8%	86.8%	93.8%	80.0%
Graduates, TxCHSE, and Continuers	93.3%	92.9%	94.8%	95.3%	94.9%	92.6%	*	90.0%	*	93.8%	86.8%	93.8%	80.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	91.7%	94.8%	95.5%	94.1%	92.6%	*	90.0%	*	93.8%	86.8%	94.0%	80.0%

District Name: CEDAR HILL ISD
 County Name: DALLAS
 District Number: 057904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Attendance, Graduation, and Dropout Rates

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	0.8%	0.5%	0.2%	0.8%	1.9%	*	0.0%	*	0.0%	0.0%	0.3%	0.0%
Continued HS	0.6%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.7%	7.0%	4.8%	4.2%	5.1%	5.6%	*	10.0%	*	5.3%	13.2%	5.7%	20.0%
Graduates and TxCHSE Graduates, TxCHSE, and Continuers	92.8%	92.4%	95.2%	95.8%	94.9%	94.4%	*	90.0%	*	93.8%	86.8%	94.3%	80.0%
Class of 2014	93.3%	93.0%	95.2%	95.8%	94.9%	94.4%	*	90.0%	*	93.8%	86.8%	94.3%	80.0%
Graduated	90.9%	91.2%	93.7%	94.5%	90.5%	92.3%	*	100.0%	*	90.0%	85.7%	93.7%	66.7%
Received TxCHSE	1.2%	0.8%	1.4%	1.4%	0.0%	2.6%	*	0.0%	*	5.0%	3.6%	1.6%	0.0%
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	7.2%	7.4%	5.0%	4.1%	9.5%	5.1%	*	0.0%	*	5.0%	10.7%	4.7%	33.3%
Graduates and TxCHSE Graduates, TxCHSE, and Continuers	92.2%	92.0%	95.0%	95.9%	90.5%	94.9%	*	100.0%	*	95.0%	89.3%	95.3%	66.7%
92.8%	92.6%	95.0%	95.9%	90.5%	94.9%	*	100.0%	*	95.0%	89.3%	95.3%	66.7%	
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	88.8%	91.6%	91.3%	94.0%	80.8%	*	100.0%	-	92.9%	70.3%	91.6%	*
Class of 2016	89.1%	88.3%	91.5%	91.3%	92.2%	89.5%	*	100.0%	*	93.8%	70.6%	91.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	88.6%	95.7%	94.7%	99.1%	94.4%	*	87.5%	-	100.0%	28.0%	95.5%	-
Class of 2016	87.4%	87.3%	95.5%	95.5%	97.0%	87.5%	*	100.0%	*	100.0%	19.0%	95.5%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	6.8%	6.0%	9.7%	0.0%	*	*	-	-	*	*	6.3%	*
Class of 2016	5.5%	4.4%	3.1%	4.8%	0.0%	*	-	*	-	*	*	5.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	52.2%	10.0%	12.9%	7.1%	*	*	-	-	*	*	12.5%	*
Class of 2016	54.0%	52.6%	31.3%	28.6%	20.0%	*	-	*	-	*	*	15.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	87.1%	88.8%	89.3%	88.9%	81.0%	*	87.5%	-	92.3%	26.9%	88.2%	*
Class of 2016	85.1%	86.4%	92.1%	92.3%	93.4%	88.2%	*	100.0%	*	80.0%	16.7%	90.6%	*
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	87.1%	95.0%	94.2%	98.3%	89.5%	*	87.5%	-	100.0%	25.9%	94.1%	-
2015-16	85.6%	85.5%	93.0%	93.3%	93.3%	83.3%	*	100.0%	*	100.0%	14.3%	93.8%	*
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	7.5%	5.3%	8.8%	0.0%	0.0%	*	-	-	-	*	5.3%	*
2015-16	5.6%	4.4%	2.6%	4.0%	0.0%	*	-	*	-	*	*	5.0%	*
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	43.6%	8.8%	11.8%	5.9%	0.0%	*	-	-	-	*	10.5%	*
2015-16	51.9%	48.2%	25.6%	24.0%	14.3%	*	-	*	-	*	*	10.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	84.6%	87.2%	88.2%	86.4%	70.8%	*	87.5%	-	100.0%	25.0%	85.3%	*
2015-16	83.3%	84.4%	88.7%	89.3%	88.4%	84.2%	*	100.0%	*	75.0%	13.2%	88.5%	*

District Name: CEDAR HILL ISD
 County Name: DALLAS
 District Number: 057904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District College, Career, and Military Readiness (CCMR)

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	53.7%	42.6%	40.1%	48.1%	52.1%	*	87.5%	-	25.0%	12.5%	39.0%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	47.5%	36.0%	33.9%	39.4%	50.0%	*	87.5%	-	16.7%	3.6%	31.7%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	54.3%	49.0%	49.0%	45.5%	58.3%	*	87.5%	-	41.7%	3.6%	46.6%	*
Mathematics													
2016-17	42.0%	41.4%	31.0%	29.1%	31.1%	50.0%	*	75.0%	-	33.3%	3.6%	24.9%	*
Both Subjects													
2016-17	37.8%	38.5%	28.1%	26.7%	27.3%	50.0%	*	75.0%	-	16.7%	3.6%	22.6%	*
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	15.3%	21.5%	20.2%	25.0%	20.8%	*	62.5%	-	8.3%	3.6%	19.9%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	25.3%	4.0%	2.6%	5.3%	12.5%	*	25.0%	-	8.3%	0.0%	2.6%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	1.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	11.0%	8.6%	7.8%	11.4%	8.3%	*	6.3%	-	8.3%	8.9%	8.9%	*
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	1.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	1.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	15.3%	15.2%	13.7%	19.7%	16.7%	*	12.5%	-	16.7%	17.9%	14.4%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.5%	1.0%	1.0%	1.5%	0.0%	*	0.0%	-	0.0%	0.0%	1.8%	*

District Name: CEDAR HILL ISD
 County Name: DALLAS
 District Number: 057904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2016-17 Annual Graduates)				
Total Graduates	594	100.0%	334,424	100.0%
By Ethnicity:				
African American	416	70.0%	42,132	12.6%
Hispanic	132	22.2%	164,446	49.2%
White	24	4.0%	105,748	31.6%
American Indian	2	0.3%	1,254	0.4%
Asian	8	1.3%	14,036	4.2%
Pacific Islander	0	0.0%	525	0.2%
Two or More Races	12	2.0%	6,283	1.9%
By Graduation Type:				
Minimum H.S. Program	27	4.5%	37,072	11.1%
Recommended H.S. Program/Distinguished Achievement Program	510	85.9%	252,091	75.4%
Foundation H.S. Program (No Endorsement)	49	8.2%	16,650	5.0%
Foundation H.S. Program (Endorsement)	3	0.5%	3,212	1.0%
Foundation H.S. Program (DLA)	5	0.8%	25,399	7.6%
Special Education Graduates	28	4.7%	25,105	7.5%
Economically Disadvantaged Graduates	341	57.4%	159,476	47.7%
LEP Graduates	1	0.2%	17,579	5.3%
At-Risk Graduates	265	44.6%	132,112	39.5%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District CCMR-related Indicators

