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

Campus Name: AUSTIN H S Campus ID: 227901002 **District Name: AUSTIN ISD**

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

										Two			EL	
										or			(Current	
			All	African			American			More	Econ	Special		
		- "	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)	
Academic Performance (At Meets		Baseline 2016-17							.=				/	
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		2017-18 through	4.40/	000/	070/	000/	400/	7.40/	450/	500 /	000/	400/	000/	
		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%	
		2020-27 2027-28 through	32%	42%	40%	00%	3170	1070	3370	0270	43%	3170	39%	
		2027-26 tillough 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2031-32	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Baseline 2016-17	12/0	00 /6	09/0	00 /6	12/0	07 /0	13/0	10/0	07 /0	00 /6	0576	
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
	Matricination	2017-18 through	1070	0170	1070	0070	1070	0270	0070	0170	0070	2070	1070	
		2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%	
		2022-23 through												
		2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%	
		2027-28 through												
		2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%	
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
		Baseline 2016-17												
EL Progress		Rates											41%	
		2017-18 through												
		2021-22											42%	
		2022-23 through											4.407	
		2026-27											44%	
		2027-28 through 2031-32											46%	
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											4070	
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
Nato		2017-18 through	0570	0070	01 /0	30 /0	0070	3370	00 /0	JZ /0	0070	1070	1270	
		2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	
		2022-23 through	2070	3370	0070	2370	3370	3370	5570	0070	0070	5570	5570	
		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%	

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;

À 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 (90-00), 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.

