# Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: EASTSIDE MEMORIAL AT THE JOHNSTON CAMPUS Campus ID: 227901019

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 or			EL (Current
			All Students	African American I	lispanic	White	American Indian	Asian	Pacific Islander		Econ Disadv	Special Educ	and Former)
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	, 29%
· · · · · · · · · · · · · · · · · · ·	5	2017-18 through 2021-		0001	070/	000/		=			000/	100/	
		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	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	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	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031-											44%
		32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	000/	050/	070/	000/	00%	050/	000/	000/	000/	700/	700/
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%
		2022-23 through 2026- 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 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	Distric	tCampus	African America		White	America Indian		Pacific				CWD	CWOR	FI	Malo	Fomalo	Migran	tHomeless	Foster	
		Jiale	Distilic	toampus	America	mispain		, mulan	Asiali	Islander	Naces	SDISauv	Disau		CWOL	,	Wale	i emaie	wiigi ali	iti lomeiess	Care	winntary
STAAR Percer		ache	s Grade	e Level o	r Above																	
End of Cours		640/	67%	39%	30%	42%	*		*		*	39%	41%	*	48%	200/	260/	45%		*	*	
English I	All Students	04 70	07 70	39%	30%	4270		-		-		39%	4170		40%	39%	36%	45%	-			-
	CWD	25%	34%	*	*	*	-	-	*	-	*	*	*	*	-	*	*	*	-	*	-	-
	CWOD			48%	37%	50%	*	-	*	-	-	47%	54%	-	48%	42%	44%	53%	-	*	*	-
	EL	30%	32%	39%	*	43%	*	-	*	-	-	40%	*	*	42%		34%	47%	-	*	-	-
	Male	57%	61%	36%	33%	36%	*	-	*	-	-	35%	*	*	44%	34%	36%	-	-	*	-	-
	Female	71%	74%	45%	*	51%	-	-	-	-	*	44%	*	*	53%	47%	-	45%	-	*	*	-
English II	All	66%	67%	34%	23%	34%	*		*		*	32%	43%	21%	36%	170/	31%	37%		*		
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	CWD	25%	32%	21%	*	20%	*	_	_	_	-	17%	*	21%	_	*	26%	*	_	*	_	_
	CWOD			36%	28%	37%	*	-	*	-	*	35%	44%	21/0	36%	18%	32%	41%	-	*	-	-
	EL	27%	26%	17%	*	18%	*	_	*	_	-	17%	*	*	18%		18%	16%	_	*	_	_
	Male	61%	63%	31%	*	31%	*	-	*	-	*	30%	31%	26%			31%	-	-	*	-	-
	Female		72%	37%	*	38%	*	-	-	-	-	34%	63%	*	41%	16%	-	37%	-	*	-	-
Algebra I	All	82%	88%	76%	65%	78%	*	-	*	-	-	76%	78%	46%	88%	90%	73%	82%	-	83%	-	-
	Students																					
	CWD	47%	60%	46%	*	48%	*	-	*	-	-	44%	*	46%	-	67%	48%	*	-	*	-	-
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	EL	67%	76%	90%	100%	87%	*	-	*	-	-	89%	*	67%	97%	90%	86%	100%	-	*	-	-
	Male	78%	85%	73%	53%	76%	*	-	*	-	-	72%	83%	48%	89%	86%	73%	-	-	*	-	-
	Female	87%	91%	82%	78%	82%	*	-	-	-	-	83%	*	*	88%	100%	<b>-</b>	82%	-	*	-	-
Biology	All	86%	88%	68%	60%	69%	*	-	*	-	-	66%	76%	52%	71%	53%	69%	66%	-	*	*	-
	Students	EC0/	650/	E 20/	*	E 40/	*					E00/	*	E20/		*	E00/	420/		*		
	CWD	56%	65%	52%		54%	+	-	-	-	-	50%		52%	-	E70/	58%	43%	-	+	-	-
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	Female	51%	57%	27%	*	31%	-	-	-	-	*	26%	*	*	32%	16%	-	27%	-	*	*	-
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Algebra I	All	53%	66%	49%	35%	52%	*	-	*	-	-	50%	44%	23%	60%	51%	46%	54%	-	17%	-	-
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	CWD		28%	23%	*	22%	*	-	*	-	-	22%	*	23%	-	33%	22%	*	-	*	-	-
	CWOD			60%	40%	63%	*	-	*	-	-	61%	50%	-	60%		61%	58%	-	*	-	-
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	Male	49%		46%	27%	49%	*	-	*	-	-	48%	33%		61%		46%	-	-	*	-	-
	Female			54%	44%	57%	*	-	-	-	-	53%	*	*	58%	46%		54%	-	*	-	-
Biology	All	57%	64%	33%	25%	34%	*	-	*	-	-	34%	29%	21%	36%	12%	36%	29%	-	*	*	-
	Students																					
	CWD			21%	*	25%	*	-	-	-	-	25%	*	21%	-	*	26%		-	*	-	-
	CWOD	61%	69%	36%	36%	36%	*	-	*	-	-	35%	42%	-	36%	12%	39%	32%	-	*	*	-
	EL	20%	22%	12%	*	12%	*	-	*	-	-	12%	*	*	12%		18%		-	*	-	-
	Male	55%		36%	33%	35%	*	-	*	-	-	39%	17%	26%	39%	18%	36%	-	-	*	-	-
	Female	59%	66%	29%	*	32%	*	-	-	-	-	26%	60%		32%	0%	-	29%	-	*	*	-