District Name: CEDAR HILL ISD
 County Name: DALLAS
 District Number: 057904

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	15.5%	18.9%	18.5%	21.2%	12.5%	*	0.0%	-	25.0%	0.0%	21.4%	*
2015-16	22.6%	17.3%	16.0%	17.4%	14.2%	10.5%	*	8.3%	*	12.5%	5.1%	14.5%	*
Mathematics													
2016-17	19.8%	11.7%	14.8%	14.4%	15.2%	16.7%	*	12.5%	-	25.0%	0.0%	10.3%	*
2015-16	18.1%	12.2%	8.7%	9.4%	6.2%	7.9%	*	16.7%	*	6.3%	0.0%	7.8%	*
Both Subjects													
2016-17	12.9%	6.6%	7.1%	6.3%	9.1%	12.5%	*	0.0%	-	8.3%	0.0%	7.0%	*
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	53.4%	62.5%	61.8%	65.9%	62.5%	*	25.0%	-	66.7%	71.4%	63.0%	*
2015-16	47.8%	50.4%	16.1%	16.7%	15.9%	10.5%	*	8.3%	*	25.0%	5.1%	14.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Mathematics													
2016-17	1.4%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Both Subjects													
2016-17	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	32.7%	14.2%	13.4%	15.4%	18.5%	*	11.1%	*	23.1%	n/a	12.2%	n/a
2016	25.5%	32.1%	14.5%	11.5%	17.4%	33.3%	*	40.9%	*	12.9%	n/a	12.8%	n/a
English Language Arts													
2017	15.9%	21.5%	10.0%	9.7%	10.2%	13.0%	*	5.6%	*	19.2%	n/a	9.1%	n/a
2016	15.5%	21.0%	9.6%	8.7%	11.6%	13.6%	*	13.6%	*	9.7%	n/a	9.6%	n/a
Mathematics													
2017	7.2%	9.8%	2.8%	2.3%	3.8%	7.4%	*	0.0%	*	3.8%	n/a	2.0%	n/a
2016	6.8%	9.3%	3.2%	1.5%	3.1%	16.7%	*	27.3%	*	3.2%	n/a	2.5%	n/a
Science													
2017	10.9%	14.3%	3.0%	2.2%	4.5%	9.3%	*	0.0%	*	3.8%	n/a	2.5%	n/a
2016	10.4%	13.6%	4.3%	2.4%	5.8%	13.6%	*	31.8%	*	6.5%	n/a	3.7%	n/a
Social Studies													
2017	15.0%	19.6%	6.2%	6.0%	6.0%	9.3%	*	0.0%	*	11.5%	n/a	4.2%	n/a
2016	14.8%	19.4%	6.4%	4.6%	8.5%	19.7%	*	18.2%	*	0.0%	n/a	5.2%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	53.7%	9.6%	6.8%	9.8%	30.0%	-	*	-	33.3%	n/a	6.5%	n/a
2016	49.5%	53.6%	16.4%	12.4%	11.1%	36.4%	-	33.3%	-	*	n/a	8.0%	n/a
English Language Arts													
2017	41.3%	44.0%	8.0%	4.7%	3.7%	42.9%	-	*	-	40.0%	n/a	2.9%	n/a
2016	43.3%	45.9%	7.6%	6.8%	6.7%	11.1%	-	*	-	*	n/a	3.1%	n/a
Mathematics													
2017	51.3%	58.4%	5.7%	0.0%	10.0%	*	-	-	-	*	n/a	6.7%	n/a
2016	54.0%	61.4%	10.3%	0.0%	0.0%	27.3%	-	16.7%	-	*	n/a	0.0%	n/a
Science													
2017	38.3%	41.9%	8.1%	10.5%	0.0%	20.0%	-	-	-	*	n/a	0.0%	n/a
2016	35.1%	39.5%	11.3%	5.0%	0.0%	44.4%	-	14.3%	-	*	n/a	4.0%	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District CCMR-related Indicators

District Name: CEDAR HILL ISD
County Name: DALLAS
District Number: 057904

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	46.2%	16.9%	15.1%	18.8%	40.0%	-	-	-	*	n/a	15.6%	n/a
2016	41.6%	46.5%	16.7%	10.3%	18.2%	30.8%	-	*	-	-	n/a	11.4%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	77.6%	73.6%	77.6%	60.6%	62.5%	*	87.5%	-	91.7%	n/a	72.9%	n/a
Class of 2016	71.6%	74.4%	72.1%	73.1%	67.3%	71.1%	*	100.0%	*	68.8%	n/a	72.0%	n/a
At/Above Criterion													
Class of 2017	22.3%	27.1%	12.4%	9.6%	13.8%	40.0%	*	57.1%	-	18.2%	n/a	9.4%	n/a
Class of 2016	22.5%	27.0%	18.4%	13.6%	21.1%	51.9%	*	50.0%	-	18.2%	n/a	14.0%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1032	996	981	991	1182	*	1207	-	1047	n/a	971	n/a
Class of 2016	1375	1388	1345	1291	1379	1632	*	1538	-	1445	n/a	1292	n/a
English Language Arts													
Class of 2017	512	517	506	499	500	608	*	623	-	520	n/a	491	n/a
Class of 2016	903	909	891	861	903	1075	*	989	-	965	n/a	855	n/a
Mathematics													
Class of 2017	507	515	490	482	491	574	*	584	-	527	n/a	480	n/a
Class of 2016	472	479	454	431	474	558	*	548	-	482	n/a	437	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.5	18.8	18.4	19.0	24.0	-	25.4	-	18.9	n/a	18.2	n/a
Class of 2016	20.3	20.2	19.5	18.9	19.0	24.0	-	25.5	-	21.6	n/a	18.6	n/a
English Language Arts													
Class of 2017	19.9	20.0	18.4	18.0	18.5	23.4	-	24.7	-	18.4	n/a	17.7	n/a
Class of 2016	19.8	19.6	19.3	18.8	18.6	24.2	-	25.4	-	21.4	n/a	18.3	n/a
Mathematics													
Class of 2017	20.4	20.7	18.6	18.1	19.0	24.4	-	25.4	-	18.9	n/a	18.2	n/a
Class of 2016	20.5	20.6	19.3	18.7	18.7	23.9	-	25.3	-	21.6	n/a	18.6	n/a
Science													
Class of 2017	20.6	20.7	19.3	18.9	19.4	24.4	-	25.4	-	19.9	n/a	18.7	n/a
Class of 2016	20.5	20.4	19.5	18.9	19.4	23.5	-	25.4	-	20.9	n/a	18.7	n/a

District Name: CEDAR HILL ISD
 County Name: DALLAS
 District Number: 057904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Other Postsecondary Indicators

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	39.4%	26.6%	24.2%	31.4%	36.8%	28.6%	50.0%	20.0%	27.1%	2.2%	21.9%	10.0%
2015-16	35.9%	38.0%	30.8%	28.0%	32.3%	50.8%	20.0%	73.0%	*	34.9%	2.3%	26.5%	6.1%
English Language Arts													
2016-17	16.8%	17.4%	11.7%	9.8%	14.9%	20.8%	0.0%	43.3%	*	5.8%	0.5%	9.3%	5.1%
2015-16	16.2%	16.4%	12.3%	10.8%	13.5%	20.2%	*	50.0%	*	14.0%	0.7%	9.8%	0.0%
Mathematics													
2016-17	19.5%	20.4%	16.8%	15.4%	19.6%	21.1%	33.3%	32.1%	*	20.0%	1.0%	14.5%	2.6%
2015-16	19.3%	20.4%	18.6%	18.1%	16.1%	31.3%	*	43.3%	*	21.8%	2.1%	16.0%	3.3%
Science													
2016-17	5.7%	7.3%	5.8%	5.0%	6.9%	10.8%	*	14.3%	*	6.8%	0.5%	4.8%	0.0%
2015-16	5.1%	6.7%	6.9%	5.5%	7.2%	14.9%	*	33.3%	*	11.8%	0.0%	5.2%	0.0%
Social Studies													
2016-17	21.8%	25.3%	11.2%	9.5%	13.1%	21.6%	16.7%	35.5%	*	12.5%	0.0%	7.9%	0.0%
2015-16	20.8%	24.6%	11.8%	10.4%	12.8%	22.7%	0.0%	37.1%	*	11.9%	1.0%	9.8%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) *** 2015-16 data was updated January 2019 ***													
2015-16	54.7%	53.7%	59.0%	60.0%	52.2%	57.9%	*	91.7%	*	68.8%	23.7%	54.7%	*
2014-15	56.1%	55.6%	60.2%	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	53.7%	48.2%	42.0%	55.0%	81.3%	-	100.0%	-	45.5%	0.0%	45.0%	*
2014-15	55.6%	55.0%	46.3%	-	-	-	-	-	-	-	-	-	-

