# **Texas Education Agency** 2017-18 Federal Report Card for Texas Public Schools Campus Name: BOWIE H S Campus ID: 227901013 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);

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

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 (90-00), 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); <u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted

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 or		Non									
		State	District	Campu	African sAmerican	Hisnani		America			More		Econ	CWD	cwon	FI	Male	FemaleN	ligrantH	omeless	Foste	
STAAR Percen	nt at Δnnro			•		mopum		maian	Acian	lolulluo	Indooo	Diouur	Diouu		002		maio	omaion			cure	inintar y
End of Course		aono	o oraao	201010	Abovo																	
English I	All Students	64%	67%	89%	77%	84%	92%	*	95%	*	96%	76%	91%	51%	94%	58%	87%	92%	-	-	*	*
	CWD	25%	34%	51%	*	56%	49%	*	*	-	*	45%	52%	51%	-	*	48%	54%	-	-	-	-
	CWOD		72%	94%	94%	89%	96%	*	97%	*	96%	84%	95%	_	94%	55%	92%	96%	-	-	*	*
	EL	30%	32%	58%	-	64%	*	-	*	-	-	64%	54%	*	55%	58%		73%	-	-	-	-
	Male	57%	61%	87%	83%	80%	90%	*	96%	*	92%	75%	88%	48%	92%	46%	87%	-	-	-	-	*
	Female	71%	74%	92%	64%	88%	94%	*	95%	-	100%	78%	94%	54%	96%	73%	-	92%	-	-	*	*
English II	All Students	66%	67%	91%	100%	83%	94%	-	95%	*	97%	80%	92%	56%	95%	65%	89%	93%	-	*	*	100%
	CWD	25%	32%	56%	*	50%	59%	-	*	-	*	63%	54%	56%	-	*	54%	59%	-	-	-	-
	CWOD			95%	100%	91%	97%	-	96%	*	97%	84%	97%	-	95%	77%		97%	-	*	*	100%
	EL	27%	26%	65%	-	55%	*	-	*	-	-	*	69%	*	77%		83%	55%	-	-	-	-
	Male	61%		89%	100%	78%	92%	-	100%	*	95%	73%	91%	54%			89%	-	-	*	-	*
	Female			93%	100%	88%	97%	-	89%	-	100%	83%	94%	59%		55%	-	93%	-	-	*	*
Algebra I	All Students	82%	88%	95%	89%	91%	97%	*	94%	*	100%	88%	96%	71%	98%	93%	96%	94%	-	-	*	*
	CWD	47%	60%	71%	*	63%	77%	-	*	-	*	58%	73%	71%	_	*	74%	66%	-	-	-	-
	CWOD		92%	98%	93%	96%	100%	*	100%	*	100%	94%	99%	-	98%	92%	100%	97%	_	_	*	*
	EL	67%	76%	93%	-	88%	100%		*	-	-	88%	100%	*	92%		100%	86%	_	_	-	_
	Male	78%		96%	100%	91%	98%	-	100%	*	100%	95%	96%		100%			-	_	_	_	*
	Female			94%	*	91%	97%	*	90%	-	100%	79%	96%	66%		86%	-	94%	-	-	*	*
Biology	All Students	86%	88%	97%	91%	95%	98%	*	100%	*	100%	90%	98%	76%	100%	94%	96%	98%	-	-	-	*
	CWD	56%	65%	76%	*	68%	82%	-	*	-	*	53%	82%	76%	_	-	73%	81%	_	-	-	-
	CWOD		91%	100%	94%	99%	100%		100%	*	100%		100%		100%	94%		100%				*
	EL	64%	67%	94%	-	89%	*	-	*	_	100 /0	100%	88%	_	94%		88%	100%	_	_	_	_
	Male	83%		96%	92%	95%	97%	-	100%	*	100%	89%	97%	73%			96%	-	_	_	_	*
	Female			98%	80%	95%	100%		100%	-	100%	90%	99%		100%			98%	-	-	-	*
STAAR Percen End of Course	е					= 10/	0.494		000/		0.001		000/	000/	0.50/	0.5%		0.10/				
English I	All Students	43%	51%	79%	55%	71%	84%	*	82%	*	86%	57%	82%	28%	85%	25%	77%	81%	-	-	*	*
	CWD	14%	19%	28%	*	31%	26%	*	*	-	*	10%	33%	28%	-	*	23%	34%	-	-	-	-
	CWOD	47%	55%	85%	67%	78%	90%	*	87%	*	85%	69%	87%	-	85%	27%	85%	86%	-	-	*	*
	EL	10%	12%	25%	-	21%	*	-	*	-	-	27%	23%	*	27%	25%	31%	18%	-	-	-	-
	Male	37%	45%	77%	58%	68%	82%	*	80%	*	85%	56%	80%	23%	85%	31%	77%	-	-	-	-	*
	Female	51%	57%	81%	45%	74%	86%	*	84%	-	87%	58%	84%	34%	86%	18%	-	81%	-	-	*	*
English II	All Students	47%	51%	83%	80%	71%	89%	-	87%	*	94%	59%	86%	40%	89%	29%	78%	89%	-	*	*	100%
	CWD	14%	19%	40%	*	34%	47%	-	*	-	*	38%	40%	40%	-	*	38%	41%	-	-	-	-
	CWOD		55%	89%	79%	80%	93%	-	91%	*	97%	64%	92%	-	89%	38%	84%	93%	-	*	*	100%
	EL	9%	9%	29%	-	18%	*	-	*	-	-	*	23%	*	38%	29%		27%	-	-	-	-
	Male	41%	46%	78%	56%	60%	84%	-	93%	*	95%	47%	82%	38%	84%		78%		_	*	-	*
	Female			89%	94%	80%	95%	-	82%	-	94%	69%	91%	41%		27%	-	89%	-	-	*	*
Algebra I	All Students		66%	78%	58%	70%	83%	*	81%	*	80%	67%	79%	40%	84%	57%	76%	79%	-	-	*	*
	CWD		28%	40%	*	30%	47%	-	*	-	*	17%	45%	40%	-	*	46%	31%	-	-	-	-
	CWOD			84%	71%	78%	88%	*	83%	*	79%	78%	84%	-	84%	62%	82%	85%	-	-	*	*
	EL	29%		57%	-	25%	100%	-	*	-	-	63%	50%	*	62%		86%	29%	-	-	-	-
			63%	76%	62%	67%	82%	-	100%	*	86%	70%	77%	46%	82%		76%	-	-	-	-	*
	Female			79%	*	74%	84%	*	70%	-	75%	62%	81%			29%		79%	-	-	*	*
Biology	All Students		64%	87%	64%	80%	91%	*	98%	*	93%	70%	90%	40%	93%	75%	87%	87%	-	-	-	*
	CWD		30%	40%	*	35%	47%	-	*	-	*	13%	47%	40%	-	-	43%	35%	-	-	-	-
	CWOD			93%	82%	86%	95%	*	100%	*	92%	82%	94%	-	93%	75%		92%	-	-	-	*
	EL	20%		75%	-	56%	*	-	*	-	-	88%	63%	-			75%	75%	-	-	-	-
	Male			87%	62%	80%	92%	-	96%	*	83%	72%	90%	43%	93%			-	-	-	-	*
	Female			87%	60%	79%	91%	*	100%	-		67%			92%			87%	-	-	-	*