											Two										
					African			America	n	Pacific	or More	Econ	Non Econ							Foster	
		State	Distric	tCampus	American	Hispani	cWhite							CWD	cwo	D EL Male	Femalel	Migrantl			
STAAR Percei	nt at Appro	ache	s Grad	e Level o	r Above																
End of Cours																					
English I	All Students	64%	67%	82%	68%	68%	94%	*	87%	-	93%	62%	91%	45%	87%	46% 80%	85%	-	*	-	-
	CWD	25%	34%	45%	*	28%	64%	_	*		*	37%	51%	45%		* 44%	47%		*		_
	CWOD		72%	87%	78%	74%	96%	*	92%	_	92%	66%	95%	73/0	070/	47% 86%		-	*	_	_
					70%		90%		9270	-			54%	*				-		-	-
	EL	30%	32%	46%		44%		-	*	-	-	44%		4.40/	47%		47%	-	*	-	-
	Male	57%	61%	80%	43%	65%	93%	*		-	88%	59%	89%	44%			-	-	_	-	-
	Female	71%	74%	85%	81%	73%	94%	•	100%	-	92%	65%	94%	47%	87%	47% -	85%	-	•	-	-
English II	All	66%	67%	84%	72%	75%	94%	*	73%	-	94%	67%	91%	40%	88%	37% 82%	86%	-	*	-	*
	Students	050/	000/	400/	*	000/	= 00/					000/	500 /	400/		+ 400/	_		_		
	CWD	25%		40%		36%	50%	-		-		33%	50%	40%	-	* 43%		-		-	-
	CWOD		72%	88%	83%	79%	97%	*	73%	-	94%	72%	94%	-	88%		88%	-	*	-	*
	EL	27%	26%	37%	*	40%	*	-	*	-	-	38%	*	*	38%		27%	-	-	-	-
	Male	61%	63%	82%	67%	73%	92%	-	78%	-	86%	65%	89%	43%			-	-	*	-	*
	Female	72%	72%	86%	72%	76%	96%	*	*	-	100%	67%	93%	*	88%	27% -	86%	-	*	-	-
Algebra I	All	82%	88%	79%	77%	71%	85%	-	100%	-	86%	66%	86%	55%	83%	56% 75%	83%	-	*	-	-
-	Students																				
	CWD	47%	60%	55%	*	43%	63%	-	*	-	*	40%	63%	55%	-	* 55%	50%	_	*	-	-
	CWOD	86%	92%	83%	86%	76%	89%	-	100%	-	83%	71%	89%	-	83%	60% 80%	85%	-	*	-	-
	EL	67%	76%	56%	_	53%	*	_	*	_	_	58%	50%	*	60%	56% 54%	60%	_	_	_	_
	Male	78%	85%	75%	67%	66%	83%	_	*	_	80%	58%	84%	55%		54% 75%	_	_	*	_	_
	Female		91%	83%	82%	77%	88%	_	*	_	91%	75%	87%	50%		60% -	83%	_	*	_	_
Biology	All Students	86%	88%	94%	74%	87%	98%	*	93%	-	100%	84%	97%	62%	96%	79% 92%	94%	-	*	-	-
	CWD	56%	65%	62%	*	65%	67%	-	*	-	*	60%	62%	62%	-	88% 63%	58%	-	*	_	-
	CWOD	89%	91%	96%	87%	91%	99%	*	100%	_	100%	88%	99%	_	96%	76% 97%	96%	_	*	_	-
	EL	64%	67%	79%	_	76%	*	_	*	_	_	78%	77%	88%				_	_	_	_
	Male	83%	87%	92%	67%	85%	97%	_	83%	_	100%	83%	95%	63%			_	_	*	_	_
	Female			94%	74%	89%	98%	*	100%	_	100%		97%			77% -	94%	_	*	_	_
STAAR Percei	nt at Meets	Grad	le Leve	l or Abov	/e																
End of Cours	e																				
English I	All	43%	51%	67%	44%	46%	84%	*	73%	-	89%	34%	81%	25%	72%	16% 64%	71%	-	*	-	-
Ü	Students																				
	CWD	14%	19%	25%	*	6%	46%	-	*	-	*	9%	39%	25%	-	* 25%	24%	-	*	_	-
	CWOD		55%	72%	56%	52%	88%	*	77%	_	88%	39%	85%	_	72%	15% 71%		_	*	_	_
	EL	10%	12%	16%	-	16%	*	_	*	_	-	13%	31%	*	15%			_	_	_	_
	Male	37%	45%	64%	14%	41%	83%	_	*	_	82%	30%	78%	25%			-	_	*	_	_
	Female			71%	62%	52%	86%	*	89%	_	92%	38%	85%	24%		19% -	71%	_	*	_	_
	Terriale	0170	51 70	7 1 70	0270	32 /0	0070		00 /0		32 /u	00 /0	00 /0	2470	1470	1370	7 1 70				
English II	All Students	47%	51%	70%	50%	53%	89%	*	53%	-	82%	42%	82%	25%	74%	10% 68%	72%	-	*	-	*
	CWD	14%	19%	25%	*	18%	44%	_	_	_	_	17%	36%	25%		* 28%	*		*		
	CWD		55%		63%	57%	91%	*	53%	-	82%	46%	84%	25/0	74%		74%	-	*	-	*
				74%	03% *		91%		55%	-	82%		84%	_		9% 73%		-		-	
	EL	9%	9%	10%		9%		-	440/	-	- 000/	7%	700/	000/	9%	10% 12%	8%	-	-	-	-
	Male	41%	46%	68%	47%	51%	88%	*	44%	-	86%	44%	79%	28%			-	-	•	-	•
	Female	54%	57%	72%	50%	56%	89%	•	•	-	80%	38%	85%	•	74%	8% -	72%	-	•	-	-
Algebra I	All		66%	50%	27%	34%	67%	-	86%	-	76%	31%	61%	19%	55%	23% 49%	51%	-	*	-	-
	Students																				
	CWD			19%	*	7%	33%	-	*	-	*	12%		19%		* 19%		-	*	-	-
	CWOD			55%	33%	39%	73%	-	100%	-	78%	34%	66%	-		24% 57%		-	*	-	-
	EL	29%	40%	23%	-	18%	*	-	*	-	-	22%	25%	*		23% 21%	25%	-	-	-	-
	Male	49%	63%	49%	22%	33%	65%	-	*	-	70%	31%	60%	19%	57%	21% 49%	-	-	*	-	-
	Female			51%	29%	35%	69%	-	*	-	82%	30%	61%	19%	53%	25% -	51%	-	*	-	-
Biology	All	57%	64%	75%	48%	55%	88%	*	86%	_	96%	48%	84%	320/	70%	26% 77%	71%	_	*	-	
ыоюду	Students		U -1 /0	13/0	1 0 /0	JJ /0	UU /0		OO /0	-	<i>30</i> /0	7 0 /0	∪ -1 /0	JZ /0	13/0	20/011/0	1 1 /0	-		-	-
	CWD		30%	32%	*	16%	48%	-	*	-	*	17%	43%	32%	-	25% 35%	21%	-	*	-	-
	CWOD			79%	57%	61%	91%	*	92%	-	96%	54%	87%	-		26% 84%		-	*	-	-
	EL	20%		26%	-	22%	*	-	*	-	-	27%	23%	25%		26% 29%		-	-	-	-
		55%		77%	56%	58%	89%	-	83%	-	93%	56%	85%			29% 77%		-	*	-	-
	Female			71%	42%	51%	87%	*	88%	_		37%				23% -		-	*	_	_
											0				. , •						