End of Course

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	Male	5%	9%	0%	0%	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	-	-	*	-	-
	Female	9%	14%	0%	*	0%	-	-	-	-	*	0%	*	*	0%	0%	-	0%	-	*	*	-
English II	All	8%	13%	2%	0%	2%	*	-	*	-	*	2%	0%	5%	1%	0%	2%	2%	-	*	-	-
	Students																					
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	EL	0%	14 %	0%	*	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	5%	9%	2%	*	1%	*	-	*	-	*	2%	0%	4%	1%	0%	2%	-	-	*	-	-
	Female	10%	17%	2%	*	2%	*	-	-	-	-	2%	0%	*	1%	0%	-	2%	-	*	-	-
Algebra I	All	31%	35%	16%	9%	19%	*	-	*	-	-	18%	0%	6%	21%	15%	10%	28%	-	0%	-	-
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	EL	12%	15%	15%	17%	16%	*	-	*	-	-	16%	*	11%	16%	15%		31%	-	*	-	-
		28%	33%	10%	0%	13%	*	-	*	-	-	11%	0%	7%	11%	7%	10%	-	-	*	-	-
	Female	34%	37%	28%	22%	32%	*	-	-	-	-	31%	*	*	33%	31%	-	28%	-	*	-	-
Biology	All	23%	31%	5%	0%	6%	*	-	*	-	-	4%	12%	3%	6%	2%	5%	5%	-	*	*	-
2.0.097	Students	//				0,0									370	- /0						
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	CWOD		33%	6% 2%	0%	7%	*	-	*	-	-	4% 2%	17%	- *	6% 2%	2%	7% 2%	4%	-	*	*	-
	EL Male	3% 22%	4% 31%	2% 5%	0%	2% 6%	*	-	*	-	-	2% 4%	。 8%	^ 0%	2% 7%	2% 3%	3% 5%	0% -	-	*	-	-
	Female		31%	5%	*	6%	*	-	-	-	-	4%	20%	7%	4%	0%	-	5%	-	*	*	-
AAR Percen	nt at Appro	aches	s Grade	Level o	or Above																	
All Grades All Subjects	All	77%	77%	50%	42%	51%	50%	-	*	-	*	49%	57%	31%	55%	41%	49%	52%	-	53%	*	-
	Students																					
		45%	48%	31%	29%	31%	*	-	*	-	*	29%	42%	31%	-		35%	23%	-	63%	-	-
	CWOD EL	80% 60%	81% 60%	55% 41%	49% 35%	56% 41%	*	-	*	-	*	54% 41%	63% 40%	- 32%	55% 43%		54% 41%	57% 41%	-	45% 38%	*	-
	Male	74%	75%	49%	43%	49%	*	-	*	-	*	48%	<del>4</del> 0 %	35%	<del>4</del> 3 %		49%		-	62%	-	-
	Female		80%	52%	39%	54%	*	-	-	-	*	50%			57%	41%		52%	-	*	*	-
Reading	All	73%	75%	36%	27%	38%	*	-	*	-	*	35%	43%	15%	41%	25%	33%	40%	-	*	*	-
	Students												- /0									
	CWD	39%	43%	15%	*	15%	*	-	*	-	*	13%	*	15%	-	*	19% 27%	* 1E <sup>0/</sup>	-	*	- *	-
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	Male	69%	71%	33%	29%	33%	*	-	*	-	*	32%	35%	19%	20 % 37%		24 % 33%		-	*	-	-
	Female		78%	40%	22%	43%	*	-	-	-	*	38%	53%	*	45%	25%		40%	-	*	*	-
Mathematic		80%	80%	76%	65%	78%	*	-	*	-	-	76%	78%	46%	88%	90%	73%	82%	-	83%	-	-
	Students	52%	520/	AC0/	*	100/	*		*			1.40/	*	100/		670/	100/	*		*		
	CWD CWOD			46% 88%	73%	48% 90%	*	-	*	-	-	44% 89%	* 83%	46% -	- 88%		48% 89%	* 88%	-	*	-	-
	EL	70%	69%	90%	100%	90 % 87%	*	_	*	-	-	89%	*	- 67%	97%			100%	-	*	-	-