											Two or		Non									
				_	African			America		Pacific	More		Econ								Foste	
English I	All	State 7%	District 11%	Campus 22%	American 5%	Hispanio 15%	cWhite 26%	Indian	Asianl 30%	slandei *	rRaces 36%	Disadv 7%	Disadv 24%		25%		<b>Male</b> 20%	Female 25%	MigrantH	lomeless	Care	Militar *
	Students	1 70	1170	2270	5%	15%	20%		30%		30%	1 70	2470	270	20%	4 70	20%	20%	-	-		
	CWD	3%	4%	2%	*	3%	3%	*	*	-	*	0%	3%	2%	-	*	2%	3%	-	-	-	-
	CWOD		12%	25%	6%	17%	28%	*	33%	*	37%	9%	27%	-	25%	5%	22%	27%	-	-	*	*
	EL Mala	0% 5%	1% 9%	4% 20%	- 0%	7% 14%	* 24%	- *	* 24%	- *	- 23%	9% 4%	0% 22%	* 2%	5% 22%	4% 8%	8% 20%	0%	-	-	-	- *
	Male Female		9% 14%	20%	9%	14%	24%	*	24% 37%	-	23% 47%	4% 11%	22%	2% 3%	22% 27%	0%	20%	- 25%	-	-	*	*
English II	All	8%	13%	24%	24%	18%	27%	-	31%	*	23%	8%	26%	6%	26%	6%	16%	33%	-	*	*	29%
	Students CWD	4%	5%	6%	*	7%	3%	_	*	_	*	6%	6%	6%	_	*	4%	10%	_	_	_	_
	CWOD		14%	26%	21%	21%	29%	_	32%	*	24%	9%	29%	-	26%	8%	18%	35%	_	*	*	29%
	EL	0%	1%	6%	-	0%	*	-	*	-	-	*	8%	*	8%	6%	17%	0%	-	-	-	-
	Male	5%	9%	16%	0%	7%	20%	-	22%	*	21%	4%	17%	4%	18%	17%	16%	-	-	*	-	*
	Female	10%	17%	33%	38%	28%	35%	-	39%	-	25%	12%	35%	10%	35%	0%	-	33%	-	-	*	*
Algebra I	All	31%	35%	46%	21%	38%	52%	*	50%	*	60%	30%	48%	10%	52%	43%	46%	46%	-	-	*	*
	Students																					
	CWD	7%	9%	10%	*	4%	13%	-	*	-	*	8%	11%	10%	-	*	10%	10%	-	-	-	-
	CWOD		39%	52%	29%	44%	56%	*	58%	*	57%	35%	54%	-	52%	46%		50%	-	-	*	*
	EL Mala	12% 28%	15% 33%	43% 46%	- 23%	13%	80% 53%	-	, 50%	- *	- 57%	50% 32%	33% 49%	10%	46% 53%	43% 57%		29%	-	-	-	- *
	Male Female		33% 37%	46%	23%	38% 38%	53% 50%	*	50%	-	63%	32% 28%	49% 48%	10%		29%	40%	- 46%	-	-	*	*
	1 officie	01/0	0170	4070		0070	0070		0070		0070	2070	1070	10 /0	0070	2070		1070				
Biology	All	23%	31%	56%	36%	39%	64%	*	71%	*	78%	42%	58%	11%	61%	44%	58%	54%	-	-	-	*
	Students																					
	CWD	5%	9%	11%	*	6%	12%	- *	*	- *	*	7%	12%	11%	-	-	11%	10%	-	-	-	-
	CWOD EL	25% 3%	33% 4%	61% 44%	47%	44% 33%	68% *		74% *	-	77% -	49% 63%	63% 25%	-	61% 44%	44% 44%		58% 38%	-	-	-	
	Male	22%	4% 31%	44 % 58%	- 23%	33% 43%	66%	-	78%	*	- 75%	40%	25% 61%	- 11%	44 <i>%</i> 64%	44 % 50%		-	-	-	-	*
	Female		31%	54%	50%	35%	62%	*	63%	-	80%	44%	55%	10%	58%	38%	-	54%	-	-	-	*
			<u> </u>																			
STAAR Percent All Grades	at Appro	aches	Grade	Level o	r Above																	
All Subjects	All	77%	77%	93%	90%	88%	95%	*	96%	*	98%	83%	94%	62%	97%	77%	91%	94%	-	*	*	94%
	Students				0070	0070	00/0		0070		0070	0070	01/0	0270	0.70		0.70	0.70				0.70
	CWD	45%	48%	62%	50%	58%	66%	*	79%	-	100%	54%	65%	62%	-	*	61%	65%	-	-	-	-
	CWOD		81%	97%	100%	94%	98%	*	98%	*	98%	90%	98%	-		79%		97%	-	*	*	94%
	EL	60%	60%	77%	-	75%	75%	- *	85%	- *	-	80%	74%	*		77%		78%	-	-	-	-
	Male Female	74%	75% 80%	91% 94%	94% 83%	86% 90%	94% 97%	*	99% 93%	-	96% 100%	82% 84%	93% 96%	61% 65%		76% 78%	91%	- 94%	-		- *	90% 100%
	Female	:19/0	00 /6	34 /0	03 /0	90 /6	91 /0		9370	-	100 /6	04 /0	90 /0	05 /6	91 /0	10/0	-	94 /0	-	-		100 /6
Reading	All	73%	75%	90%	89%	84%	93%	*	95%	*	97%	78%	92%	53%	95%	63%	88%	93%	-	*	*	92%