Two or

											Two or		Non									
					African			America	n	Pacific		Econ								F	oster	
Facility 1	۸.۱۰				American			Indian	Asianl		Races	Disadv	Disadv						igrantHome	less	Care I	Vilitary
English I	All Students	7%	11%	18%	9%	7%	26%	*	27%	-	29%	5%	24%	11%	19%	4%	15%	23%	- *		-	-
,	CWD	3%	4%	11%	*	6%	18%	_	*	_	*	6%	15%	11%	_	*	7%	24%	- *		_	_
	CWOD		12%	19%	11%	8%	27%	*	31%	-	28%	5%	24%	-	19%		16%	22%	- *		-	-
	EL	0%	1%	4%	-	5%	*	-	*	-	-	4%	8%	*	2%		3%	6%			-	-
	Male Female	5%	9% 14%	15% 23%	0% 14%	6% 10%	21% 34%	*	33%	-	24% 33%	2% 9%	20% 28%	7% 24%	16% 22%	3% 6%	15%	23%	- *		-	-
	гептан	970	14 70	23%	1470	1076	3470		33%	-	33%	970	2070	24 70	2270	070	-	23%	-		-	-
English II	All	8%	13%	20%	9%	9%	31%	*	7%	-	47%	3%	27%	0%	22%	0%	12%	27%	- *		-	*
;	Students																					
	CWD	4%	5%	0%	*	0%	0%	*	- 7 0/	-	470/	0%	0%	0%	-		0%	*	- *		-	-
	CWOD EL	8% 0%	14% 1%	22% 0%	13%	10% 0%	33%	_	7% *	-	47%	3% 0%	29%	*	22% 0%		14% 0%	28% 0%			-	_
	Male	5%	9%	12%	7%	5%	20%	_	0%	_	43%	2%	17%	0%	14%	0%		-	- *		_	*
	Female		17%	27%	11%	13%	40%	*	*	-	50%	3%	36%	*	28%	0%	-	27%	- *		-	-
		0.40/	0.50/	-0/	00/	40/	400/		00/		400/	407	00/	400/	00/	40/	=0/	00/				
Algebra I	All Students	31%	35%	7%	0%	4%	10%	-	0%	-	10%	4%	8%	10%	6%	4%	5%	8%	- "		-	-
,	CWD	7%	9%	10%	*	7%	13%	-	*	-	*	8%	11%	10%	-	*	9%	13%	- *		-	-
	CWOD	34%	39%	6%	0%	4%	10%	-	0%	-	6%	3%	8%	-	6%	2%	5%	8%	- *		-	-
	EL	12%	15%	4%	-	4%	*	-	*	-	-	3%	8%	*	2%		4%	5%			-	-
	Male	28%	33%	5%	0%	6% 3%	5%	-	*	-	10%	4%	6% 10%	9% 13%	5% 9%		5%	- 8%	- *		-	-
	Female	34%	37%	8%	0%	3%	18%	-		-	9%	4%	10%	13%	8%	5%	-	0 70	- ^		-	-
Biology	All	23%	31%	37%	19%	20%	49%	*	57%	-	46%	14%	46%	12%	40%	8%	40%	33%	- *		-	-
	Students																					
	CWD	5%	9%	12%	*	3%	19%	-	*	-	*	7%	16%	12%	-	13%		11%	- *		-	-
	CWOD EL	25% 3%	33% 4%	40% 8%	22%	23% 6%	51%	*	67% *	-	42%	15% 5%	48%	- 13%	40%	7% · 8%	45% 7%	34% 8%	- *		-	-
	Male	3% 22%	4% 31%	40%	22%	25%	51%	-	33%	-	50%	5% 17%	15% 49%	13%	7% 45%	7%		8%	- *		-	-
	Female		31%	33%	16%	15%	47%	*	75%	_	42%	10%	41%	11%	34%	8%	-	33%	- *		_	-
					- · -		, ,					- /-										
STAAD Davaget	at Anne-	acha	Grada	Lovels	r Abovo																	
STAAR Percent All Grades	at Appro	aciles	o Graue	∟evel Of	ADOVE																	
All Subjects	All	77%	77%	85%	73%	76%	94%	*	86%	-	95%	70%	92%	52%	89%	54%	84%	87%	- 509	%	-	*
;	Students	450/	100/	=00/	000/	400/	000/		*		4000/	4.40/	500 /	500 /		400/	-00/	E 40/				
	CWD	45%	48% 81%	52% 89%	28% 83%	43% 80%	63% 96%	*	89%	-	100% 94%	44% 75%	59% 95%	52%	89%	48% 55%		51% 89%	- 679	0/-	-	*
	EL	60%	60%	54%	*	54%	*	_	62%	-	9 4 /0	53%	57%	48%		54%		52%	- 07	/0	-	_
	Male	74%	75%	84%	62%	73%	94%	-	79%	-	91%	66%	91%	52%		56%		-	- *		-	*
	Female	79%	80%	87%	77%	79%	95%	*	93%	-	98%	73%	93%	51%	89%	52%	-	87%	- 739	%	-	-
Dooding	AII	700/	750/	020/	740/	740/	0.40/	*	000/		050/	640/	040/	4.40/	070/	400/	040/	000/	F.F.(1/		*