	Male	78%	79%	73%	53%	76%	*	-	*	-	-	72%			89%	86%	73%	-	-	*	-	-
	Female	82%	81%	82%	78%	82%	*	-	-	-	-	83%	*	*	88%	100%	- 0	82%	-	*	-	-
Science	All	79%	79%	68%	60%	69%	*	-	*	-	-	66%	76%	52%	71%	53%	69%	66%	-	*	*	-
	Students	4007	E40/	<b>F0</b> 24	*	F 404						F00/	*	E001		*	F001	400/		*		
	CWD CWOD	48% 82%	51% 83%	52% 71%	* 64%	54% 72%	*	-	- *	-	-	50% 70%	* 83%	52% -	- 71%	570/	58% 72%	43% 70%	-	*	-	-
	EL	82% 58%	83% 59%	53%	64% *	72% 55%	*	-	*	-	-	70% 54%	83%	*	57%		72% 53%	70% 55%	-	*	-	-
	Male	78%	79%	69%	60%	70%	*	-	*	-	-	68%	67%		72%	53%	69%	-	-	*	-	-
	Female	80%	80%	66%	*	68%	*	-	-	-	-	63%	100%	43%	70%	55%	-	66%	-	*	*	-
	t at Mc-+-	Greet	o   ov'																			
AR Percen																						
All Subjects	All Students	47%	51%	26%	18%	26%	42%	-	*	-	*	26%	25%	14%	29%	14%	25%	26%	-	16%	*	-
		23%	25%	14%	11%	14%	*	-	*	-	*	16%	5%	14%	-	11%	15%	13%	-	13%	-	-
	CWOD	50%	55%	29%	22%	29%	*	-	*	-	*	28%	33%	-	29%	14%	28%	29%	-	18%	*	-
	EL Mala	26%	27%	14%	13%	12%	*	-	*	-	-	14%			14%	14%		10%	-	8%	-	-
	Male Female	45% 50%	49% 53%	25% 26%	21% 13%	24% 28%	*	-	-	-	*	26% 24%		15% 13%	28% 29%	16% 10%		- 26%	-	15% *	*	-
							÷													±	-	
Deed	A.1/	46%	51%	16%	9%	16%	×	-	*	-	Ŷ	16%	18%	8%	18%	5%	14%	19%	-	*	×	-
Reading	All Students			8%	*	5%	*	-	*	-	*	9%	*	8%	-	*	8%	*	-	*	-	-
Reading	All Students CWD	22%	24%	070			*	-	*	-	*	17%	24%	-	18%		16%	21%	-	*	*	-
Reading	Students CWD CWOD	48%	54%	18%	8%	19%						C0/	*	*	6%	5%	5%	00/				_
Reading	Students CWD CWOD EL	48% 21%	54% 23%	18% 5%	*	5%	*	-	*	-	*	6%	00/	00/				6%	-	*	-	
Reading	Students CWD CWOD EL Male	48% 21% 41%	54% 23% 47%	18% 5% 14%	* 11%	5% 13%	* * *	-	*	-	- * *	14%	8% 33%	8% *	16%	5%	14% -	-	-	* * *	- *	-
-	Students CWD CWOD EL Male Female	48% 21% 41% 50%	54% 23% 47% 55%	18% 5% 14% 19%	* 11% 4%	5% 13% 21%	* * *	- -	*	-	- * *	14% 17%	33%	*	16% 21%	5% 6%	14% -	- 19%	- -	* * *	- *	-
Reading	Students CWD CWOD EL Male Female	48% 21% 41%	54% 23% 47% 55%	18% 5% 14%	* 11%	5% 13%	* * *	- - -	* - *	-	- * -	14%	33%		16% 21%	5% 6%	14%	-	-	* * 17%	- *	- -
	Students CWD CWOD EL Male Female s All Students	48% 21% 41% 50%	54% 23% 47% 55% 51%	18% 5% 14% 19%	* 11% 4%	5% 13% 21%	* * *	- - -	* - *		- * - -	14% 17%	33%	*	16% 21%	5% 6% 51%	14% -	- 19%		* * 17% *	- * -	-
-	Students CWD CWOD EL Male Female s All Students	48% 21% 41% 50% 48% 26% 51%	54% 23% 47% 55% 51% 26%	18% 5% 14% 19% 49%	* 11% 4% 35%	5% 13% 21% 52%	* * * *	- - -	* - * *	-	- * - -	14% 17% 50%	33% 44%	* 23% 23%	16% 21%	5% 6% 51% 33% 56%	14% - 46% 22% 61%	- 19% 54% * 58%	-	* * 17% *	- * - -	