	Students																					
	CWD	39%	43%	53%	*	53%	54%	*	71%	- *	*	53%	53%	53%	-	*	51%	56%	-	-	-	-
	CWOD EL	77% 52%	79% 53%	95% 63%	100%	90% 63%	96% *		97% 78%	-	97%	84% 60%	96% 62%	- *	95% 65%	65% 63%		96% 67%	-			92%
	Male	69%	53% 71%	88%	90%	79%	91%	*	98%	*	- 94%	74%	89%	51%	93%	58%		- 07 %	-	*	-	83%
	Female		78%	93%	88%	88%	95%	*	91%	-	100%	82%	94%	56%		67%	-	93%	-	-	*	100%
Mathematics		80%	80%	95%	89%	91%	97%	*	94%	*	100%	88%	96%	71%	98%	93%	96%	94%	-	-	*	*
	Students CWD	52%	53%	71%	*	63%	77%	_	*	_	*	58%	73%	71%	_	*	74%	66%	_	_	_	_
	CWOD		84%	98%	93%	96%	100%	*	100%	*	100%	94%	99%	-	98%	92%	100%	97%	-	-	*	*
	EL	70%	69%	93%	-	88%	100%	-	*	-	-	88%	100%	*	92%			86%	-	-	-	-
	Male	78%	79%	96%	100%	91%	98%	-	100%	*	100%	95%	96%	74%	100%			-	-	-	-	*
	Female	82%	81%	94%	*	91%	97%	*	90%	-	100%	79%	96%	66%	97%	86%	-	94%	-	-	*	*
Colonaa	A 11	700/	700/	070/	010/	05%	000/	*	1000/	*	1000/	000/	000/	700/	1000/	0.40/	000/	000/				*
Science	All Students	79%	79%	97%	91%	95%	98%		100%		100%	90%	98%	10%	100%	94%	90%	98%	-	-	-	
	CWD	48%	51%	76%	*	68%	82%	-	*	-	*	53%	82%	76%	-	-	73%	81%	-	-	-	-
	CWOD		83%	100%	94%	99%	100%	*	100%	*	100%	97%	100%		100%	94%		100%	-	-	-	*
	EL	58%	59%	94%	-	89%	*	-	*	-	-	100%	88%	-	94%	94%	88%	100%	-	-	-	-
	Male	78%	79%	96%	92%	95%	97%	-	100%	*	100%	89%	97%		99%			-	-	-	-	*
	Female	80%	80%	98%	80%	95%	100%	*	100%	-	100%	90%	99%	81%	100%	100%	-	98%	-	-	-	*
STAAR Percent	at Meets	Grad	e Level	or Abov	/e																	
All Grades																						
All Subjects			51%	82%	65%	73%	87%	*	88%	*	90%	63%	85%	36%	88%	45%	80%	84%	-	*	*	78%
	Students		0.50/	0.00/	440/	000/	440/		500/		000/	400/	440/	000/		+	070/	050/				
	CWD CWOD		25% 55%	36% 88%	11% 79%	33% 81%	41% 92%	*	50% 92%	- *	80% 90%	19% 73%	41% 90%	36%	- 88%	50%	37% 86%	35% 89%	-	-	- *	- 78%
	EL	26%	27%	45%	-	30%	75%	-	52 % 54%	-	- 30 /0	57%	36%	*	50%	45%		36%	-	-	-	-
	Male	45%	49%	80%	60%	69%	86%	*	90%	*	88%	61%	83%	37%	86%	55%		-	-	*	-	80%
	Female	50%	53%	84%	69%	77%	89%	*	86%	-	91%	65%	87%	35%	89%	36%	-	84%	-	-	*	75%
		4004	= 4 0 (	<b>.</b>	000/	7404	0.00/		0.50/		0.001	500/	0.404	000/	070/	000/		0.50/				000/
Reading	All		51%	81%	68%	71%	86%	*	85%	*	90%	58%	84%	33%	87%	28%	77%	85%	-	*	*	92%
	Students CWD		24%	33%	*	33%	35%	*	29%	_	*	22%	36%	33%	-	*	31%	38%	_	_	_	_
	CWD			33% 87%	76%	33% 79%	35% 91%	*	29% 89%	*	92%	22% 66%	36% 89%	33%		32%		38% 90%	-	*	*	- 92%
	EL	21%	23%	28%	-	21%	*	-	33%	-	- 32 /0	33%	23%	*	32%	28%		24%	-	-	-	-
	Male	41%	47%	77%	57%	64%	83%	*	87%	*	91%	52%	81%	31%		32%		-	-	*	-	83%
	Female	50%	55%	85%	77%	77%	90%	*	83%	-	90%	65%	88%	38%		24%	-	85%	-	-	*	100%
Matter		4007	E 401	700/	E00/	700/	0004	+	0.407	*	0001	070/	7001	4001	0.407	F70/	7001	700/				*
Mathematics	S All Students	48%	51%	78%	58%	70%	83%	*	81%	*	80%	67%	79%	40%	84%	57%	16%	79%	-	-	×	×
	CWD	26%	26%	40%	*	30%	47%	-	*	-	*	17%	45%	40%	_	*	46%	31%	-	-	-	_
	CWOD		55%	84%	71%	78%	88%	*	83%	*	79%	78%	84%	-	84%	62%		85%	-	-	*	*
	EL	33%		57%	-	25%	100%	-	*	-	-	63%	50%	*		57%		29%	-	-	-	-

Two

											Two											
											or		Non									
					African			America		Pacific			Econ								Foster	
					American			Indian		Islander	Races			CWD				FemaleM	grantHor	neless	Care	Military
	Male	47%	51%	76%	62%	67%	82%	-	100%	*	86%	70%	77%	46%			76%	-	-	-	-	*
	Female	99%	51%	79%	*	74%	84%	*	70%	-	75%	62%	81%	31%	85%	29%	-	79%	-	-	*	*
Science	All	49%	53%	87%	64%	80%	91%	*	98%	*	93%	70%	90%	40%	93%	75%	87%	87%	-	-	-	*
	Students																					
	CWD	23%	25%	40%	*	35%	47%	-	*	-	*	13%	47%	40%	-	-	43%	35%	-	-	-	-
	CWOD	52%	57%	93%	82%	86%	95%	*	100%	*	92%	82%	94%	-	93%	75%	93%	92%	-	-	-	*
	EL	21%	22%	75%	-	56%	*	-	*	-	-	88%	63%	-	75%	75%	75%	75%	-	-	-	-
	Male	50%	54%	87%	62%	80%	92%	-	96%	*	83%	72%	90%	43%	93%	75%	87%	-	-	-	-	*
	Female	949%	52%	87%	60%	79%	91%	*	100%	-	100%	67%	90%	35%	92%	75%	-	87%	-	-	-	*
STAAR Percent	at Maste	ers Gra	ade Lev	/el																		
All Grades																						
All Subjects	All	21%	25%	36%	22%	27%	41%	*	43%	*	46%	21%	38%	7%	40%	22%	34%	39%	-	*	*	28%
-	Students																					
	CWD	8%	9%	7%	6%	5%	7%	*	14%	-	40%	5%	8%	7%	-	*	6%	8%	-	-	-	-
	CWOD	23%	27%	40%	26%	31%	45%	*	46%	*	46%	25%	42%	-	40%	24%	38%	42%	-	*	*	28%
	EL	9%	10%	22%	-	13%	38%	-	31%	-	-	33%	13%	*	24%	22%	30%	14%	-	-	-	-
	Male	20%	24%	34%	13%	25%	39%	*	41%	*	39%	19%	36%	6%	38%	30%	34%	-	-	*	-	40%
	Female	22%	26%	39%	31%	29%	44%	*	46%	-	52%	23%	41%	8%	42%	14%	-	39%	-	-	*	13%
Reading	All	19%	25%	23%	15%	17%	26%	*	30%	*	29%	8%	25%	4%	25%	5%	18%	29%	-	*	*	25%
	Students																					
	CWD	7%	8%	4%	*	5%	3%	*	0%	-	*	3%	5%	4%	-	*	3%	6%	-	-	-	-
	CWOD		27%	25%	15%	19%	28%	*	33%	*	30%	9%	28%	_	25%	6%	20%	31%	-	*	*	25%
	EL	7%	8%	5%	_	4%	*	-	11%	-	_	7%	4%	*	6%	5%	11%	0%	-	-	-	_
	Male	16%	22%	18%	0%	11%	22%	*	23%	*	22%	4%	20%	3%	20%	11%	18%	-	-	*	-	33%
	Female		28%	29%	27%	22%	31%	*	38%	-	35%	12%	31%	6%	31%	0%	_	29%	-	-	*	17%
Mathematics	All Students	23%	25%	46%	21%	38%	52%	*	50%	*	60%	30%	48%	10%	52%	43%	46%	46%	-	-	*	*
	CWD	10%	10%	10%	*	4%	13%	-	*	-	*	8%	11%	10%		*	10%	10%				
	CWOD		27%	52%	29%	44%	56%	*	58%	*	57%	35%	54%	10 /6	- 52%	460/	53%	50%	-	-	*	*
	EL	13%	14%	52% 43%	29%	44 <i>%</i> 13%	80%	-	50%	-	57 %	50%	33%	*	52% 46%		53% 57%	29%	-	-		
		23%	25%	43% 46%	- 23%	38%	53%	-	50%	*	- 57%	32%	33% 49%	10%	40% 53%	43% 57%		29%	-	-	-	-
	Male Female		25%	46%	2370	38%	53% 50%	*	50%	-	63%	32% 28%	49% 48%	10%		29%	40%	46%	-	-	*	*
Science	All	22%	26%	56%	36%	39%	64%	*	71%	*	78%	42%	58%	11%	61%	44%	58%	54%	-	-	-	*
	Students																					
	CWD	7%	8%	11%	*	6%	12%	-	*	-	*	7%	12%	11%	-	-	11%	10%	-	-	-	-
	CWOD	24%	29%	61%	47%	44%	68%	*	74%	*	77%	49%	63%	-	61%	44%	64%	58%	-	-	-	*
	EL	5%	6%	44%	-	33%	*	-	*	-	-	63%	25%	-	44%	44%	50%	38%	-	-	-	-
	Male	23%	28%	58%	23%	43%	66%	-	78%	*	75%	40%	61%	11%	64%	50%	58%	-	-	-	-	*
	Female		25%	54%	50%	35%	62%	*	63%	-	80%	44%	55%		58%	38%	-	54%	-	-	-	*
		0																				

1\*1 Indicates results are masked due to small numbers to protect student confidentiality.

2 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	otudento	American	mopune	Winte	maran	Asian	Islander	Races	DISUUV	01112	
Reading											
All Students	72	75	72	71	-	77	*	77	61	71	100
CWD	71	*	82	54	-	*	-	*	90	71	*
CWOD	73	74	70	73	-	76	*	76	57	-	100
EL	100	-	*	-	-	*	-	-	*	*	100
Male	70	*	70	70	-	69	*	82	53	70	*
Female	75	90	74	73	-	86	-	72	72	74	*
Mathematics											
All Students	85	69	82	87	*	87	*	89	78	61	69
CWD	61	*	55	63	-	*	-	*	*	61	-
CWOD	88	83	86	90	*	83	*	88	88	-	69
EL	69	-	*	*	-	*	-	-	*	-	69
Male	84	75	80	86	-	100	*	92	81	61	*
Female	86	*	85	88	*	78	-	88	75	61	*

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													
4-year Longitudinal Cohort G	raduation Rate	(Gr 9-12):	Class of 20	17									
All Students	97.9%	100.0%	96.2%	98.5%	*	100.0%	-	100.0%	95.7%	83.3%	83.3%	62.5%	-
CWD	83.3%	-	75.0%	91.7%	-	-	-	-	66.7%	83.3%	-	*	-
CWOD	98.4%	100.0%	97.3%	98.8%	*	100.0%	-	100.0%	97.7%	-	83.3%	71.4%	-
EL	83.3%	-	*	*	-	*	-	-	*	-	83.3%	-	-

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
Male	97.6%	100.0%	94.9%	98.9%	*	100.0%	-	100.0%	93.6%	78.6%	*	*	-
Female	98.1%	100.0%	97.5%	98.1%	-	100.0%	-	100.0%	97.8%	90.0%	*	66.7%	-

1\* Indicates results are masked due to small numbers to protect student confidentiality. ·\_·

Indicates there are no students in the group.

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
36	9	25%

1\*1 Indicates results are masked due to small numbers to protect student confidentiality. ...

Indicates zero observations reported for this group.

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 Achiev			Hispanic : STAAR Co	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	70	59	63	74	*	76	*	78	56	35	48
School Quality (College, Career, a	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	79%	75%	71%	85%	*	86%	-	85%	61%	42%	*

1\*1 Indicates results are masked due to small numbers to protect student confidentiality.

.. Indicates there are no students in the group.

Interim Goals (2028-2032)

Target Met

Long-Term Goals Target Met

94%

Υ

94%

94%

94%

94%

Υ

94%

94%

Υ

94%

94%

94%

94%

Y

94%

94%

94%

94%

94%

94%

Υ

94%

94%

94%

94%

94%

'n/a' Indicates the student group is not applicable to this report.

# 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.

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

'+' 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.

			African			American		Pacific	Two or More	Econ	Non Econ						
Participation Rat	e	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	99%	97%	99%	100%	*	100%	*	100%	99%	99%	100%	99%	97%	100%	99%	
All Subjects	CWD	100%	100%	100%	100%	*	100%	-	100%	99% 100%	100%	100%	- 99%	100%	100%	100%	-
	CWOD	99%	96%	99%	100%	*	100%	*	100%	98%	99%	-	99%	97%	100%	99%	_
	EL	97%	90 /8	99% 96%	100%	-	100%	-	100 /6	97%	99% 98%	- 100%	97%	97 % 97%	97%	99% 98%	-
	Male	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100 %	100%	97% 97%	100%	90 /0	-
	Female	99%	93%	98%	99%	*	100%	-	100%	97%	99%	100%	99%	98%	-	99%	-
Deeding		00%	0.00/	99%	99%	*	1000/	*	100%	97%	99%	1000/	00%	0.00/	1000/	0.00/	
Reading	All Students CWD	99% 100%	98% 100%	99% 100%	99% 100%	*	100% 100%		100%	97% 100%	99% 100%	100% 100%	99%	98% 100%	100% 100%	98% 100%	-
						*		- *	1000/				-				-
	CWOD	99%	98%	98%	99%		100%		100%	97%	99%	-	99%	98%	100%	98%	-
	EL	98%	- 100%	97%	100%	-	100%	- *	- 100%	94%	100%	100%	98%	98%	100%	96%	-
	Male	100%		100%	100%	*	100%			100%	100%	100%	100%	100%	100%	-	-
	Female	98%	96%	97%	98%		100%	-	100%	95%	99%	100%	98%	96%	-	98%	-
Mathematics	All Students		95%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	- *		-		100%	100%	100%	-		100%	100%	-
	CWOD	100%	93%	99%	100%		100%	^	100%	100%	99%	- *	100%	100%	100%	99%	-
	EL	100%	-	100%	100%	-		- *	-	100%	100%		100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%		100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	86%	99%	100%	Ŷ	100%	-	100%	100%	99%	100%	99%	100%	-	99%	-
Science	All Students	100%	96%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	94%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	-	100%	100%	-
	CWOD	100%	94%	100%	100%	*	100%	*	100%	100%	100%	-	100%	94%	100%	100%	-
	EL	94%	-	89%	*	-	*	-	-	100%	88%	-	94%	94%	88%	100%	-
	Male	100%	100%	99%	100%	-	100%	*	100%	100%	100%	100%	100%	88%	100%	_	-
	Female	100%	90%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Non-Participation																	
All Subjects	All Students	1%	3%	1%	0%	*	0%	*	0%	1%	1%	0%	1%	3%	0%	1%	-
/ 000,0000	CWD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	4%	1%	0%	*	0%	*	0%	2%	1%	-	1%	3%	0%	1%	-
	EL	3%	-	4%	0%	-	0%	-	-	3%	2%	0%	3%	3%	3%	2%	-
	Male	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	3%	0%		-
	Female	1%	7%	2%	1%	*	0%	-	0%	3%	1%	0%	1%	2%	-	1%	-
Dooding	All Students	1%	2%	1%	1%	*	0%	*	0%	3%	1%	0%	1%	2%	0%	2%	
Reading	CWD	0%	2%	0%	0%	*	0%	_	0% *	3% 0%	0%	0%	170	2%	0%	2%	-
	CWOD	1%	2%	2%	1%	*	0%	-	0%	3%	1%	0%	- 1%	2%	0%	2%	-
	EL	2%	2 /0	2 %	0%		0%	-	0 /0	5 % 6%	0%	- 0%	2%	2%	0%	2 % 4%	-
	Male	0%	-0%	0%	0%	-	0%	-	0%	0%	0%	0%	2%	2%	0%	4%	-
	Female	2%	4%	3%	2%	*	0%	_	0%	5%	1%	0%	2%	4%	-	- 2%	-
	remale	2 /0	4 /0	570	2 /0		0 /0	-	0 /8	576	1 /0	0 /0	2 /0	4 /0	-	2 /0	-
Mathematics	All Students	0%	5%	1%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	7%	1%	0%	*	0%	*	0%	0%	1%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	0%	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	14%	1%	0%	*	0%	-	0%	0%	1%	0%	1%	0%	-	1%	-
Science	All Students		4%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	6%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	-	0%	0%	-
	CWOD	0%	6%	0%	0%	*	0%	*	0%	0%	0%	-	0%	6%	0%	0%	-
	EL	6%	-	11%	*	-	*	-	-	0%	13%	-	6%	6%	13%	0%	-
	Male	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	0%	13%	0%	-	-
	Female	0%	10%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-

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

'-' Indicates zero observations reported for this group.

## Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

Students Without Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with with Disabilities Disabilities (Section 504)
·	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	

Students

Cul-of-School Suspensions         Male Female         62         1         3         7         0         1 <th1< th="">         1         <th1< th=""></th1<></th1<>		Total	Total students *	African American *	Hispanic *	White	Indian or Alaska Native *	Asian	Pacific Islander *	Two or More Races *	EL *	Students with Disabilities (	Students with Disabilities (Section 504)
Male Ferrate Perturbitions TotalPerturbitions PerturbitionsPerturbitions <br< td=""><td>Out-of-School Suspensions</td><td>. otal</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></br<>	Out-of-School Suspensions	. otal											
India         Partial		Male	62	*	31	25	*	*	*	*	*		
Epulsions         Nale         24         34           With Educational Services         Male         15         5         8         - <td></td> <td>Female</td> <td>22</td> <td>*</td> <td>13</td> <td>7</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td></td>		Female	22	*	13	7	*	*	*	*	*		
With Educational Services         Male Female         16         1 <th1< th="">         1         <th1< th=""></th1<></th1<>		Total	84	*	44	32	*	*	*	*	*		
Female         15         5         8         - </td <td>Expulsions</td> <td></td>	Expulsions												
Image         13         3         6         1         10         1         10         1         10 <td>With Educational Services</td> <td>Male</td> <td>24</td> <td>*</td> <td>11</td> <td>11</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td></td>	With Educational Services	Male	24	*	11	11	*	*	*	*	*		
Without Educational Services         Male         - <t< td=""><td></td><td>Female</td><td>15</td><td>*</td><td>5</td><td>8</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td></t<>		Female	15	*	5	8	*	*	*	*	*		
Without Educational Services         Made Femal		Total	39	*	16	19	*	*	*	*	*		
Instruction         Image in the second	Without Educational Services	Male	*	*		*	*	*	*	*	*		
Under Zero Tolerance Policies         Indate Premale Total         I <thi< th=""> <thi< th="">         I         <thi< <="" td=""><td></td><td>Female</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td></thi<></thi<></thi<>		Female	*	*	*	*	*	*	*	*	*		
Indel 260 foreinte Poole         indel Termale         indel School-Related Arrests         indel Total         indel School-Related Arrests		Total	*	*	*	*	*	*	*	*	*		
Total         B         -         100         -         -         -         -         100         -         -         -         -         100         -         -         -         -         100         -         -         -         -         100         -         -         -         -         100         -	Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
School-Related Arrests         Number of the second s		Female	*	*	*	*	*	*	*	*	*		
Male Female (Total         12 27         5         8 5         5         1         1         1         1           Referais to Law Enforcement         Male Female         64 26         12 26         26 26         26 27         26 27         27         27           Students With Disabilitios Female         Male         1		Total	8	*	*	*	*	*	*	*	*		
Female         12         -         5         5         5         - </td <td>School-Related Arrests</td> <td></td>	School-Related Arrests												
Total         27         10         13         -<		Male	15	*	5	8	*	*	*	*	*		
Referrals to Law Enforcement         Nale         64         26         10         13         10         13         10         13         10         10         13         10         10         13         10		Female	12	*	5	5	*	*	*	*	*		
Referrais to Law Enforcement         Male         64         26         26         1         4         8         1         1         8         1           Total         90         0         14         8         1         1         8         1		Total	27	*	10	13	*	*	*	*	*		
Male         64         ·         26         26         · </td <td>Referrals to Law Enforcement</td> <td></td>	Referrals to Law Enforcement												
Female to Total         Page		Male	64	*	26	26	*	*	*	8	*		
Total904034***10*Students With Disabilities in-School Suspensions<			26	*	14		*	*	*		*		