Reading	All Students	73%	75%	83%	71%	71%	94%		80%	-	95%	64%	91%	44%	87%	42%	81%	86%	- 559	%	-	
,	CWD	39%	43%	44%	31%	32%	60%	_	*	-	*	37%	51%	44%	-	*	45%	41%	- *		_	_
	CWOD		79%	87%	80%	76%	96%	*	82%	-	95%	69%	94%	-	87%	43%		88%	- 759	%	-	*
	EL	52%	53%	42%	*	42%	*	-	*	-	-	41%	45%	*		42%		38%			-	-
	Male Female	69%	71% 78%	81% 86%	57% 77%	68% 75%	93% 95%	- *	73% 87%	-	91% 100%	62% 66%	89% 93%	45% 41%		46% 38%	81%	86%	- * - 83°	0/	-	*
	remale	11/0	10 /0	00 /6	11/0	1370	95/0		07 /0	-	100 /6	00 /6	93 /0	41/0	00 /0	JO /0	-	00 /0	- 03	/0	-	-
Mathematics	All	80%	80%	79%	77%	71%	85%	-	100%	-	86%	66%	86%	55%	83%	56%	75%	83%	- *		-	-
;	Students																					
	CWD		53%	55%	*	43%	63%	-	*	-	*	40%	63%		-			50%	- *		-	-
	CWOD EL	70%	84% 69%	83% 56%	86%	76% 53%	89%	-	100%	-	83%	71% 58%	89% 50%	*	83% 60%			85% 60%	- ^		-	-
	Male	78%	79%	75%	67%	66%	83%	-	*	-	80%	58%	84%	55%	80%			-	- *		-	-
	Female		81%	83%	82%	77%	88%	-	*	-	91%	75%	87%	50%	85%			83%	- *		-	-
_																						
Science	All	79%	79%	94%	74%	87%	98%	*	93%	-	100%	84%	97%	62%	96%	79%	92%	94%	- *		-	-
;	Students CWD	48%	51%	62%	*	65%	67%	_	*	_	*	60%	62%	62%	_	88%	63%	58%	_ *		_	_
	CWD		83%	96%	87%	91%	99%	*	100%	-	100%		99%	02%	96%			96%	- *		-	-
	EL	58%	59%	79%	-	76%	*	-	*	-	-	78%	77%	88%	76%			77%			-	-
	Male	78%	79%	92%	67%	85%	97%	-	83%	-	100%	83%	95%	63%	97%	79%	92%	-	- *		-	-
	Female	80%	80%	94%	74%	89%	98%	*	100%	-	100%	85%	97%	58%	96%	77%	-	94%	- *		-	-
STAAR Percent	at Meets	Grad	e Level	or Abov	e																	
All Grades All Subjects	All	47%	51%	67%	43%	48%	84%	*	73%	_	88%	39%	79%	26%	72%	19%	67%	68%	- 309	%	_	*
	Students	→1 /0	J 1 /0	J1 /6	7 0 /0	-1 0 /0	J 7 70		10/0	-	JU /0	JJ /0	1 5 /0	20 /0	1 4 /0	10/0	J1 /0	00 /0	- 30	, 0	-	
·	CWD	23%	25%	26%	4%	11%	44%	-	*	-	88%	14%	37%	26%	-	22%	27%	21%	- *		-	-
	CWOD	50%	55%	72%	53%	53%	87%	*	76%	-	88%	43%	83%	-	72%	18%	73%	70%	- 40°	%	-	*
	EL	26%	27%	19%	*	17%	*	-	38%	-	-	17%	26%	22%	18%			18%			-	-
	Male Female	45%	49% 53%	67% 68%	36% 47%	47% 49%	84% 85%	*	58% 85%	-	85% 91%	40% 36%	78% 81%		73% 70%			68%	- * - 36°		-	_
	i ciliale	JU /0	JJ /0	JU /6	→1 /0	-1 0/0	JJ /0		JJ /0	-	J 1 /0	JU /0	J 1 /0	∠ 1 /0	10/0	10 /0	-	00 /0	- 30	, 0	-	-
Reading	All	46%	51%	68%	48%	49%	86%	*	63%	-	89%	37%	82%	26%	73%	13%	66%	71%	- 45	%	-	*
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	CWD	22%	24%	26%	6%	11%	47%	- *	*	-	*	13%	38%	26%	7001		27%	21%	- *	1/	-	-
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	Male	41%	23% 47%	66%	32%	46%	85%	-	47%	-	87%	37%	78%	27%	72%			14%	- *		-	*
	Female		55%	71%	56%	54%	88%	*	80%	-	90%	38%	85%	21%	74%			71%	- 679	%	-	-
Mathematics			51%	50%	27%	34%	67%	-	86%	-	76%	31%	61%	19%	55%	23%	49%	51%	- *		-	-
;	Students CWD		26%	19%	*	7%	33%	_	*	_	*	12%	24%	19%	_	*	19%	19%	_ *		_	_
	CWD			55%	33%	39%	73%	-	100%	-	78%	34%	66%	1970	- 55%				- *		_	-
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Male 47% 51% 49% 22% 33% 65% - * - 70% 31% 60% 19% 57% 21% 499% - * - *								White	Indian	Asian	Islander	Races			CWD					Migrant	Homeless	Care	Military