											Two											
											or	_	Non									
		<b>.</b>			African			America		Pacific											Foste	
					sAmericar		cWhite	Indian	Asiar	Islander	Races							Female	Migrant	Homeless	Care	Military
	Male		51%		27%	49%	*	-	*	-	-	48%	33%	22%		54%		-	-	*	-	-
	Female	49%	51%	54%	44%	57%	*	-	-	-	-	53%	*	*	58%	46%	-	54%	-	*	-	-
Science	All	49%	53%	33%	25%	34%	*	-	*	-	-	34%	29%	21%	36%	12%	36%	29%	-	*	*	-
	Students																					
	CWD	23%		21%	*	25%	*	-	-	-	-	25%	*	21%	-	*	26%	14%	-	*	-	-
	CWOD	52%	57%	36%	36%	36%	*	-	*	-	-	35%	42%	-	36%	12%	39%	32%	-	*	*	-
	EL	21%	22%	12%	*	12%	*	-	*	-	-	12%	*	*	12%	12%	18%	0%	-	*	-	-
	Male	50%	54%	36%	33%	35%	*	-	*	-	-	39%	17%	26%	39%	18%	36%	-	-	*	-	-
	Female	49%	52%	29%	*	32%	*	-	-	-	-	26%	60%	14%	32%	0%	-	29%	-	*	*	-
STAAR Percent All Grades	t at maste	ers Gi	ade Le	evei																		
All Subjects	All	21%	25%	5%	2%	5%	8%	-	*	-	*	5%	3%	3%	5%	3%	4%	6%	-	5%	*	-
-	Students																					
	CWD	8%	9%	3%	0%	4%	*	-	*	-	*	4%	0%	3%	-	3%	3%	4%	-	0%	-	-
	CWOD	23%	27%	5%	3%	5%	*	-	*	-	*	5%	4%	-	5%	3%	4%	6%	-	9%	*	-
	EL	9%	10%	3%	4%	3%	*	-	*	-	-	3%	0%	3%	3%	3%	2%	4%	-	0%	-	-
	Male	20%		4%	0%	4%	*	-	*	-	*	4%	2%	3%	4%	2%	4%	-	-	0%	-	-
	Female			6%	5%	6%	*	-	-	-	*	6%	5%	4%	6%	4%	-	6%	-	*	*	-
Reading	All	19%	25%	1%	0%	1%	*	-	*	-	*	1%	0%	3%	1%	0%	1%	1%	-	*	*	-
	Students			- / •																		
	CWD	7%	8%	3%	*	2%	*	_	*	-	*	3%	*	3%	-	*	2%	*	-	*	-	_
	CWOD			1%	0%	1%	*	_	*		*	1%	0%	-	1%	0%	1%	1%	_	*	*	_
	EL	7%	8%	0%	*	0%	*	_	*	_	-	0%	*	*	0%	0%	0%	0%	_	*	_	_
	Male	16%		1%	0%	1%	*		*		*	1%	0%	2%	1%	0%	1%	-	-	*		
	Female				0%	1%	*	-		-	*	1%	0%	2 /0 *	1%	0%		- 1%	-	*	*	-
	Female	22%	28%	1%	0%	1%		-	-	-		1 %0	0%		1 %0	0%	-	1%	-			-
Mathematics		23%	25%	16%	9%	19%	*	-	*	-	-	18%	0%	6%	21%	15%	10%	28%	-	0%	-	-
	Students		400/	<b>e</b> 0/	*	00/	+		+			00/	*	00/		44.0/	70/	*		+		
	CWD	10%		6%		9%		-		-	-	6%		6%	-	11%			-		-	-
	CWOD			21%	13%	23%	*	-		-	-	23%	0%	-	21%		11%	33%	-	*	-	-
	EL	13%		15%	17%	16%	*	-	*	-	-	16%	*	11%	16%	15%		31%	-	*	-	-
	Male	23%	25%	10%	0%	13%	*	-	*	-	-	11%	0%	7%	11%		10%	-	-	*	-	-
	Female	24%	24%	28%	22%	32%	*	-	-	-	-	31%	*	*	33%	31%	-	28%	-	*	-	-
Science	All	22%	26%	5%	0%	6%	*	-	*	-	-	4%	12%	3%	6%	2%	5%	5%	-	*	*	-
	Students																					
	CWD	7%	8%	3%	*	4%	*	-	-	-	-	4%	*	3%	-	*	0%	7%	-	*	-	-
	CWOD	24%	29%	6%	0%	7%	*	-	*	-	-	4%	17%	-	6%	2%	7%	4%	-	*	*	-
	EL	5%	6%	2%	*	2%	*	-	*	-	-	2%	*	*	2%	2%	3%	0%	-	*	-	-
	Male	23%		5%	0%	6%	*	-	*	-	-	4%	8%	0%	7%	3%	5%	-	-	*	-	-
	Female			5%	*	6%	*	-	-	-	-	4%	20%	7%	4%	0%	-	5%	-	*	*	_
	i cindic	21/0	2070	0 /0		0 /0						- 70	2070	1 /0	- 70	0 /0		0 /0				