Students With Disabilities           In-School Suspensions         Male         1 <td< td=""><td></td><td></td><td></td><td>*</td><td></td><td></td><td>*</td><td>*</td><td>*</td><td>10</td><td>*</td><td></td><td></td></td<>				*			*	*	*	10	*		
In-School Suspensions         Male         * <td>Students With Disabilities</td> <td></td>	Students With Disabilities												
Male         ·	In-School Suspensions												
Female Total         Image Total <thimage th="" total<=""> <thimage th="" total<=""></thimage></thimage>		Male	*	*	*	*	*	*	*	*	*		*
Total         * <td></td> <td></td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td>*</td>			*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions         Male         8         ·			*	*	*	*	*	*	*	*	*		*
Male       8       -       -       -       -       -       -       -       -       -       -       -       7         Female       6       -       -       -       -       -       -       7       7         Expulsions       Util       14       -       66       -       -       -       -       11         Expulsions       Male       -       -       -       -       -       -       -       -       11         Expulsions       Male       - <td>Out-of-School Suspensions</td> <td></td>	Out-of-School Suspensions												
Fenale         6         · <td>· · · · · · · · · · · · · · ·</td> <td>Male</td> <td>8</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td>7</td>	· · · · · · · · · · · · · · ·	Male	8	*	*	*	*	*	*	*	*		7
Total         14         1         6         1         1         1         11           Expulsions         Male         -         -         -         -         -         -         1         1           With Educational Services         Male         -<				*	*	*	*	*	*	*	*		*
Expulsions         Male         I         <				*	*	6	*	*	*	*	*		11
With Educational Services         Male         *	Expulsions												
$\begin{array}{c c c c c c c c c c c c c c c c c c c $		Male	*	*	*	*	*	*	*	*	*		*
Without Educational Services         Total         ·         <			*	*	*	*	*	*	*	*	*		*
Without Educational Services         Male         * <t< td=""><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td>*</td></t<>			*	*	*	*	*	*	*	*	*		*
Female         * <td>Without Educational Services</td> <td></td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td>*</td>	Without Educational Services		*	*	*	*	*	*	*	*	*		*
Total         * <td></td> <td></td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td>*</td>			*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies         Male         *         <			*	*	*	*	*	*	*	*	*		*
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Total         * <td></td> <td></td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td>*</td>			*	*	*	*	*	*	*	*	*		*
School-Related Arrests       Male       *<			*	*	*	*	*	*	*	*	*		*
Male       *	School-Related Arrests												
Female Total         * <t< td=""><td></td><td>Male</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td>*</td></t<>		Male	*	*	*	*	*	*	*	*	*		*
Total         6         * <td></td> <td></td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td>*</td>			*	*	*	*	*	*	*	*	*		*
Male         9         *         5         *			6	*	*	*	*	*	*	*	*		*
Male       9       *       5       *	Referrals to Law Enforcement		-										
Female         * <td></td> <td>Male</td> <td>9</td> <td>*</td> <td>5</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td>*</td>		Male	9	*	5	*	*	*	*	*	*		*
Total         13         *         7         * <td></td> <td></td> <td></td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td>*</td>				*	*	*	*	*	*	*	*		*
All Students Chronic Absenteeism Male 181 5 77 83 * 8 * 8 * 17 23 Female 165 * 71 74 * 8 * 8 5 14 20			13	*	7	*	*	*	*	*	*		*
Chronic Absenteeism Male 181 5 77 83 * 8 * 8 * 17 23 Female 165 * 71 74 * 8 * 8 5 14 20	All Students				-								
Male         181         5         77         83         *         8         *         8         *         17         23           Female         165         *         71         74         *         8         *         8         5         14         20													
Female 165 * 71 74 * 8 * 8 5 14 20		Male	181	5	77	83	*	8	*	8	*	17	23
							*		*		5		
iotai 346 / 148 15/ ^ 16 ^ 16 7 31 43		Total	346	7	148	157	*	16	*	16	7	31	43

	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	28
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	*
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.

		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	372	8	119	197	*	29	*	17	*	5
	Female	469	5	155	251	*	41	*	17	*	*
	Total	841	13	274	448	*	70	*	34	*	7
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

1\*1 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).

Q. 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 23.8	Percent 13.6%
Teachers Teaching with Emergency or Provisional Credentials	3.0	1.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	16.2	9.5%

2 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 nonpersonnel 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%	-	-
Grade 7 Reading	5,298	1%	73	1%	-	-
Mathematics	5,294	1%	73	2%	-	-

Reading	State Number of ALT2 5,088	State Rate of ALT2 1%	District Number of ALT2 61	District Rate of ALT2 1%	Campus Number of ALT2 -	Campus Rate of ALT2 -
Mathematics	5,087	2%	61	1%	-	-
Science	5,087	1%	61	1%	-	-
End of Course English I	4,868	1%	71	1%	*	*
English II	4,556	1%	78	1%	9	1%
Algebra I	4,884	1%	68	1%	*	*
Biology	4,861	1%	72	1%	*	*
All Grades All Subjects	99,020	1%	1,531	1%	15	1%
Reading	43,730	1%	688	1%	11	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 A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
0.000	rioddinig	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
			۲ ×	52	34 *	28	35		10	3
		American Indian	10					17	40	
		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 Disady	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
		English Language Learners	29	47	44	39	25	15	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
			62	68	33	25	5	5	n/a	n/a
		English Language Learners	02	00	33	21	5	5	II/a	11/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 Disady	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
			•••	• •			·	č	•	•

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

Grade	Subject	Student Group Limited English Proficient	<b>%</b> 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

'\*' 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.

Texas Education Agency | Academics | Performance Reporting

December 2018