District Name: CEDAR HILL ISD
 County Name: DALLAS
 District Number: 057904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Student Information

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	7,860	100.0%	5,385,012	100.0%
Students by Grade:				
Early Childhood Education	15	0.2%	14,684	0.3%
Pre-Kindergarten	214	2.7%	231,297	4.3%
Kindergarten	399	5.1%	371,145	6.9%
Grade 1	472	6.0%	388,362	7.2%
Grade 2	473	6.0%	394,137	7.3%
Grade 3	580	7.4%	409,763	7.6%
Grade 4	577	7.3%	413,654	7.7%
Grade 5	571	7.3%	414,218	7.7%
Grade 6	640	8.1%	402,451	7.5%
Grade 7	634	8.1%	402,350	7.5%
Grade 8	625	8.0%	398,479	7.4%
Grade 9	747	9.5%	432,724	8.0%
Grade 10	661	8.4%	396,968	7.4%
Grade 11	673	8.6%	371,606	6.9%
Grade 12	579	7.4%	343,174	6.4%
Ethnic Distribution:				
African American	5,229	66.5%	679,472	12.6%
Hispanic	1,877	23.9%	2,821,189	52.4%
White	367	4.7%	1,498,643	27.8%
American Indian	18	0.2%	20,521	0.4%
Asian	100	1.3%	235,095	4.4%
Pacific Islander	14	0.2%	8,008	0.1%
Two or More Races	255	3.2%	122,084	2.3%
Economically Disadvantaged	4,972	63.3%	3,164,349	58.8%
Non-Educationally Disadvantaged	2,888	36.7%	2,220,663	41.2%
English Learners (EL)	549	7.0%	1,014,830	18.8%
Students w/ Disciplinary Placements (2016-17)	222	2.6%	73,713	1.3%
At-Risk	3,549	45.2%	2,736,547	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	674		488,463	
By Type of Primary Disability				
Students with Intellectual Disabilities	296	43.9%	211,650	43.3%
Students with Physical Disabilities	108	16.0%	107,029	21.9%
Students with Autism	110	16.3%	64,238	13.2%
Students with Behavioral Disabilities	148	22.0%	98,927	20.3%
Students with Non-Categorical Early Childhood	12	1.8%	6,619	1.4%

District Name: CEDAR HILL ISD
 County Name: DALLAS
 District Number: 057904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Student Information

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	2.1%	1.8%	10.5%	6.9%
Grade 1	2.8%	3.4%	0.0%	6.2%
Grade 2	0.8%	2.1%	6.3%	2.6%
Grade 3	1.0%	1.3%	0.0%	1.0%
Grade 4	0.8%	0.6%	2.6%	0.5%
Grade 5	0.7%	0.7%	4.1%	0.6%
Grade 6	0.4%	0.5%	0.0%	0.6%
Grade 7	1.8%	0.7%	3.8%	0.6%
Grade 8	0.6%	0.6%	0.0%	0.8%
Grade 9	10.2%	8.0%	22.6%	13.5%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	3	0.1%	5,588	0.2%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	17.5	18.7
Grade 1	19.8	18.8
Grade 2	19.2	18.8
Grade 3	20.3	19.0
Grade 4	20.5	19.2
Grade 5	20.3	21.2
Grade 6	25.6	20.3
Secondary:		
English/Language Arts	22.2	16.7
Foreign Languages	23.7	18.6
Mathematics	20.6	17.9
Science	23.2	19.0
Social Studies	23.9	19.3

District Name: CEDAR HILL ISD
 County Name: DALLAS
 District Number: 057904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Staff Information

Staff Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	892.9	100.0%	711,768.0	100.0%
Professional Staff:	606.9	68.0%	456,057.2	64.1%
Teachers	471.6	52.8%	356,838.1	50.1%
Professional Support	86.2	9.7%	69,681.8	9.8%
Campus Administration (School Leadership)	32.1	3.6%	21,435.0	3.0%
Central Administration	17.0	1.9%	8,102.4	1.1%
Educational Aides:	75.8	8.5%	71,858.8	10.1%
Auxiliary Staff:	210.2	23.5%	183,852.0	25.8%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	7.0	n/a	4,429.0	n/a
Part-time	0.0	n/a	578.0	n/a
Counselors				
Full-time	21.0	n/a	12,131.0	n/a
Part-time	0.0	n/a	1,148.0	n/a
Total Minority Staff:	626.5	70.2%	355,077.7	49.9%
Teachers by Ethnicity and Sex:				
African American	268.0	56.8%	37,167.9	10.4%
Hispanic	35.8	7.6%	97,091.5	27.2%
White	155.7	33.0%	210,286.3	58.9%
American Indian	2.0	0.4%	1,247.6	0.3%
Asian	3.0	0.6%	5,714.6	1.6%
Pacific Islander	0.0	0.0%	1,278.4	0.4%
Two or More Races	7.0	1.5%	4,051.8	1.1%
Males	126.6	26.8%	84,692.8	23.7%
Females	345.0	73.2%	272,145.3	76.3%
Teachers by Highest Degree Held:				
No Degree	14.2	3.0%	5,127.0	1.4%
Bachelors	310.3	65.8%	264,252.5	74.1%
Masters	143.1	30.3%	85,077.3	23.8%
Doctorate	4.0	0.8%	2,381.2	0.7%
Teachers by Years of Experience:				
Beginning Teachers	34.4	7.3%	29,351.3	8.2%
1-5 Years Experience	180.2	38.2%	103,862.8	29.1%
6-10 Years Experience	104.7	22.2%	68,263.7	19.1%
11-20 Years Experience	118.3	25.1%	100,698.4	28.2%
Over 20 Years Experience	33.9	7.2%	54,661.9	15.3%
Number of Students per Teacher	16.7	n/a	15.1	n/a

District Name: CEDAR HILL ISD
 County Name: DALLAS
 District Number: 057904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.1	6.3
Average Years Experience of Principals with District	1.7	5.4
Average Years Experience of Assistant Principals	5.3	5.2
Average Years Experience of Assistant Principals with District	4.2	4.6
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	8.7	10.9
Average Years Experience of Teachers with District:	3.9	7.1
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$52,029	\$47,667
1-5 Years Experience	\$54,300	\$49,663
6-10 Years Experience	\$55,376	\$52,056
11-20 Years Experience	\$58,434	\$55,246
Over 20 Years Experience	\$64,284	\$61,428
Average Actual Salaries (regular duties only):		
Teachers	\$56,129	\$53,334
Professional Support	\$66,947	\$63,165
Campus Administration (School Leadership)	\$78,804	\$77,712
Central Administration	\$92,628	\$102,300
Instructional Staff Percent:	65.2%	64.4%
Turnover Rate for Teachers:	27.2%	16.6%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,070.9
Educational Aides	0.0	208.7
Auxiliary Staff	0.0	384.2
Contracted Instructional Staff:	0.0	6,218.9