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Science All 49% 53% 75% 48% 55% 88% * 86% - 96% 48% 84% 32% 79% 26% 77% 71% - *									-	*	-							9%	-	-	*	-	-
Students		Female	49%	51%	51%	29%	35%	69%	-	*	-	82%	30%	61%	19%	53%	25%	-	51%	-	*	-	-
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STAAR Percurs at Masters Grade Law									*		-	96%								-	*	-	-
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STAAR Percent at Master's Grade Level				54%	77%	56%	58%	89%	-	83%	-				35%			7%	-	-	*	-	-
All Subjects CWD 8% 9% 9% 0% 4% 11% 32% * 25% * 25% * 33% 6% 28% 9% 23% 4% 20% 24% * 0% * * * * - * * * * * * * * * * * * * *		Female	49%	52%	71%	42%	51%	87%	*	88%	-	100%	37%	83%	21%	74%	23%	-	71%	-	*	-	-
All Subjects CWD 8% 9% 9% 0% 4% 11% 32% * 25% * 25% * 33% 6% 28% 9% 23% 4% 20% 24% * 0% * * * * - * * * * * * * * * * * * * *																							
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CWOD 23% 27% 23% 12% 11% 33% * 28% - 31% 7% 30% - 23% 3% 22% 25% - 0% - 3			00/	00/	00/	00/	40/	4.40/		*		E00/	E0/	400/	00/		450/ -	70/	120/		*		
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Science All 22% 26% 37% 19% 20% 49% * 57% - 46% 14% 46% 12% 40% 8% 40% 33% - *									-	*	-							5%		-	*	-	-
Students CWD 7% 8% 12% * 3% 19% - * - * 7% 16% 12% - 13% 13% 11% - * CWOD 24% 29% 40% 22% 23% 51% * 67% - 42% 15% 48% - 40% 7% 45% 34% - * EL 5% 6% 8% - 6% * - * - * - 5% 15% 13% 7% 8% 7% 8%		Female	24%	24%	8%	0%	3%	18%	-	*	-	9%	4%	10%	13%	8%	5%	-	8%	-	*	-	-
Students CWD 7% 8% 12% * 3% 19% - * - * 7% 16% 12% - 13% 13% 11% - * CWOD 24% 29% 40% 22% 23% 51% * 67% - 42% 15% 48% - 40% 7% 45% 34% - * EL 5% 6% 8% - 6% * - * - * - 5% 15% 13% 7% 8% 7% 8%	Caianaa	AII	220/	200/	270/	400/	200/	400/	*	E 7 0/		400/	4.40/	400/	100/	400/	00/ 4	00/	220/		*		
CWD 7% 8% 12 % * 3% 19% - * - * 7% 16% 12% - 13%13% 11% - * CWOD 24% 29% 40 % 22% 23% 51% * 67% - 42% 15% 48% - 40% 7% 45% 34% - * EL 5% 6% 8% - 6% * - * - 5% 15% 13% 7% 8% 7% 8%	Science		22%	26%	3/%	19%	20%	49%		5/%	-	46%	14%	46%	12%	40%	8% 4	0%	33%	-		-	-
CWOD 24% 29% 40% 22% 23% 51% * 67% - 42% 15% 48% - 40% 7% 45% 34% - * EL 5% 6% 8% - 6% * - * - 5% 15% 13% 7% 8% 7% 8%			70/	00/	400/		00/	400/					70/	400′	4007		400/ 4	00/	440/				
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Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			•								
Reading											
All Students	71	73	66	75	-	*	-	88	66	51	66
CWD	51	*	47	54	-	-	-	-	63	51	*
CWOD	73	75	68	76	-	*	-	88	67	-	69
EL	66	*	65	-	-	-	-	-	65	*	66
Male	69	62	65	73	-	*	-	93	64	54	67
Female	74	89	68	77	-	*	-	85	68	*	65
Mathematics											
All Students	53	46	48	60	-	*	-	79	48	50	41
CWD	50	*	36	71	-	*	-	*	42	50	*
CWOD	54	50	51	57	-	*	-	*	49	-	41
EL	41	-	38	*	-	-	-	-	45	*	41
Male	47	*	45	50	-	*	-	*	43	50	37
Female	58	*	51	73	-	*	-	*	53	50	46