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

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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	Students	American	mopanic	winte	mulan	Asiali	Islanuel	Naces	Disauv	CIID	
Reading											
All Students	61	70	59	*	-	-	-	*	61	60	67
CWD	60	*	59	*	-	-	-	-	55	60	*
CWOD	61	83	59	*	-	-	-	*	63	-	66
EL	67	*	65	*	-	-	-	-	68	*	67
Male	69	75	65	*	-	-	-	*	68	77	74
Female	53	*	54	*	-	-	-	-	54	*	58
Mathematics											
All Students	78	77	78	-	-	*	-	-	78	63	84
CWD	63	*	54	-	-	*	-	-	60	63	*
CWOD	84	72	88	-	-	-	-	-	85	-	86
EL	84	*	80	-	-	*	-	-	83	*	84
Male	75	*	74	-	-	*	-	-	74	62	79
Female	83	*	83	-	-	-	-	-	83	*	93

## 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														
All Students	92.1%	80.0%	94.2%	88.9%	*	*	-	*	91.5%	76.2%	100.0%	78.3%	-	
CWD	76.2%	60.0%	80.0%	*	*	*	-	*	80.0%	76.2%	*	*	-	
CWOD	95.0%	86.7%	95.7%	100.0%	-	*	-	*	93.8%	-	100.0%	78.9%	-	
EL	100.0%	100.0%	100.0%	*	-	*	-	-	100.0%	*	100.0%	100.0%	-	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Male Female	85.7% 96.4%	72.7% 88.9%	89.7% 96.9%	* 100.0%	*	* *	-	- *	84.4% 95.8%	63.6% 90.0%	100.0% 100.0%	72.7% 83.3%	-

1\*1 Indicates results are masked due to small numbers to protect student confidentiality. Indicates there are no students in the group.

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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
160	15	9%

1\*1 Indicates results are masked due to small numbers to protect student confidentiality. 2

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 Achie			Hispanic STAAR Co	White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	27	*	27	*	-	*	-	*	27	17	19
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	34%	*	36%	*	*	*	-	*	31%	*	45%

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

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Indicates there are no students in the group.
 '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.