District Name: CEDAR HILL ISD
 County Name: DALLAS
 District Number: 057904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Staff Information

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	574	7.3%	1,015,456	18.9%
Career & Technical Education	2,156	27.4%	1,391,689	25.8%
Gifted & Talented Education	389	4.9%	426,953	7.9%
Special Education	674	8.6%	488,463	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	36.7	7.8%	21,647.8	6.1%
Career & Technical Education	26.8	5.7%	16,795.1	4.7%
Compensatory Education	43.2	9.2%	9,854.5	2.8%
Gifted & Talented Education	28.7	6.1%	6,501.2	1.8%
Regular Education	280.5	59.5%	257,851.7	72.3%
Special Education	35.0	7.4%	31,950.9	9.0%
Other	20.8	4.4%	12,237.0	3.4%

- '^' Domain modeling data applied to year 2017.
- '^^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2016-17Financial Actual Report](#)

TEXAS EDUCATION AGENCY

**Texas Academic Performance
PEIMS Financial Standard Report
2016-2017**



Cedar Hill ISD
285 Uptown Blvd
Cedar Hill, TX 75104
972.291.1581



2016-2017 Actual Financial data

Totals for Cedar Hill ISD (057904)

Total Enrolled Students in Membership: 7,866

	District			State				
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%
Receipts								
Total Revenue	62,947,073	100.00%	8,002	85,301,303	100.00%	10,844	60,069,643,793	100.00%
Local Tax	30,315,897	48.16%	3,854	44,205,533	51.82%	5,620	27,976,965,437	46.57%
Other Local and Intermediate	994,645	1.58%	126	2,278,094	2.67%	290	2,578,511,223	4.29%
State	30,967,453	49.20%	3,937	31,594,714	37.04%	4,017	23,445,734,687	39.03%
Federal	669,078	1.06%	85	7,222,962	8.47%	918	6,068,432,446	10.10%
Total Receipts	62,947,073	100.00%	8,002	105,784,322	100.00%	13,448	78,161,853,731	100.00%
Total Revenue	62,947,073	100.00%	8,002	85,301,303	80.64%	10,844	60,069,643,793	100.00%
Recapture	0	0.00%	0	0	0.00%	0	1,717,529,573	2.20%
Total Other Resources	0	0.00%	0	20,483,019	19.36%	2,604	16,374,680,365	20.95%
Fund Balances (for ISDs)								
Total Fund Balance**	18,969,387	30.14%	2,412	35,771,239	41.94%	4,548	33,590,717,467	58.57%
Nonspendable Fund Balance	146,041	0.23%	19	146,041	0.17%	19	229,029,207	0.40%
Restricted Fund Balance	0	0.00%	0	16,570,761	19.43%	2,107	16,129,847,564	28.13%
Committed Fund Balance	2,060,250	3.27%	262	2,291,341	2.69%	291	3,070,095,018	5.35%
Assigned Fund Balance	165,000	0.26%	21	165,000	0.19%	21	2,407,287,978	4.20%
Unassigned Fund Balance	16,598,096	26.37%	2,110	16,598,096	19.46%	2,110	11,754,457,700	20.50%
Disbursements								
Total Expenditures								
BY OBJECT	60,672,526	100.00%	7,713	82,533,783	100.00%	10,492	68,297,721,380	100.00%
Payroll (Objects 6100)	49,443,947	81.49%	6,286	52,513,265	63.63%	6,676	40,042,127,663	58.63%
Other Operating (Objects 6200-6400)	10,500,850	17.31%	1,335	15,064,453	18.25%	1,915	11,104,856,740	16.26%
Debt Service (Objects 6500)	0	0.00%	0	13,415,032	16.25%	1,705	8,139,910,713	11.92%
Capital Outlay (Objects 6600)	727,729	1.20%	93	1,541,033	1.87%	196	9,010,826,264	13.19%
BY FUNCTION (Objects 6100-6400 only)								
Debt Service (71)	0		0	0		0	0	
Facilities Acquisition & Construction (81)	0		0	0		0	392,644,180	
Total Operating Expenditures	59,944,797	100.00%	7,621	67,577,718	100.00%	8,591	50,754,340,223	100.00%
Instruction (11,95)	34,414,671	57.41%	4,375	37,534,959	55.54%	4,772	28,512,879,011	56.18%
Instructional Res Media (12)	645,789	1.08%	82	669,499	0.99%	85	602,919,895	1.19%
Curriculum/Staff Develop (13)	1,340,193	2.24%	170	1,626,130	2.41%	207	1,118,753,712	2.20%
Instructional Leadership (21)	490,891	0.82%	62	496,521	0.73%	63	795,765,497	1.57%
School Leadership (23)	4,192,012	6.99%	533	4,192,012	6.20%	533	2,963,688,517	5.84%
Guidance Counseling Svcs (31)	1,655,210	2.76%	210	1,742,774	2.58%	222	1,831,230,685	3.61%
Social Work Services (32)	0	0.00%	0	0	0.00%	0	134,915,660	0.27%
Health Services (33)	707,163	1.18%	90	707,163	1.05%	90	509,956,324	1.00%
Transportation (34)	1,760,696	2.94%	224	1,868,796	2.77%	238	1,484,237,419	2.92%
Food (35)	0	0.00%	0	3,967,618	5.87%	504	2,805,541,879	5.53%
Extracurricular (36)	1,998,694	3.33%	254	1,998,694	2.96%	254	1,528,128,443	3.01%
General Administration (41,92)	2,395,759	4.00%	305	2,395,759	3.55%	305	1,639,918,265	3.23%
Plant Maint/Operation (51)	7,730,612	12.90%	983	7,730,612	11.44%	983	5,158,862,799	10.16%
Security/Monitoring (52)	1,170,142	1.95%	149	1,170,707	1.73%	149	468,780,126	0.92%
Data Processing Services (53)	1,274,088	2.13%	162	1,274,088	1.89%	162	957,336,378	1.89%
Community Services (61)	168,877	0.28%	21	202,386	0.30%	26	241,425,613	0.00%
Total Disbursements	61,240,525	100.00%	7,785	103,342,162	100.00%	13,138	76,498,619,030	100.00%
Total Expenditures	60,672,526	99.07%	7,713	82,533,783	79.86%	10,492	68,297,721,380	100.00%
	0	0.00%		0	0.00%			

1/9/2019	2016-2017 Actual Financial data							
Total Other Uses	0	0.00%	0	20,240,380	19.59%	2,573	5,851,782,329	7.65%
Intergovernmental Charge	567,999	0.93%	72	567,999	0.55%	72	631,585,748	1.24%

Program Expenditures

Operating Expenditures - Program	45,244,637	100.00%	5,752	48,458,618	100.00%	6,161	37,683,988,239	100.00%
Regular	31,889,876	70.48%	4,054	32,406,121	66.87%	4,120	22,669,107,496	60.16%
Gifted and Talented	487,037	1.08%	62	487,037	1.01%	62	403,184,949	1.07%
Career and Technical	1,854,241	4.10%	236	1,937,588	4.00%	246	1,488,862,268	3.95%
Students with Disabilities	5,668,036	12.53%	721	6,849,634	14.14%	871	5,868,618,104	15.57%
Accelerated Education	937,418	2.07%	119	937,418	1.93%	119	1,669,659,901	4.43%
Bilingual	136,661	0.30%	17	190,743	0.39%	24	660,108,586	1.75%
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	150,276,291	0.40%
Disc Alt Ed-DAEP Basic Serv	331,634	0.73%	42	331,634	0.68%	42	222,892,282	0.59%
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	26,991,862	0.07%
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	1,247,408	2.57%	159	2,002,915,866	5.32%
Athletics/Related Activities	1,634,103	3.61%	208	1,634,103	3.37%	208	1,015,226,210	2.69%
High School Allotment	1,307,036	2.89%	166	1,307,036	2.70%	166	510,744,718	1.36%
Prekindergarten	998,595	2.21%	127	1,129,896	2.33%	144	995,399,706	2.64%

