

**Texas Education Agency**  
**2017-18 Federal Report Card for Texas Public Schools**

**Campus Name:** TORNILLO JH  
**Campus ID:** 071908041  
**District Name:** TORNILLO ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
 The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
<b>EL Progress</b>	Baseline 2016-17 Rates												41%	
	2017-18 through 2021-22													42%
	2022-23 through 2026-27													44%
	2027-28 through 2031-32													46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>	Baseline 2016-17 Rates		89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
	2017-18 through 2021-22		90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	
	2022-23 through 2026-27		92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	
	2027-28 through 2031-32		94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	
	2032-33													

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	Campus	African	American	Two or		Non	Foster									
					Hispanic	White	Pacific	More	Econ		Econ	Care							
STAAR Percent at Approaches Grade Level or Above																			
Grade 6																			
Reading	All	68%	64%	64%	-	64%	-	-	64%	*	*	65%	38%	67%	61%	*	*	-	-
	Students				-	*	-	-	-	*	*	-	*	*	*	*	*	-	-
	CWD	35%	*	*	-	*	-	-	-	*	*	*	*	*	*	*	*	-	-
	CWOD	71%	65%	65%	-	65%	-	-	64%	*	*	65%	38%	67%	63%	*	*	-	-
	EL	42%	38%	38%	-	38%	-	-	38%	*	*	38%	38%	53%	25%	*	*	-	-
	Male	63%	67%	67%	-	67%	-	-	69%	*	*	67%	53%	67%	-	*	*	-	-
	Female	72%	61%	61%	-	61%	-	-	59%	*	*	63%	25%	-	61%	*	*	-	-
Mathematics	All	76%	65%	65%	-	65%	-	-	64%	*	67%	64%	47%	66%	63%	*	*	-	-
	Students				-	67%	-	-	63%	*	67%	-	71%	*	*	*	*	-	-
	CWD	50%	67%	67%	-	64%	-	-	65%	*	*	64%	45%	65%	63%	*	*	-	-
	CWOD	79%	64%	64%	-	64%	-	-	47%	*	*	45%	47%	57%	36%	*	*	-	-
	EL	61%	47%	47%	-	47%	-	-	67%	*	*	65%	57%	66%	-	*	*	-	-
	Male	76%	66%	66%	-	66%	-	-	61%	*	*	63%	36%	-	63%	*	*	-	-
	Female	77%	63%	63%	-	63%	-	-	61%	*	*	63%	36%	-	63%	*	*	-	-
Grade 7																			
Reading	All	73%	64%	64%	-	64%	-	-	62%	86%	*	64%	25%	58%	69%	*	*	-	-
	Students				-	*	-	-	*	*	*	*	*	*	*	*	*	-	-
	CWD	37%	*	*	-	64%	-	-	62%	86%	*	64%	26%	57%	71%	*	*	-	-
	CWOD	77%	64%	64%	-	25%	-	-	26%	25%	*	26%	25%	*	38%	*	*	-	-
	EL	44%	25%	25%	-	58%	-	-	59%	*	*	57%	58%	-	*	*	*	-	-
	Male	69%	58%	58%	-	69%	-	-	65%	100%	*	71%	38%	-	69%	*	*	-	-
	Female	79%	69%	69%	-	69%	-	-	78%	*	*	83%	50%	-	78%	*	*	-	-
Mathematics	All	71%	77%	77%	-	77%	-	-	77%	75%	*	79%	60%	76%	78%	*	*	-	-