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care	
Federal Graduation Rates														
Federal Graduation Rates 4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017														
All Students	95.5%	96.3%	95.1%	96.2%	-	100.0%	-	83.3%	92.3%	83.7%	100.0%	55.6%	-	
CWD	83.7%	100.0%	84.0%	80.0%	-	-	-	*	85.7%	83.7%	*	*	-	

^{&#}x27;-'

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
CWOD	96.7%	95.2%	96.7%	97.0%	-	100.0%	-	90.0%	93.6%	-	100.0%	42.9%	-
EL	100.0%	-	100.0%	*	-	*	-	-	100.0%	*	100.0%	*	-
Male	94.7%	92.3%	94.5%	95.2%	-	100.0%	-	90.0%	90.9%	83.3%	100.0%	50.0%	-
Female	96.5%	100.0%	95.8%	97.6%	-	*	-	*	93.8%	84.6%	100.0%	*	-

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
109	21	19%

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

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

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

Student Success (Student Achie	All Students vement Don		•	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	58	42	45	70	*	61	-	72	38	30	26
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	76%	73%	67%	83%	-	89%	-	91%	61%	37%	67%

Indicates results are masked due to small numbers to protect student confidentiality. Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ	Υ	Υ	Υ		N		Υ	Υ	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ	Υ	Υ	Υ		N		Υ	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Υ	N	N	Υ		N		Υ	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	Υ		N		Υ	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ	N	N	Υ					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	Υ					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N
English Learner Language Prof	ficiency Statu	ıs									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% N 44% N 46% N 46% N
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Υ	Υ	Υ	Υ					Υ	N	
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Υ	Υ	Υ	Υ					Υ	N	
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Υ	Υ	Υ	Υ					N	N	

^{...} Indicates there are no students in the group.

Indicates zero observations reported for this group.

^{&#}x27;n/a' Indicates the student group is not applicable to this report.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Υ	Υ	Υ	Υ					N	N	