	District	State
Instructional Expenditure Ratio	61.5%	63.1%

Tax Rates

2016 (current tax year) Tax Rates

Maintenance and Operations	1.0400	1.0869
Interest and Sinking Funds	0.4760	0.2101
Total Tax Rate	1.5160	1.2970

2015 Tax Year State Certified Property Values

	Amount	Percent	Amount
Property Value	2,702,988,674	N/A	2,117,237,490,096
Property Value per pupil	343,629	N/A	418,176
Property Value by category:			
Business	759,663,630	24.34%	845,239,296,289
Residential	2,251,396,180	72.15%	1,345,716,654,821
Land	106,671,106	3.42%	61,874,035,037
Oil and Gas	1,647,350	0.05%	117,841,214,660
Other	1,091,280	0.03%	13,528,275,687

Unassigned Fund Balance percentage of total budgeted expenditures

2016-2017 School Districts' General Fund Unassigned Fund Balance***	16,598,096	11,795,907,800
2016-2017 School Districts' General Fund Total Budgeted Expenditures	62,731,871	43,775,469,571
2016-2017 School Districts' Percent of Total Budgeted Expenditures	26.5%	26.9%

** Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues.

Charter schools report net assets rather than fund balances.

*** The TEA does not have encumbrance data to subtract from the fund balances.

TEXAS EDUCATION AGENCY

**Texas Academic Performance
District Accreditation Status
2017-2018**



Cedar Hill ISD
285 Uptown Blvd
Cedar Hill, TX 75104
972.291.1581



2017-2018 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation status for 2017-2018 is listed below:

CDN	Name	ESC	2017 FIRST Rating	2017 Accountability Rating	2017-2018 Accreditation Status	Reason For Status	Notes
057904	Cedar Hill ISD	10	B - Above Standard	Met Standard	ACCREDITED		

TEXAS EDUCATION AGENCY

**Texas Academic Performance
Campus/District Performance
Objectives 2018-2019**



Cedar Hill ISD
285 Uptown Blvd
Cedar Hill, TX 75104
972.291.1581

District and Campus Goals

2018-2019

Campus/District	Goals				
	Goal	Goal	Goal	Goal	Goal
District	Increase the district's overall score from a 75 to an 85 and have each campus earn at least 1 additional distinction	Develop 6 innovative pathways that will be aligned Pre-K through 12	Increase the percentage of respondents to climate survey rating the district positively by 10%	Be prepared to effectively respond to all emergencies	The turnover rate will decrease from 22% to 20%
Cedar Hill HS	Increase the overall score from a 69 to an 80 and earn at least one distinction		Increase the percentage of respondents to climate survey rating the campus positively by 10%		The turnover rate will decrease from 20% to 10%
Ninth Grade Center	Increase the district's overall score from a 82 to an 92 and have each campus earn at least 1 additional distinction		Increase the percentage of respondents to climate survey rating the campus positively by 10%		The turnover rate will decrease from 32% to 22%
Collegiate HS	The campus will remain an "A" rated campus and earn at least 1 additional distinction		Increase the percentage of respondents to climate survey rating the campus positively by 10%		The turnover rate will decrease from 15% to 10%
Collegiate Academy	The campus will remain an "A" rated campus and maintain all 7 distinctions		Increase the percentage of respondents to climate survey rating		The turnover rate will decrease from 15% to 10%

			the campus positively by 10%		
Coleman MS	Increase the overall score from a 67 to an 80 and earn at least one distinction		Increase the percentage of respondents to climate survey rating the campus positively		Develop and retain highly effective and engaging employees
Permenter MS	Increase the overall score from a 70 to an 80 and earn at least one distinction		Increase the percentage of respondents to climate survey rating the campus positively by 10%		The turnover rate will decrease from 20% to 10%
Bray ES	Increase the district's overall score from a 83 to an 93 and have each campus earn at least 1 additional		Increase the percentage of respondents to climate survey rating the campus positively by 10%		The turnover rate will decrease from 10% to 8%
Collegiate Prep ES	Increase the district's overall score from a 94 to an 96 and have each campus earn at least 1 additional		Increase the percentage of respondents to climate survey rating the campus positively by 10%		The turnover rate will decrease from 16% to 13%
High Pointe ES	Increase the district's overall score from a 60 to an 80 and have each campus earn at least 1 additional		Increase the percentage of respondents to climate survey rating the campus positively by 10%		The turnover rate will decrease from 15% to 10%
Highlands ES	Increase the district's overall score from a 71 to an 82 and have		Increase the percentage of respondents to		The turnover rate will decrease from 24% to 19%

	each campus earn at least 1 additional		climate survey rating the campus positively by 10%		
Lake Ridge ES	Increase the district's overall score from a 74 to an 80 and have each campus earn at least 1 additional		Increase the percentage of respondents to climate survey rating the campus positively by 10%		100% of instructional staff will be provided with at least 12 hours of professional development opportunities
Plummer ES	Increase the district's overall score from a 74 to an 80 and have each campus earn at least 1 additional		Increase the percentage of respondents to climate survey rating the campus positively by 10%		The turnover rate will decrease from 18% to 10%
Waterford Oaks ES	Increase the district's overall score from a 76 to an 80 and have each campus earn at least 1 additional		Increase the percentage of respondents to climate survey rating the campus positively by 10%		The turnover rate will decrease from 21% to 15%

TEXAS EDUCATION AGENCY

**Texas Academic Performance
Special Education
Determination Status
2017-2018**



Cedar Hill ISD
285 Uptown Blvd
Cedar Hill, TX 75104
972.291.1581

2017-18 Texas Academic Performance Report

District Name: **CEDAR HILL ISD**

District Number: **057904**

2018 Accountability Rating: **C**

2018 Special Education Determination Status:
Needs Intervention

TEXAS EDUCATION AGENCY

**Texas Academic Performance
Violent or Criminal Incidents Report
2017-2018**



Cedar Hill ISD
285 Uptown Blvd
Cedar Hill, TX 75104
972.291.1581

Action Reason Code	PEIMS Offenses	CHISD	Cedar Hill HS	Collegiate HS	Ninth Grade Center	Collegiate Academy	Coleman	Permenter	Bray	Collegiate Prep	High Pointe	Highlands	Lake Ridge	Plummer	Waterford Oaks
2	Conduct punishable as a felony	2	1	1											
4	Controlled substance/drugs	48	37		3		3	5							
5	Alcohol violation	2	1					1							
7	Public Lewdness/indct exposure	10	4		2		3	1							
8	Retaliation against school employee	1			1										
9	Title 5 Felony- off campus	1	1												
11	Firearm or handgun violation	1	1												
16	Arson	1	1												
21	Violation of Code of Conduct	3476	1026	17	784	16	333	522	41	27	272	152	26	119	141
26	Terroristic Threat	18	6		3	1	1	5		1		1			
27	Assault- school employee	7	2		2		1	2							
28	Assault- nonschool employee	13	7				2	1	1				1	1	
32	Sexual assault- nonschool employee	1	1												
33	Tobacco	1					1								
35	False alarm/false report	3			2		1								
41	Mutual combat/fighting	261	26		8		46	67	7	7	44	28	3	15	10
	District totals	3846	1114	18	805	17	391	604	49	35	316	181	30	135	151