	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	N	N	N						N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						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
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		Y						Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N

#### English Learner Language Proficiency Status

Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90% Y	90%	90% Y	90%	90%	90%	90%	90%	90% Y	90%	90% Y
Interim Goals (2023-2027) Target Met	92% Y	92%	92% Y	92%	92%	92%	92%	92%	92% N	92%	92% Y
Interim Goals (2028-2032) Target Met	94% N	94%	94% Y	94%	94%	94%	94%	94%	94% N	94%	94% Y
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

	All	African	American			Pacific	Two or More			
	Students	American Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL +
Target Met	N	Ŷ						N		Y

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	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Fomalo	Migrant
Participation Rat	e	Campus	American	пізрапіс	winte	inulari	Asidii	Islanuel	Naces	Disauv	DISauv	CWD	CWOD	CL	Wale	Feiliale	wiigrant
All Subjects	All Students CWD CWOD EL	96% 91% 98% 99%	93% 92% 94% 100%	97% 94% 98% 99%	92% * 100% 100%	- - -	100% * 100% 100%	- - -	* * -	97% 93% 98% 100%	90% 82% 94% 96%	91% 91% - 100%	98% - 98% 99%	99% 100% 99% 99%	96% 93% 97% 99%	96% 86% 98% 100%	- - -
Reading	Male Female All Students	96% 96%	90% 100% 93%	97% 97% 97%	86% 100% 86%	-	100%	-	*	97% 97% 98%	90% 91% 85%	93% 86% 91%	97% 98% 98%	99% 100% 99%	96% - 96%	96% 97%	-
Reading	CWD CWOD EL Male	91% 98% 99% 96%	90% 95% 100% 89%	94% 98% 99% 98%	100% *		* * *		* * - *	95% 99% 100% 98%	71% 91% 94% 84%	91% - 100% 92%	- 98% 99% 98%	99% 99% 99% 99%	92% 98% 99% 96%	89% 98% 100%	
	Female All Students	97% 96%	100% 92%	97% 98%	*	-	-	-	*	98% 95%	87% 100%	89% 92%	98% 97%	100% 100%	- 96%	97% 95%	-
Mathematics	CWD CWOD EL Male	92% 97% 100% 96%	89% 93% 100% 87%	96% 98% 100% 98%	* * * *	- - -	* * *	- - -	* - -	91% 97% 100% 96%	100% 100% 100%	92% - 100% 96%	97% 100% 96%	100% 100% 100% 100%	96% 96% 100% 96%	75% 100% 100%	- - -
Science	Female All Students CWD CWOD EL Male	95% 95% 91% 96% 98% 95%	100% 95% 100% 93% 100% 93%	97% 96% 92% 97% 98% 95%	* * * *		- * * *		*	95% 95% 90% 96% 98% 94%	100% 100% 100% 100% 100%	75% 91% - 100% 95%	100% 96% 96% 98% 95%	100% 98% 100% 98% 98% 97%	- 95% 95% 97% 95%	95% 95% 86% 98% 100%	-
Non-Participation	Female	95%	100%	96%	*	-	-	-	*	95%	100%	86%	98%	100%	-	95%	-
All Subjects	All Students CWD CWOD EL Male Female	4% 9% 2% 1% 4% 4%	7% 8% 6% 0% 10% 0%	3% 6% 2% 1% 3% 3%	8% * 0% 14% 0%	- - - -	0% * 0% 0% -	- - - -	* * - *	3% 7% 2% 0% 3% 3%	10% 18% 6% 4% 10% 9%	9% 9% - 0% 7% 14%	2% - 2% 1% 3% 2%	1% 0% 1% 1% 0%	4% 7% 3% 1% 4%	4% 14% 2% 0% - 4%	- - - -
Reading	All Students CWD CWOD EL Male Female	4% 9% 2% 1% 4% 3%	7% 10% 5% 0% 11% 0%	3% 6% 2% 1% 2% 3%	14% * 0% * *	- - - -	* * * *	- - - -	* * - *	2% 5% 1% 0% 2% 2%	15% 29% 9% 6% 16% 13%	9% 9% - 0% 8% 11%	2% - 2% 1% 2% 2%	1% 0% 1% 1% 0%	4% 8% 2% 1% 4%	3% 11% 2% 0% - 3%	- - - -
Mathematics	All Students CWD CWOD EL Male Female	4% 8% 3% 0% 4% 5%	8% 11% 7% 0% 13% 0%	2% 4% 2% 0% 2% 3%	* * * *	- - - -	* * * *	- - - -	* - - - *	5% 9% 3% 0% 4% 5%	0% * 0% *	8% 8% - 0% 4% 25%	3% - 3% 0% 4% 0%	0% 0% 0% 0% 0%	4% 4% 4% 0% 4%	5% 25% 0% 0% - 5%	- - - -
Science	All Students CWD CWOD EL Male Female	5% 9% 4% 2% 5% 5%	5% 0% 7% 0% 7% 0%	4% 8% 3% 2% 5% 4%	* * * *	- - - -	* - * *	- - - -	* - - - *	5% 10% 4% 2% 6% 5%	0% 0% 0% 0% 0%	9% 9% - 0% 5% 14%	4% - 4% 2% 5% 2%	2% 0% 2% 3% 0%	5% 5% 3% 5% -	5% 14% 2% 0% - 5%	- - - -

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

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## 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.