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	te																9
All Subjects	All Students	96%	97%	96%	96%	*	100%	-	98%	95%	97%	92%	97%	98%	95%	97%	-
	CWD	92%	88%	94%	89%	-	100%	-	100%	90%	93%	92%	-	97%	91%	95%	-
	CWOD	97%	99%	96%	97%	*	100%	-	98%	95%	97%	-	97%	99%	96%	97%	-
	EL	98%	*	98%	100%	-	100%	-	-	98%	98%	97%	99%	98%	98%	99%	-
	Male	95%	91%	95%	95%	-	100%	-	98%	93%	96%	91%	96%	98%	95%	-	-
	Female	97%	100%	96%	98%	*	100%	-	98%	96%	97%	95%	97%	99%	-	97%	-
Reading	All Students	97%	96%	97%	98%	*	100%	-	96%	96%	98%	96%	98%	100%	97%	98%	-
	CWD	96%	88%	97%	98%	-	*	-	*	94%	98%	96%	-	100%	95%	100%	-
	CWOD	98%	98%	97%	98%	*	100%	-	95%	97%	98%	-	98%	100%	98%	98%	-
	EL	100%	*	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	97%	90%	98%	97%	-	100%	-	96%	95%	98%	95%	98%	100%	97%	-	-
	Female	98%	100%	97%	98%	*	100%	-	95%	98%	98%	100%	98%	100%	-	98%	-
Mathematics	All Students	94%	100%	93%	94%	-	100%	-	100%	92%	95%	88%	95%	98%	92%	96%	-
	CWD	88%	100%	87%	84%	-	*	-	*	85%	90%	88%	-	86%	86%	94%	-
	CWOD	95%	100%	94%	95%	-	100%	-	100%	93%	96%	-	95%	100%	94%	96%	-
	EL.	98%	-	98%	*	-	*	-	-	97%	100%	86%	100%	98%	97%	100%	-
	Male	92%	100%	92%	91%	-		-	100%	90%	94%	86%	94%	97%	92%	-	-
	Female	96%	100%	94%	97%	-		-	100%	95%	97%	94%	96%	100%	-	96%	-
Science	All Students	95%	96%	93%	95%	*	100%	-	100%	93%	95%	87%	96%	95%	94%	96%	-
	CWD	87%	*	94%	79%	-	*	-	*	87%	87%	87%	-	100%	86%	89%	-
	CWOD	96%	100%	93%	96%	*	100%	-	100%	94%	96%	-	96%	94%	95%	97%	-
	EL	95%	-	94%	*	-	*	-	-	95%	92%	100%	94%	95%	93%	96%	-
	Male	94%	89%	93%	94%	-	100%	-	100%	92%	94%	86%	95%	93%	94%	-	-
Non-Participatio	Female n Rate	96%	100%	94%	97%	*	100%	-	100%	94%	97%	89%	97%	96%	-	96%	-
All Subjects	All Students	4%	3%	4%	4%	*	0%	-	2%	5%	3%	8%	3%	2%	5%	3%	-
	CWD	8%	12%	6%	11%	_	0%	_	0%	10%	7%	8%	_	3%	9%	5%	_
	CWOD	3%	1%	4%	3%	*	0%	-	2%	5%	3%	-	3%	1%	4%	3%	-
	EL	2%	*	2%	0%	-	0%	-	-	2%	2%	3%	1%	2%	2%	1%	-
	Male	5%	9%	5%	5%	-	0%	-	2%	7%	4%	9%	4%	2%	5%	-	-
	Female	3%	0%	4%	2%	*	0%	-	2%	4%	3%	5%	3%	1%	-	3%	-
Reading	All Students	3%	4%	3%	2%	*	0%	-	4%	4%	2%	4%	2%	0%	3%	2%	-
	CWD	4%	13%	3%	2%	-	*	-	*	6%	2%	4%	-	0%	5%	0%	-
	CWOD	2%	2%	3%	2%	*	0%	-	5%	3%	2%	-	2%	0%	2%	2%	-
	EL	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	3%	10%	2%	3%	-	0%	-	4%	5%	2%	5%	2%	0%	3%	-	-
	Female	2%	0%	3%	2%	*	0%	-	5%	2%	2%	0%	2%	0%	-	2%	-
Mathematics	All Students	6%	0%	7%	6%	-	0%	-	0%	8%	5%	12%	5%	2%	8%	4%	-
	CWD	12%	0%	13%	16%	-	*	-	*	15%	10%	12%	-	14%	14%	6%	-
	CWOD	5%	0%	6%	5%	-	0%	-	0%	7%	4%	-	5%	0%	6%	4%	-
	EL	2%	-	2%	*	-	*	-	-	3%	0%	14%	0%	2%	3%	0%	-
	Male	8%	0%	8%	9%	-	*	-	0%	10%	6%	14%	6%	3%	8%	-	-
	Female	4%	0%	6%	3%	-	*	-	0%	5%	3%	6%	4%	0%	-	4%	-
Science	All Students	5%	4%	7%	5%	*	0%	-	0%	7%	5%	13%	4%	5%	6%	4%	-
	CWD	13%	*	6%	21%	-	*	-	*	13%	13%	13%	-	0%	14%	11%	-
	CWOD	4%	0%	7%	4%	*	0%	-	0%	6%	4%	-	4%	6%	5%	3%	-
	EL	5%	-	6%	*	-	*	-	-	5%	8%	0%	6%	5%	7%	4%	-
	Male	6%	11%	7%	6%	-	0%	-	0%	8%	6%	14%	5%	7%	6%	-	-
	Female	4%	0%	6%	3%	*	0%	-	0%	6%	3%	11%	3%	4%	-	4%	-