TEXAS EDUCATION AGENCY

Texas Academic Performance
Student Performance in Postsecondary Institutions
2017-2018



Cedar Hill ISD
285 Uptown Blvd
Cedar Hill, TX 75104
972.291.1581

Report of 2015-2016 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2017

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2015-2016 high school graduates who attended public four-year and two-year higher education in FY 2017. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2016, spring 2017, and summer 2017 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2017, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2017 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

**Texas High School Graduates from FY2016
Enrolled in Texas Public or Independent Higher Education in FY 2017**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
CEDAR HILL ISD								
	057904003 CEDAR HILL COLLEGIATE H S							
	Four-Year Public University	61	19	11	14	8	9	0
	Two-Year Public Colleges	2						
	Independent Colleges & Universities	5						
	Not Trackable	1						
	Not Found	21						
	Total High School Graduates	90						
	057904001 CEDAR HILL H S							
	Four-Year Public University	130	36	27	32	27	8	0
	Two-Year Public Colleges	145	62	23	11	17	17	15
	Independent Colleges & Universities	11						
	Not Trackable	12						
	Not Found	207						
	Total High School Graduates	505						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

TEXAS EDUCATION AGENCY

Texas Academic Performance

Glossary

2017-2018



Cedar Hill ISD
285 Uptown Blvd
Cedar Hill, TX 75104
972.291.1581

Comprehensive Glossary

2017–18 Texas Academic Performance Report

Cover Page

2018 Accountability Rating: The overall rating earned by the district or campus for 2018.

2018 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination status based on an evaluation of each district’s Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/.

Additional resources include the PBMAS Manual and the State Performance Plan at the following links: <http://tea.texas.gov/pbm/PBMASManuals.aspx>

http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

2018 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated.

Meets Requirements: The district met the reporting requirement and offered the ASVAB CEP.

Not Reported: The district did not complete the reporting requirement.

Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test.

Performance

STAAR (State of Texas Assessments of Academic Readiness): A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

2017–18 TAPR Comprehensive Glossary

Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2018/masking.html>.

STAAR Performance

The performance section of the TAPR shows STAAR performance by grade, subject, and performance level.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

STAAR Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

STAAR Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

STAAR Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

2017–18 TAPR Comprehensive Glossary

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding end-of-course assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR. Indicates the amount of improvement or growth made from year to year.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [*2018 Accountability Manual*](#) for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [*2018 Accountability Manual*](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2017–18, rates for ELA/reading and mathematics are calculated as follows:

number of matched grades 4–8 students who did not reach the satisfactory standard in 2017 but passed in 2018

number of matched grades 4–8 students who did not reach the satisfactory standard in 2017

For 2017–18, students in grades 4–8 included in these measures are those who

- took the spring 2017–18 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2017–18 accountability subset;

- can be matched to the spring 2016–17 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2016–17 STAAR administration of ELA/reading and/or mathematics.

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

For 2018, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration:* The percentage of students who met the Approaches Grade Level standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met the Approaches Grade Level standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

number of students who took the assessment in the first administration

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

number of students who took the assessment in the first administration

- (3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the assessments in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the assessment in either of the first two administrations}}{\text{cumulative number of students who took the assessment in either of the first two administrations}}$$

cumulative number of students who took the assessment in either of the first two administrations

- (4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC):* The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

$$\frac{\text{number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level}}{\text{number of students who did not pass the assessment in the first, second, or third administrations}}$$

number of students who did not pass the assessment in the first, second, or third administrations

2017–18 TAPR Comprehensive Glossary

- (5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted*: The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level

number of students who did not pass the assessment in the first, second, or third administrations

number of students who did not pass the assessment in the first, second, or third administrations and were retained

number of students who did not pass the assessment in the first, second, or third administrations

Participation

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, and/or Texas English Language Proficiency Assessment System (TELPAS). The details on the participation categories are as follows:

- *Assessment Participant*: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS assessment for year 1–5 asylee/refugees and SIFEs
 - *Included in Accountability*: scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
 - *Not included in Accountability*: answer documents counted as participants but not used in determining the district or campus accountability rating
 - ◆ *Mobile*: answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 27, 2017, or October 28, 2016, for summer 2017 EOCs)
 - ◆ *Other Exclusions*. The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an EL who has been in school in the U.S. for one year or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.
- *Not Tested*: answer documents with score codes A or O
 - *Absent*: answer documents with score code A
 - *Other*: answer documents with score code O, except for substitute assessments.

2017–18 TAPR Comprehensive Glossary

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (*Data source: STAAR and TELPAS File*)

Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2016–17 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grade 1–12 were present in 2016–17}}{\text{total number of days that students in grade 1–12 were in membership in 2016–17}}$$

This indicator was used in awarding distinction designations in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the *2018 Accountability Manual*. (*Data source: TSDS PEIMS 42400*)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

2017–18 TAPR Comprehensive Glossary

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2016–17 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2016–17 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2016–17 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2016–17 school year}}$$

Both annual rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2016–17* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the *2018 Accountability Manual (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed through their expected graduation with the Class of 2017.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2012–13. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2016.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2011–12. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2015.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

2017–18 TAPR Comprehensive Glossary

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2013–14 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2013–14 but takes 5 years to graduate (i.e., graduates in May 2018) is still part of the 2017 cohort; he or she is not switched to the 2018 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2017. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2017 for the 2017 cohort.

number of students from the cohort who received a high school diploma by August 31, 2017

number of students in the 2017 cohort*

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2017. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2017

number of students in the 2017 cohort*

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2017–18 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2017–18 school year

number of students in the 2017 cohort*

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2017–18 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2017–18 school year

number of students in the 2017 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

**number of students from the 2017 cohort who received a high school diploma by August 31, 2017
plus**

number of students from the cohort who received a TxCHSE by August 31, 2017

number of students in the 2017 cohort*

2017–18 TAPR Comprehensive Glossary

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2017} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2017} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2017–18 school year} \end{aligned}}{\text{number of students in the 2017 cohort*}}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2017, for the 2016 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2016 cohort*}}$$

- (2) *Received TxCHSE*: For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2017. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2017}}{\text{number of students in the 2016 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2016 cohort still enrolled as students in the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\text{number of students in the 2016 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2017–18 school year}}{\text{number of students in the 2016 cohort*}}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August} \\ &\quad \text{31, 2017} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2017} \end{aligned}}{\text{number of students in the 2016 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2017
plus
number of students from the cohort who received a TxCHSE by August 31, 2017
plus
number of students from the cohort who were enrolled in the fall of the 2017-18 school year

number of students in the 2016 cohort*

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2017, for the 2015 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2017

number of students in the 2015 cohort*

- (2) *Received TxCHSE*: For the 2015 cohort, the percentage who received a TxCHSE certificate by August 31, 2017. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2017

number of students in the 2015 cohort*

- (3) *Continued High School*: The percentage of the 2015 cohort still enrolled as students in the fall of the 2017-18 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2017-18 school year

number of students in the 2015 cohort*

- (4) *Dropped Out*: The percentage of the 2015 cohort who dropped out and did not return by the fall of the 2017-18 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2017-18 school year

number of students in the 2015 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2015 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2017
plus
number of students from the cohort who received a TxCHSE by August 31, 2017

number of students in the 2015 cohort*

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- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2017} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2017} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2017–18 school year} \end{aligned}}{\text{number of students in the 2015 cohort}^*}$$