	Students				-	*	-	-	*	*	*	*	*	*	*	*	*	-	-
	CWD	42%	*	*	-	79%	-	-	79%	71%	*	79%	65%	74%	83%	*	*	-	-
	CWOD	75%	79%	79%	-	60%	-	-	64%	*	*	65%	60%	73%	50%	*	*	-	-
	EL	52%	60%	60%	-	76%	-	-	76%	*	*	74%	73%	76%	-	*	*	-	-
	Male	69%	76%	76%	-	78%	-	-	78%	*	*	83%	50%	-	78%	*	*	-	-
	Female	73%	78%	78%	-	78%	-	-	78%	*	*	83%	50%	-	78%	*	*	-	-
Grade 8																			
Reading	All	85%	78%	78%	-	78%	-	-	78%	*	*	80%	52%	71%	82%	*	*	*	-
	Students				-	*	-	-	*	*	*	*	*	*	*	*	*	-	-
	CWD	49%	*	*	-	80%	-	-	80%	*	*	80%	52%	71%	84%	*	*	-	-
	CWOD	88%	80%	80%	-	52%	-	-	52%	*	*	52%	52%	54%	50%	*	*	-	-
	EL	58%	52%	52%	-	71%	-	-	72%	*	*	71%	54%	71%	-	*	*	-	-
	Male	82%	71%	71%	-	82%	-	-	81%	*	*	84%	50%	-	82%	*	*	-	-
	Female	88%	82%	82%	-	82%	-	-	81%	*	*	84%	50%	-	82%	*	*	-	-
Mathematics	All	85%	86%	86%	-	86%	-	-	86%	*	*	85%	77%	84%	88%	*	*	*	-
	Students				-	*	-	-	*	*	*	*	*	*	*	*	*	-	-
	CWD	53%	*	*	-	85%	-	-	85%	*	*	85%	75%	83%	87%	*	*	-	-
	CWOD	89%	85%	85%	-	77%	-	-	75%	*	*	75%	77%	75%	78%	*	*	-	-
	EL	73%	77%	77%	-	84%	-	-	83%	*	*	83%	75%	84%	-	*	*	-	-
	Male	82%	84%	84%	-	88%	-	-	87%	*	*	87%	78%	-	88%	*	*	-	-
	Female	87%	88%	88%	-	88%	-	-	87%	*	*	87%	78%	-	88%	*	*	-	-
Science	All	75%	54%	54%	-	54%	-	-	54%	*	*	55%	27%	61%	50%	*	*	*	-
	Students				-	*	-	-	*	*	*	*	*	*	*	*	*	-	-
	CWD	39%	*	*	-	55%	-	-	55%	*	*	55%	27%	64%	50%	*	*	-	-
	CWOD	78%	55%	55%	-	27%	-	-	29%	*	*	27%	27%	38%	*	*	*	-	-
	EL	46%	27%	27%	-	61%	-	-	62%	*	*	64%	38%	61%	-	*	*	-	-
	Male	74%	61%	61%	-	50%	-	-	50%	*	*	50%	*	-	50%	*	*	-	-
	Female	76%	50%	50%	-	50%	-	-	50%	*	*	50%	*	-	50%	*	*	-	-
End of Course																			
Algebra I	All	82%	87%	100%	-	100%	-	-	100%	*	-	100%	-	100%	100%	*	*	*	-
	Students				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	47%	70%	-	-	100%	-	-	100%	*	-	100%	-	100%	100%	*	*	-	-
	CWOD	86%	88%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	67%	73%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	78%	83%	100%	-	100%	-	-	-	*	*	100%	-	100%	-	-	-	-	-
Female	87%	90%	100%	-	100%	-	-	-	100%	-	100%	-	-	100%	*	*	-	-	
STAAR Percent at Meets Grade Level or Above																			
Grade 6																			
Reading	All	38%	33%	33%	-	33%	-	-	32%	*	*	33%	13%	33%	34%	*	*	-	-
	Students				-	*	-	-	*	*	*	*	*	*	*	*	*	-	-
	CWD	22%	*	*	-	33%	-	-	31%	*	*	33%	11%	30%	35%	*	*	-	-
	CWOD	40%	33%	33%	-	13%	-	-	13%	-	*	11%	13%	16%	10%	*	*	-	-
	EL	14%	13%	13%	-	33%	-	-	31%	*	*	30%	16%	33%	-	*	*	-	-
Male	34%	33%	33%	-	33%	-	-	31%	*	*	30%	16%	33%	-	*	*	-	-	