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

												Students
		Total	African	Hispania	\A/Inita	Indian or Alaska Native	Asian	Pacific	Two or More	EL	Students with Disabilities	with Disabilities (Section
Students Without Disabilities		students	American	піѕрапіс	White	Native	Asian	Islander	Races	EL	Disabilities	504)
In-School Suspensions			_	00	00	*	_	_	_	*		
	Male	77 39	5	38	32	*	*	*	*	5		
	Female			29	8 40	*	*	*	*	5 7		
Out of Cohool Cuppensions	Total	116	5	67	40					/		
Out-of-School Suspensions	Mala	25	*	40	10	*	*	*	*	*		
	Male Female	35 22	*	13 7	16 7	*	*	*	*	*		
	Total	57	8	20	23	*	*	*	*	*		
Expulsions	IUlai	57	0	20	23							
With Educational Services	Male	28	*	14	14	*	*	*	*	*		
With Educational Services	Female	11	*	*	5	*	*	*	*	*		
	Total	39	*	16	19	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Officer Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Total											
GCHOOL-I CHAICA ATTESIS	Male	36	*	20	14	*	*	*	*	5		
	Female	21	*	11	8	*	*	*	*	*		
	Total	57	*	31	22	*	*	*	*	7		
Referrals to Law Enforcement		٥.		٥.						•		
Troiding to East Emorganion	Male	51	5	26	20	*	*	*	*	*		
	Female	32	5	14	11	*	*	*	*	*		
	Total	83	10	40	31	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions												
•	Male	18	*	11	5	*	*	*	*	*		20
	Female	*	*	*	*	*	*	*	*	*		5
	Total	22	*	13	5	*	*	*	*	*		25
Out-of-School Suspensions												
	Male	6	*	*	*	*	*	*	*	*		7
	Female	10	*	*	*	*	*	*	*	*		*
	Total	16	*	6	*	*	*	*	*	*		11
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		7
Without Educational Services	Male	*	*	*	*	*		*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*		*	*	*	*	*		*
	Female	*	*	*		*		*	*	*		*
0.1.15.1.14	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Mala											
	Male		*	*	*	*	*	•	*			*
	Female			* *	•			•	*			*
Deferrele to Law Enforcement	Total	•	•	•	•	•	•	•	•	•		•
Referrals to Law Enforcement	Mole	6	*	*	*	*	*	*	*	*		*
	Male	6	*			*	*		*			*
	Female	7	*	5 7	*	*	*	*	*	*		*
All Studente	Total	13	-	1	-	-	-	-	-	-		-
All Students												
Chronic Absenteeism	Male	217	17	113	80	*	*	*	5	8	38	38
	Female	193	17	95	80 74	*	*	*	5 8	8 11	23	38 23
	Total	410	31	208	154	*	*	*	13	19	23 61	61
	IUlai	410	31	200	104				13	13	O I	O I

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	37
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	8
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

December I December		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	255	5	86	149	*	8	*	5	*	8
	Female	289	11	92	173	*	8	*	5	5	*
	Total	544	16	178	322	*	16	*	10	7	10
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 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.

Low Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 22.2	Percent 15.6%
Teachers Teaching with Emergency or Provisional Credentials	3.0	2.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	14.8	10.9%

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 Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	104	2%	-	-
Mathematics	6,020	1%	104	2%	-	-
Grade 4 Reading	6,061	1%	102	2%	-	-
Mathematics	6,056	1%	102	2%	-	-
Grade 5 Reading	6,162	2%	103	2%	-	-
Mathematics	6,160	1%	103	2%	-	-
Science	6,164	1%	103	2%	-	-
Grade 6 Reading	5,678	1%	96	2%	-	-
Mathematics	5,677	1%	96	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 7 Reading	5,298	1%	73	1%	-	-
Mathematics	5,294	1%	73	2%	-	-
Grade 8 Reading	5,088	1%	61	1%	-	-
Mathematics	5,087	2%	61	1%	-	-
Science	5,087	1%	61	1%	-	-
End of Course English I	4,868	1%	71	1%	8	1%
English II	4,556	1%	78	1%	*	*
Algebra I	4,884	1%	68	1%	*	*
Biology	4,861	1%	72	1%	*	*
All Grades All Subjects	99,020	1%	1,531	1%	17	1%
Reading	43,730	1%	688	1%	10	1%
Mathematics	39,178	1%	607	2%	*	*
Science	16,112	1%	236	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 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Ab	ove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	3	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
		Linglish Language Learners	03	00	25	25		O		•
	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 Disady	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
		Linglish Language Learners	02	00	33	21	3	3	II/a	II/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

			% Belo	w Basic	% At or At	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		English Languago Loarnors	61	71	32	22	7	5	1	- 1

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

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

^{&#}x27;*' Indicates reporting standards not met.

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.