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2013–14. They are followed through their expected graduation with the Class of 2017. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2017 cohort}^{**}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2012–13. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2016. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2016 cohort}^{**}}$$

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2011–12. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2015 cohort}^{**}}$$

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** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2016–17*. (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2017 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2017 with reported FHSP graduation plans

FHSP-E Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2017 who complete a 4-year FHSP-E

number of graduates in the Class of 2017 with reported FHSP graduation plans

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2017 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2017 with reported graduation plans

(excludes graduates with FHSP degree plans)

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

number of graduates from the Class of 2017 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2017 with reported graduation plans

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FHSP-DLA Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2016–17 who earn an FHSP-DLA}}{\text{number of graduates in school year (SY) 2016–17 with reported FHSP graduation plans}}$$

FHSP-E Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2016–17 who earn an FHSP-E}}{\text{number of graduates in SY 2016–17 with reported FHSP graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2016–17 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2016–17 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2016–17 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2016–17 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2016 and the Class of 2017. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see <http://tea.texas.gov/graduation.aspx>.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2016–17 are also shown:

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: TSDS PEIMS 40100)*

number of students in the 2016–17 school year considered as at risk

total number of students

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

Postsecondary Readiness

College, Career, and Military Readiness (CCMR)

The percentage of graduates who demonstrate preparedness for college, the workforce, or the military. All students are evaluated as one group. Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 3) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*

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- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree while in high school. *(Data source: TSDS PEIMS 40100/49010)*

Career Readiness

- 5) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 48011)*
- 6) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 7) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. These graduates receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the 2018 Accountability Manual. *(Data source: TSDS PEIMS 43415 and 40110 [summer])*

Military Readiness

- 8) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*

College, Career, and Military Ready Graduates

College, Career, and Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eight criteria described in *College, Career, and Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, or 4 but did not meet any of the career and military ready criteria 5, 6, 7, and 8 described in *College, Career, and Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 5, 6, 7, or 8 but did not meet any of the college ready criteria 1, 2, 3, and 4 described in *College, Career, and Military Readiness*.

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, or 4; and career or military ready criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, or 4 described in *College, Career, and Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 5, 6, 7, or 8. *(Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)*

TSI Criteria Graduates: The percentage of annual graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

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TSI Criteria						
<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

* For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables.

The percentages are calculated as follows:

English Language Arts.

number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA in 2016-17

number of 2016-17 annual graduates

Mathematics.

number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics in 2016-17

number of 2016-17 annual graduates

Both Subjects.

number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics in 2016-17

number of 2016-17 annual graduates

Either Subject.

number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics in 2016-17

number of 2016-17 annual graduates

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Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours in ELA or Mathematics: The percentage of annual graduates who completed nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics (*Data source: TSDS PEIMS 43415*)

number of 2016–17 annual graduates who completed and earned credit for nine hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2016–17 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earn a three or more on an AP examination or a 4 or more on an IB examination. (*Data source: College Board and IB*)

number of 2016–17 annual graduates who earn a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2016–17 annual graduates

Associate’s Degree: The percentage of annual graduates who earn an associate’s degree before graduation. (*Data source: TSDS PEIMS 40100*)

number of 2016–17 annual graduates who earn an associate’s degree before graduation

number of 2016–17 annual graduates

Associate’s Degree but not Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4, but did not meet career or military ready criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*.

Associate’s Degree and Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4; and career or military ready criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*.

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, or 4.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the 2018 Accountability Manual. (*Data source: TSDS PEIMS 48011*)

number of 2016–17 annual graduates who earn an approved industry-based certification

number of 2016–17 annual graduates

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the 2018 Accountability Manual. (*Data source: TSDS PEIMS 40203*)

number of 2016–17 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2016–17 annual graduates

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CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, and Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. (Data source: TSDS PEIMS 43415 and 40110)

$$\frac{\text{number of 2016–17 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2016–17 annual graduates}}$$

U.S. Armed Forces Enlistment: The percentage of annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2016–17 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces}}{\text{number of 2016–17 annual graduates}}$$

CCMR-Related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board’s TSIA at any point since June 2011. (Data source: THECB)

$$\frac{\text{number of 2016–17 annual graduates who took the TSIA}}{\text{number of 2016–17 annual graduates}}$$

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

Math

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

TSIA Results (Examinees >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and TSDS PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

$$\frac{\text{number of 2016–17 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2016–17 annual graduates}}$$

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CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: TSDS PEIMS 40100, 40203, and 42400)*

number of 2016–17 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of 2016–17 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: TSDS PEIMS 43415)*

English Language Arts.

number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in ELA

number of 2016–17 annual graduates

Mathematics.

number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2016–17 annual graduates

Both Subjects.

number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2016–17 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2013–14 to 2016–17 school years. *(Data source: College Board and IB)*

number of 2016–17 annual graduates who completed at least one AP or IB course in the 2013–14 to 2016–17 school years

number of 2016–17 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) Diploma Program examinations. *(Data source: College Board and IB)*

All Subjects

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination

total students enrolled in 11th and 12th grades

English Language Arts

number students in grade 11 & 12 in the 2015–16 school year taking at least one AP or IB examination in ELA

total students enrolled in 11th and 12th grades

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Mathematics

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in mathematics

total students enrolled in 11th and 12th grades

Science

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in science

total students enrolled in 11th and 12th grades

Social Studies

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in social studies

total students enrolled in 11th and 12th grades

This indicator was used in determining the 2018 distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the *(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)*

AP/IB Results (Examinees >= Criterion) (Grades 11-12): The percentage of students with at least one AP or IB examination in grades 11 and 12 with at least one AP or IB score at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

2017–18 TAPR Comprehensive Glossary

Social Studies

number of 11th and 12th graders with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

This indicator was used in determining the 2018 distinction designation for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the *2018 Accountability Manual*. (Data source: *The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110*)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: *College Board and IB*)

All Subjects

number of 11th and 12th graders with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. Only one record is sent per student. If a student takes an ACT and/or SAT assessment more than once, the agency receives the record for the most recent examination taken.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of graduates who took either the SAT or the ACT

number of graduates reported

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite):

number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of graduating examinees taking either the SAT or the ACT

(3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite):

number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of graduates reported

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables. (Data source: *College Board and TSDS PEIMS 40203*)

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Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. Only one record is sent per student. If a student takes an SAT assessment more than once, the agency receives the record for the most recent examination taken.

- (1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all students who took the SAT

number of students who took the SAT

- (2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all students who took the SAT

number of students who took the SAT

- (3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all students who took the SAT

number of students who took the SAT

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables. (*Data source: College Board and TSDS PEIMS 40203*)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. Only one record is sent per student. If a student takes an ACT assessment more than once, the agency receives the record for the most recent examination taken.