	Total African students American Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
Students Without Disabilities In-School Suspensions								

Male Ferrale         36 24         19 37         20         1 <th1< th="">         1         <th1< th="">         1</th1<></th1<>			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)
Female         Partial         Partial <th< th=""><th></th><th>Male</th><th></th><th></th><th></th><th>*</th><th>*</th><th></th><th>*</th><th>*</th><th></th><th></th><th>(,</th></th<>		Male				*	*		*	*			(,
Out-of-School Suspensions         Male Female         33 3         10         19         4         4         4         7         7           Explained         33         10         13         1         1         1         1         7         7           Explained         56         20         32         10         13         1         1         1         7         7           With Educational Services         Male         7         1         5         1         1         1         7         7         1         5         1         1         1         7         7         1         5         1						*	*	*	*	*	*		
Male Female Total         33 (20)         10 (20)         19 (20)         -         -         -         -         7 (20)         -         7 (20)           Evolution With Educational Services         Male Female         7 (20)         -         10         -         -         -         11           Without Educational Services         Male Female         7 (20)         -         16         - <td></td> <td>Total</td> <td>64</td> <td>19</td> <td>37</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>10</td> <td></td> <td></td>		Total	64	19	37	*	*	*	*	*	10		
Penale TotalPail SectionsPa	Out-of-School Suspensions												
Protection         Protect						*							
Exploitons         Nate         15         1 <th1< th="">         1         1         &lt;</th1<>						*	*	*	*				
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $		Total	56	20	32	*	*	*	*	*	11		
Female         7         5         1         1         1         1           Without Educational Services         Total         -													
Initial         1         5         . </td <td>With 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>	With Educational Services			*		*	*	*	*	*			
Without Educational Services         Maia Female         22         10         1         1         1           Under Zero Tolerance Policies         Male         1						*	*			*			
Windle Educational services         Here         Image         I				÷		÷	÷	÷	÷	÷	1		
India         Image         Image <th< td=""><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></th<>	without Educational Services			*		*	*	*	*	*	*		
Under Zero Tolerance Policies         Mate         Image         Image <th< 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></th<>						*	*	*	*	*	*		
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	Lindor Zoro Toloranco Bolicios					*	*	*	*	*	*		
Total         1 <th1< th="">         1         <th1< th=""> <th1< th=""></th1<></th1<></th1<>	Under Zero Tolerance Policies		*	*	*	*	*	*	*	*	*		
School-Related Arrests         Male         17         1 </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>			*	*		*	*	*	*	*	*		
Male Female Total         17         1 <th1< th="">         1         1</th1<>	School-Related Arrests	Iotai											
Female Totalfemale 21fff<	School-Related Artests	Male	17	*	11	*	*	*	*	*	5		
Total         21         *         13         * </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>				*		*	*	*	*	*			
Referrais to Law Enforcement         Male Female Total         26 42         5 13         7 25         -         -         -         -         8 -         -           Students With Disabilities In-School Suspensions         -         -         -         -         -         -         -         -         10           Male Female         7         5         8         -         -         -         5         8           Out-of-School Suspensions         Male Female         7         -         5         -			21	*	13	*	*	*	*	*	7		
Male         26         5         17         * <td>Referrals to Law Enforcement</td> <td>Total</td> <td></td> <td></td> <td>10</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>'</td> <td></td> <td></td>	Referrals to Law Enforcement	Total			10						'		
Female         16         8         8         * </td <td></td> <td>Male</td> <td>26</td> <td>5</td> <td>17</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>8</td> <td></td> <td></td>		Male	26	5	17	*	*	*	*	*	8		
Total421325444410Students With Disabilities In-School SuspensionsMale135844458Male1358444584458Out-of-School SuspensionsMale75844458Out-of-School SuspensionsMale11776176177171717171711711711<						*	*	*	*	*			
Students With Disabilities           In-School Suspensions         Male         13         5         8         1         1         1         5         8           In-School Suspensions         Total         20         7         5         5         10         5         8           Out-of-School Suspensions         Male         11         1         7         1						*	*	*	*	*	10		
Male         13         5         8         -         -         -         -         5         8           Out-of-School Suspensions         Male         13         7         53         -         -         -         5         5         10           Out-of-School Suspensions         Male         11         -         7         5         -         -         -         5         5         10           Out-of-School Suspensions         Male         11         -         7         -													
Female         7         5         7 <td></td> <td>Male</td> <td>13</td> <td>5</td> <td>8</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>5</td> <td></td> <td>8</td>		Male	13	5	8	*	*	*	*	*	5		8
Out-of-School Suspensions         Male         11         ·         7         · <th<< td=""><td></td><td>Female</td><td></td><td>*</td><td>5</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td></th<<>		Female		*	5	*	*	*	*	*	*		
Male Female         11         ·         7         · <t< td=""><td></td><td>Total</td><td>20</td><td>7</td><td>13</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>5</td><td></td><td>10</td></t<>		Total	20	7	13	*	*	*	*	*	5		10
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Out-of-School Suspensions												
Instance		Male				*			*	*			*
Expulsions         No         N         S         N         N         S         N <th< 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></th<>		Female				*	*		*	*	*		*
With Educational Services         Male         7         *         5         *		Total	17	6	11	*	*	*	*	*	*		8
Wile         /         5         -													
Male         9         7         -	With Educational Services					*	*			*	*		*
Without Educational Services       Male       9       7       -						*	*	*	*	*	*		*
Will bulk Education all Services         Made         *			9	*					*	*			*
Total         * <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		*	*		*	*	*	*	*	*		*
Under Zero Tolerance Policies         Male         *         <			*			*	*	*	*	*	*		*
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Lindor Zoro Toloranco Bolicios		*	*	*	*	*	*	*	*	*		*
Male       5       *	Under Zero Tolerance Policies		*	*	*	*	*	*	*	*	*		*
School-Related Arrests       Male       5       *       5       *<			*	*	*	*	*	*	*	*	*		*
Male       5       *       5       *	School-Related Arrests	TOLAI											
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	School-Related Artests	Male	5	*	5	*	*	*	*	*	*		*
Total         5         * <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>				*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement       Male       9       *       5       *			5	*	5	*	*	*	*	*	*		*
Male       9       *       5       *	Referrals to Law Enforcement		0		v								
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         92         11         74         5         *         *         *         20         23         11           Female         94         11         74         5         *         *         *         17         14         11			13	*	7	*	*	*	*	*	*		*
Chronic Absenteeism Male 92 11 74 5 * * * * 20 23 11 Female 94 11 74 5 * * * * 17 14 11	All Students												
Male         92         11         74         5         *         *         *         20         23         11           Female         94         11         74         5         *         *         *         *         17         14         11													
Female 94 11 74 5 * * * * 17 14 11		Male	92	11	74	5	*	*	*	*	20	23	11
							*	*	*	*			
							*	*	*	*			

	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	51
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	24
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	48	8	38	*	*	*	*	*	11	*
	Female	80	8	65	5	*	*	*	*	14	*
	Total	128	16	103	7	*	*	*	*	25	*
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.

#### **High Poverty**

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 12.0	Percent 22.1%
Teachers Teaching with Emergency or Provisional Credentials	3.2	6.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.1	12.1%

'-' 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%	7	3%
Algebra I	4,884	1%	68	1%	-	-
Biology	4,861	1%	72	1%	7	5%
All Grades All Subjects	99,020	1%	1,531	1%	14	2%
Reading	43,730	1%	688	1%	7	2%
Mathematics	39,178	1%	607	2%	-	-
Science	16,112	1%	236	1%	7	5%

\*\* 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 Al	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	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 Disady	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 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
	Mathematics	Overall	30	30	37	36	24	24	9	10
	Mathematics	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
		Anencan Indian Asian	3	12	19	24	37	32	40	4 32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	39	24	25	8	13
		Econ Disady	40	45	43	30	17	25 15	3	3
		Students with Disabilities	40 67	45 69	23	22	8	7	2	2
		English Language Learners	61	71	23 32	22	8 7	5	2	2
		English Language Learners	01	7.1	52	20	'	5	'	1

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

Grade

Subject

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	<b>%</b> 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

'\*' 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