		State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CW	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 8 Reading	Male	17%	8%	8%	-	8%	-	-	-	-	9%	*	*	9%	0%	8%	-	*	*	*	-
	Female	18%	8%	8%	-	8%	-	-	-	-	9%	*	*	9%	0%	-	8%	*	*	*	-
	All Students	26%	15%	15%	-	15%	-	-	-	-	16%	*	*	16%	0%	6%	20%	*	*	*	-
	CWD	8%	*	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	28%	16%	16%	-	16%	-	-	-	-	16%	*	*	16%	0%	7%	20%	*	*	*	-
	EL	4%	0%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	*	*	-
	Male	22%	6%	6%	-	6%	-	-	-	-	7%	*	*	7%	0%	6%	-	*	*	*	-
	Female	30%	20%	20%	-	20%	-	-	-	-	20%	*	*	20%	0%	-	20%	*	*	*	-
	All Students	15%	0%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	*	*	-
	CWD	9%	*	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
CWOD	16%	0%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	*	*	-	
EL	6%	0%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	*	*	-	
Male	14%	0%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	-	*	*	*	-	
Female	16%	0%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	-	0%	*	-	-	-	
All Students	27%	9%	9%	-	9%	-	-	-	-	8%	*	*	10%	0%	6%	10%	*	*	*	-	
CWD	8%	*	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
CWOD	29%	10%	10%	-	10%	-	-	-	-	9%	*	*	10%	0%	7%	11%	*	*	*	-	
EL	6%	0%	0%	-	0%	-	-	-	-	0%	*	*	0%	0%	0%	*	*	*	*	-	
Male	29%	6%	6%	-	6%	-	-	-	-	3%	*	*	7%	0%	6%	-	*	*	*	-	
Female	25%	10%	10%	-	10%	-	-	-	-	11%	*	*	11%	*	-	10%	*	*	*	-	
All Students	31%	30%	50%	-	50%	-	-	-	-	53%	*	-	50%	-	0%	67%	*	*	*	-	
CWD	7%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	34%	31%	50%	-	50%	-	-	-	-	53%	*	-	50%	-	0%	67%	*	*	*	-	
EL	12%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male	28%	19%	0%	-	0%	-	-	-	-	*	*	-	0%	-	0%	-	-	-	-	-	
Female	34%	39%	67%	-	67%	-	-	-	-	67%	-	-	67%	-	-	67%	*	*	*	-	
<b>STAAR Percent at Approaches Grade Level or Above</b>																					
All Grades																					
All Subjects	All	77%	63%	70%	-	70%	-	-	-	-	70%	74%	59%	71%	46%	69%	71%	74%	76%	100%	
CWD	45%	46%	59%	-	59%	-	-	-	-	-	59%	*	59%	-	47%	71%	*	*	*	-	
CWOD	80%	64%	71%	-	71%	-	-	-	-	-	70%	75%	-	71%	46%	69%	72%	72%	80%	100%	
EL	60%	47%	46%	-	46%	-	-	-	-	-	46%	50%	47%	46%	52%	42%	79%	*	*	-	
Male	74%	64%	69%	-	69%	-	-	-	-	-	70%	58%	71%	69%	52%	69%	-	79%	70%	*	
Female	79%	63%	71%	-	71%	-	-	-	-	-	70%	90%	*	72%	42%	-	71%	69%	82%	*	
All Subjects	All	73%	55%	69%	-	69%	-	-	-	-	69%	76%	50%	70%	39%	65%	72%	82%	67%	*	
CWD	39%	31%	50%	-	50%	-	-	-	-	-	56%	*	50%	-	71%	*	*	-	-	-	
CWOD	77%	57%	70%	-	70%	-	-	-	-	-	69%	81%	-	70%	39%	65%	74%	80%	67%	*	
EL	52%	36%	39%	-	39%	-	-	-	-	-	38%	*	*	39%	39%	42%	37%	83%	*	-	
Male	69%	55%	65%	-	65%	-	-	-	-	-	67%	*	71%	65%	42%	65%	-	83%	*	-	
Female	77%	55%	72%	-	72%	-	-	-	-	-	70%	100%	*	74%	37%	-	72%	*	*	-	
All Subjects	All	80%	75%	77%	-	77%	-	-	-	-	77%	78%	71%	77%	59%	74%	79%	90%	80%	*	
CWD	52%	63%	71%	-	71%	-	-	-	-	-	67%	*	71%	-	55%	82%	*	*	*	-	
CWOD	83%	76%	77%	-	77%	-	-	-	-	-	77%	75%	-	77%	60%	74%	80%	89%	89%	*	
EL	70%	65%	59%	-	59%	-	-	-	-	-	59%	*	55%	60%	59%	65%	54%	100%	*	-	
Male	78%	75%	74%	-	74%	-	-	-	-	-	75%	67%	82%	74%	65%	74%	-	83%	*	-	
Female	82%	76%	79%	-	79%	-	-	-	-	-	78%	89%	*	80%	54%	-	79%	*	*	-	
All Subjects	All	79%	60%	54%	-	54%	-	-	-	-	54%	*	*	55%	27%	61%	50%	*	*	-	
CWD	48%	48%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	
CWOD	82%	61%	55%	-	55%	-	-	-	-	-	55%	*	-	55%	27%	64%	50%	*	*	-	
EL	58%	40%	27%	-	27%	-	-	-	-	-	29%	*	*	27%	27%	38%	*	*	*	-	
Male	78%	66%	61%	-	61%	-	-	-	-	-	62%	*	*	64%	38%	61%	-	*	*	-	
Female	80%	55%	50%	-	50%	-	-	-	-	-	50%	*	*	50%	*	-	50%	*	*	-	
<b>STAAR Percent at Meets Grade Level or Above</b>																					
All Grades																					
All Subjects	All	47%	28%	30%	-	30%	-	-	-	-	30%	44%	22%	31%	8%	25%	35%	33%	48%	67%	
CWD	23%	22%	22%	-	22%	-	-	-	-	-	24%	*	22%	-	16%	29%	*	*	*	-	
CWOD	50%	29%	31%	-	31%	-	-	-	-	-	30%	47%	-	31%	7%	25%	35%	28%	50%	67%	
EL	26%	14%	8%	-	8%	-	-	-	-	-	7%	25%	16%	7%	8%	9%	7%	21%	*	-	
Male	45%	26%	25%	-	25%	-	-	-	-	-	25%	26%	29%	25%	9%	25%	-	21%	50%	*	
Female	50%	30%	35%	-	35%	-	-	-	-	-	33%	60%	*	35%	7%	-	35%	46%	45%	*	
All Subjects	All	46%	26%	33%	-	33%	-	-	-	-	32%	47%	20%	34%	10%	27%	39%	45%	44%	*	
CWD	22%	15%	20%	-	20%	-	-	-	-	-	22%	*	20%	-	29%	*	*	-	-	-	
CWOD	48%	27%	34%	-	34%	-	-	-	-	-	33%	50%	-	34%	9%	26%	40%	44%	*	-	
EL	21%	10%	10%	-	10%	-	-	-	-	-	8%	*	*	9%	10%	12%	8%	33%	*	-	
Male	41%	24%	27%	-	27%	-	-	-	-	-	27%	*	29%	26%	12%	27%	-	33%	*	-	
Female	50%	28%	39%	-	39%	-	-	-	-	-	37%	67%	*	40%	8%	-	39%	*	*	-	
All Subjects	All	48%	32%	28%	-	28%	-	-	-	-	28%	39%	24%	29%	8%	25%	32%	30%	40%	*	
CWD	26%	29%	24%	-	24%	-	-	-	-	-	27%	*	24%	-	18%	27%	*	*	*	-	











		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
*** Indicates results are masked due to small numbers to protect student confidentiality. **** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size). '-' Indicates there are no students in the group. Blank cell indicates the student group is not applicable to this report.											

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty

	All School	
	Number	Percent
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	3.3	15.0%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	0.0	-
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	1.3	6.3%
'-' Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report.		

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
End of Course						
English I	4,868	1%	*	*	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	*	*	-	-
Biology	4,861	1%	*	*	-	-
All Grades All Subjects	99,020	1%	14	1%	*	*
Reading	43,730	1%	7	1%	*	*
Mathematics	39,178	1%	5	1%	*	*
Science	16,112	1%	*	*	-	-

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
Econ Disadv		23	31	46	44	25	22	4	3	
Students with Disabilities	43	51	38	32	16	14	2	3		
English Language Learners	29	47	44	39	23	13	4	2		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
Students with Disabilities	67	69	23	22	8	7	2	2		
English Language Learners	61	71	32	23	7	5	1	1		

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94

Grade	Subject	Student Group	%
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
** Indicates reporting standards not met.			
n/a' Indicates data reporting is not applicable for this group.			

Source: TEA Division of Student Assessment

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

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

Data are not available.

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

262 Students Enrolled  
TORNILLO ISD

## HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

### MET STANDARD

76 out of 100

## UNDERSTANDING OVERALL PERFORMANCE



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



### STUDENT ACHIEVEMENT

#### MET STANDARD

65 out of 100

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



### SCHOOL PROGRESS

#### MET STANDARD

77 out of 100

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



### CLOSING THE GAPS

#### MET STANDARD

73 out of 100

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

## DISTINCTIONS

- ✗ Academic Achievement in Mathematics
- ✗ Academic Achievement in Science
- ✗ Academic Achievement in English Language Arts/Reading
- ✗ Academic Achievement in Social Studies
- ✗ Top 25 Percent: Comparative Academic Growth
- ✗ Postsecondary Readiness
- ✗ Top 25 Percent: Comparative Closing the Gaps



## STUDENT ACHIEVEMENT

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



## SCHOOL PROGRESS

	SCORE	
Academic Growth	70	The higher of Growth or Performance is used.
Relative Performance	77	
<b>Total</b>	<b>77</b>	



## CLOSING THE GAPS

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