- (1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all students who took the ACT

number of students who took the ACT

- (2) *Average ACT Score (English Language Arts):* The average score for the ACT English and Reading combined. The maximum score is 36.

sum of ACT English and Reading combined scores of all students who took the ACT

number of students who took the ACT

- (3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

sum of ACT mathematics scores of all students who took the ACT

number of students who took the ACT

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(4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

sum of ACT science scores of all students who took the ACT

number of students who took the ACT

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who complete and receive credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

Any Subject

number of students in grades 11–12 in 2016–17 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2016–17

English Language Arts

number of students in grades 11–12 in 2016–17 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one ELA course in 2016–17

Mathematics

number of students in grades 11–12 in 2016–17 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one mathematics course in 2016–17

Science

number of students in grades 11–12 in 2016–17 who received credit for at least one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2016–17

Social Studies

number of students in grades 11–12 in 2016–17 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2016–17

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This indicator was used in awarding distinction designations to high schools in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the 2018 Accountability Manual. (Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who complete and receive credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: TSDS PEIMS 43415)

Any Subject

number of students in grades 9–12 in 2016–17 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2016–17

English Language Arts

number of students in grades 9–12 in 2016–17 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2016–17

Mathematics

number of students in grades 9–12 in 2016–17 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2016–17

Science

number of students in grades 9–12 in 2016–17 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2016–17

Social Studies

number of students in grades 9–12 in 2016–17 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2016–17

This indicator was used in awarding distinction designations to high schools in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the 2018 Accountability Manual. (Data source: TSDS PEIMS 43415)

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Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enroll and begin instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2015–16 school year who attended a public or independent college or university in Texas in the 2016–17 academic year

number of graduates during the 2015–16 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2015–16 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

and

met the *Texas Success Initiative* requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2015–16 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Profile

Student Information

Total Students: The total number of public school students who were reported in membership on October 27, 2017, at any grade from early childhood education through grade 12. Membership differs from enrollment as it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local school district. *(Data source: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. *(Data source: TSDS PEIMS 40100, 30040, 30050, 30090)*

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Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Language Learner,” “English Learner,” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of EL performance varies by indicator:

- EL performance of students who are in year one in U.S. schools is excluded from all STAAR indicators. Exclusion of other EL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of EL performance, see the *2018 Accountability Manual*.
- EL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2017–18, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: TSDS PEIMS 44425)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

number of students in the 2017–18 school year considered as at risk

total number of students

(Data source: TSDS PEIMS 40110)

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Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13), Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09), Students with Autism (TSDS PEIMS disability code 10), Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07), and Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14). (*Data source: TSDS PEIMS 41163*)

Mobility (campus profile only): The count and percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2016–17

number of students who were in membership at any time during the 2016–17 school year

This rate is calculated at the campus level and disaggregated by race/ethnicity. The mobility rate shown in the “district” column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. (*Data source: TSDS PEIMS 42400*)

Retention Rates by Grade (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2017 in the same grade in which they were reported for the last six-week period of the prior school year (2016–17).

the number of students enrolled in the same grade from one school year to the next

the number of students enrolled from one school year who return the next year or who graduate

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2016–17*, available from TEA. (*Data source: TSDS PEIMS 40110*)

Data Quality (not on campus profile): The percentage of errors made by district in the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2016–17 the end of the school-start window was October 27, 2017.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2016–17 school year

(*Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500*)

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Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

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Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: TSDS PEIMS 30060 and 30090*)

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcount not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 Part-time Counselor. On the district report the counselor will be reflected as 1.0 Full-time Counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

- *Average Years as Principal*: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.
- *Average Years as Principal with District*: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals.
- *Average Years as Assistant Principal*: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

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- *Average Years as Assistant Principal with District:* The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the campus.

(Data source: TSDS PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: TSDS PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. *(Data source: TSDS PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

- *Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.
- *Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.
- *Campus Administration (School Leadership).* Principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration. (not on campus profile)* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (district profile only): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2016–17 school year. The instructional staff percent is a district-level measure and is calculated as follows:

**total number of hours for district staff who were reported under expenditure
object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31**

total number of hours worked by all district employees

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Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2016–17 who were not employed in the district in the fall of 2017–18. It is calculated as the total FTE count of teachers from the fall of 2016–17 who were not employed in the district in the fall of 2017–18, divided by the total teacher FTE count for the fall of 2016–17. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30050 and 30090)*

Staff Exclusions *(not on campus profile)*: The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person’s total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: TSDS PEIMS 30055 and 30060)*

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: TSDS PEIMS 40110, 41163 and 41169)*

Teachers by Program *(population served) (district profile only)*: The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050 and 30090)*

Kindergarten Readiness

Kindergarten (KG) Ready: Assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the Commissioner’s List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013–14 through 2016–17, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner’s List of Reading Instruments. Students may take multiple assessments.

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Eligible Students: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student’s status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students determined to be kindergarten ready based on assessment results, who were eligible to attend PK and did attend public PK the prior school year.

Eligible Students Who Did Not Attend PK: Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

Student Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who were assessed for kindergarten readiness

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting.....	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board ...	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
PBM Special Education Monitoring Results Status		
	School Improvement	(512) 463-5226
PEIMS (TSDS PEIMS)	PEIMS HelpLine.....	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance.....	(512) 463-9623
School Report Card	Performance Reporting.....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR (all assessments)	Student Assessment	(512) 463-9536
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson.....	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
TAIS	Texas Accountability Intervention System	(512) 463-9414
TELPAS	Student Assessment	(512) 463-9536

For further information: <http://tea.texas.gov/accountability/>

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004Assistant/Associate/Deputy Superintendent

012Instructional Officer

020Principal

028Teacher Supervisor

040Athletic Director

043Business Manager

044Tax Assessor and/or Collector

045Director - Personnel/Human Resources

055Registrar

060Executive Director

061Asst/Assoc/Deputy Exec Director

062Component/Department Director

063Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002Art Therapist

005Psychological Associate

006Audiologist

007Corrective Therapist

008Counselor

011Educational Diagnostician

013Librarian

015Music Therapist

016Occupational Therapist

017Certified Orientation & Mobility Specialist

018Physical Therapist

019Physician

021Recreational Therapist

022School Nurse

023LSSP/Psychologist

024Social Worker

026Speech Therapist/Speech-Lang Pathologist

030Visiting Teacher/Truant Officer

032Work-Based Learning Site Coordinator

041Teacher Facilitator

042Teacher Appraiser

054Department Head

056Athletic Trainer

058Other Campus Professional Personnel

064Specialist/Consultant

065Field Service Agent

079Other ESC Professional Personnel

080Other Non-Campus Professional Personnel

TEACHERS

087Teacher

047Substitute Teacher

EDUCATIONAL AIDES

033Educational Aide

036Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Advanced Academic Courses

2017–18 Texas Academic Performance Report

- All courses shown were for the 2016–17 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (First Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	AP Calculus AB
A3100102	AP Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
A3580300	AP Computer Science Principles
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society, SL
I3580500	IB Information Technology In A Global Society

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Ensemble
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing Portfolio
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio
I3250200	IB Music, Standard Level
I3250300	IB Music, Higher Level
I3600100	IB Visual Art/Design, Higher Level
I3600200	IB Visual Art/Design, Standard Level-A
I3750200	IB Theatre Arts, Standard Level
I3750300	IB Theatre Arts, Higher Level
I3830100	IB Dance, Standard Level
I3830200	IB Dance, Higher Level

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
A3050003	AP Physics I: Algebra Based
A3050004	AP Physics II: Algebra Based
A3050005	AP Physics C: Electricity and Magnetism
A3050006	AP Physics C: Mechanics
I3010201	IB Biology, Standard Level
I3010202	IB Biology, Higher Level
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology, Standard Level
I3030002	IB Design Technology, Higher Level
I3040002	IB Chemistry, Standard Level
I3040003	IB Chemistry, Higher Level
I3050002	IB Physics, Standard Level
I3050003	IB Physics, Higher Level

Social Studies/History

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3360200	AP Human Geography (Elective)
A3370100	AP World History
I3301100	IB History, Standard Level
I3301200	IB History: Africa, Higher Level
I3301300	IB History: Americas, Higher Level
I3301400	IB History: East and Southeast Asia, Higher Level
I3301500	IB History: Europe, Higher Level
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII

Advanced Languages (cont.)

03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese IV
A3400400	AP Italian IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

Advanced Languages (cont.)

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV