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

Campus Name: KEALING M S Campus ID: 227901044 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.

EI

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	African			American		Pacific	More	Econ	Special	and
		D !: 0040.47	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	Reading/ELA	2017-18 through 2021-		3270	3170	60%	43%	7470	45%	30%	33%	1970	2970
		22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-											
		27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031- 32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17											
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021- 22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-		31/0	40 /0	J9 /0	45/0	02 /0	30 /6	J 4 /0	30 /0	23 /0	40 /0
		27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-											
		32 2032-33	63%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	00%	70%	80%	73%	91%	75%	11%	68%	62%	70%
EL Progress		Rates											41%
ū		2017-18 through 2021-											
		22											42%
		2022-23 through 2026- 27											44%
		2027-28 through 2031-											4470
		32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17					/		/	/			
Rate		Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 tillough 2021-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-					70				/0		
		27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031- 32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		32	9470	9470	94 70	9470	9470	9470	9470	34 70	3470	94 70	9470

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 A weighted average of the accountainty inductors will be computed in the finite of the interest in the unified of the interest of the interest

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									
					African			America	า	Pacific		Econ								ı	Foster	
		State	District	Campus	Americar	Hispanio	White	Indian						CWD	CWOD	EL	Male F	- emale N	ligrantHo	meless	Care	Military
STAAR Percen	t at Appro	aches	Grade	Level o	r Above																	
Grade 6	A.II	000/	000/	0.50/	E40/	740/	070/		4000/		4000/	000/	000/	050/	000/	500 /	000/	000/				
Reading	All	68%	69%	85%	51%	74%	97%	-	100%	-	100%	63%	98%	35%	89%	53%	82%	88%	-	•	•	•
	Students CWD	35%	320/	35%	*	29%	*		*			30%	*	35%		*	*	47%		*	*	
	CWD		32% 73%	35% 89%	55%	82%	98%	-	100%	-	100%	70%	98%	35%	89%	E00/.	86%	92%	-	*		*
	EL	42%	40%	53%	33%	49%	90%	-	*	-	100%	51%	90%	*	58%		43%	92% 65%	-		-	
	Male	63%	65%	82%	48%	70%	96%	_	100%	_	100%	56%	98%	*	86%		82%	-	_	*	_	_
	Female		72%	88%	56%	79%	98%	_	100%	_	100%	69%	98%	47%	92%	65%	-	88%	_	*	*	*
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Mathematic	s All	76%	73%	86%	65%	81%	99%	-	100%	-	100%	74%	98%	38%	91%	70%	86%	86%	-	*	*	*
	Students																					
	CWD	50%	44%	38%	*	35%	*	-	-	-	-	31%	*	38%	-	*	36%	38%	-	*	*	-
	CWOD	79%	77%	91%	73%	89%	99%	-	100%	-	100%	84%	98%	-	91%	81%	91%	92%	-	*	-	*
	EL	61%	53%	70%	*	67%	*	-	*	-	-	71%	*	*	81%	70%	71%	69%	-	-	-	-
	Male	76%	74%	86%	58%	84%	100%	-	100%	-	*	75%	100%	36%	91%	71%	86%	-	-	*	-	-
	Female	77%	71%	86%	72%	78%	98%	-	100%	-	100%	74%	97%	38%	92%	69%	-	86%	-	*	*	*
Grade 7		700/	700/	000/	0.407	7.40/	070/		1000/	_	0=0/	000/	070/	000/	000/	500 /	000/	070/		_		
Reading	All	73%	72%	88%	61%	74%	97%	-	100%	•	95%	63%	97%	20%	92%	50%	88%	87%	-	•	-	-
	Students	270/	270/	200/	*	*	*		*			*	*	200/		*	*	*		*		
	CWD	37%	37%	20%		82%	98%	-	100%	*	050/	74%	98%	20%	020/	620/	020/		-		-	-
	CWOD	44%	77% 37%	92% 50%	73%	56%	90%	-	100%	*	95%	53%	90%	*	92% 62%	62%	93% 60%	92%	-	-	-	-
	EL Male	69%	68%	88%	44%	76%	98%	-	100%		100%	63%	97%	*	93%	60%			-	-	-	-
	Female		77%	87%	75%	70%	96%	-	100 %	*	91%	63%	97%	*	92%	*	00 /0	87%	-	*	-	-
	remaie	19/0	11/0	01 /6	1370	12/0	90 /6	-	100 /6		91/0	03 /6	91/0		92 /0		-	01 /0	-		-	-
Mathematic	s All	71%	58%	79%	56%	69%	90%	_	100%	*	91%	54%	95%	25%	86%	47%	83%	75%	_	*	_	_
	Students																					
	CWD	42%	37%	25%	*	*	*	-	*	-	_	*	*	25%	-	*	*	*	-	*	-	-
	CWOD		62%	86%	68%	77%	92%	-	100%	*	91%	64%	97%	-	86%	57%	89%	82%	-	-	-	-
	EL	52%	38%	47%	-	50%	*	-	*	*	-	47%	*	*	57%	47%		*	-	-	-	-
	Male	69%	56%	83%	61%	71%	93%	-	100%	-	100%	64%	94%	*	89%		83%	-	-	-	-	-
	Female	73%	59%	75%	50%	68%	83%	-	100%	*	*	45%	97%	*	82%	*	-	75%	-	*	-	-
Grade 8																						
Reading	All	85%	85%	92%	73%	83%	99%	-	100%	-	91%	77%	98%	28%	98%	65%	93%	91%	-	-	-	*
	Students																					
	CWD	49%	50%	28%	*	*	*	-	*	-	-	*	56%	28%	-	*	37%	*	-	-	-	-
	CWOD		89%	98%	94%	95%	100%	-	100%	-	91%	92%	100%	-	98%	73%		96%	-	-	-	*
	EL	58%	58%	65%	*	60%	*	-	*	-	-	63%	*	*	73%		70%	60%	-	-	-	-
	Male	82%	82%	93%	75%	83%	99%	-	100%	-	100%	80%	98%	37%	99%	70%	93%	-	-	-	-	-
	Female	88%	88%	91%	71%	84%	100%	-	100%	-	83%	75%	99%	*	96%	60%	-	91%	-	-	-	*
M-414	- 411	0.50/	000/	000/	040/	000/	000/		000/		4000/	740/	000/	0.40/	000/	070/	000/	000/				
Mathematic		85%	83%	93%	61%	86%	98%	-	98%	-	100%	74%	99%	34%	98%	67%	93%	92%	-	-	-	
	Students CWD	53%	48%	34%	*	41%	*		*			26%	56%	34%		*	42%	*				
	CWD		88%	98%	83%	95%	99%	-	100%	-	100%	89%	100%	J 4 /0	98%	80%		97%	-	-	-	*
	EL	73%	62%	67%	*	77%	3370	-	*	-	100 /0	67%	100 /0	*	80%	67%		*	-	-	-	
	Male	82%	81%	93%	67%	84%	98%	-	100%	-	100%	78%	98%	42%	99%	86%			-	-	-	-
	Female		85%	92%	50%	86%	99%	_	97%	_	100%	71%	99%	*	97%	*	-	92%	_	_	_	*
	1 Ciliaic	01 /0	0070	J2 /0	30 /0	0070	3370		31 /0		100 /0	7 1 70	3370		31 /0			JZ /0				
Science	All	75%	74%	88%	68%	70%	98%	_	100%	_	95%	65%	97%	22%	93%	50%	88%	87%	_	_	-	*
	Students																					
	CWD	39%	37%	22%	*	*	*	-	*	-	-	*	56%	22%	-	*	32%	*	-	-	-	-
	CWOD	78%	79%	93%	84%	82%	99%	-	100%	-	95%	79%	98%	-	93%	53%	95%	92%	-	-	-	*
	EL	46%	42%	50%	*	40%	*	-	*	-	-	47%	*	*	53%	50%	50%	50%	-	-	-	-
	Male	74%	72%	88%	60%	70%	99%	-	100%	-	100%	65%	97%	32%	95%	50%	88%	-	-	-	-	-
	Female	76%	76%	87%	71%	70%	97%	-	100%	-	92%	66%	96%	*	92%	50%	-	87%	-	-	-	*
E																						
End of Course		0007	000/	4000/	4000/	4000/	4000/		4000/		4000/	40000	40001	_	40007	4000	4000/	4000′				
Algebra I	All	82%	88%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	*	100%	100%	100%	100%	-	-	-	•
	Students	470/	000/	*			*		*								*	*				
	CWD				4000/	4000/	1000/	-	1000/	-	4000/	4000/	1000	•	-	40001	4000/	1000/	-	-	-	-
	CWOD		92%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	-			100%	100%	-	-	-	-
	EL	67%	76%	100%	1000/	1000/	1000/	-	1000/	-	*	100%	1000/	*	100%			-	-	-	-	-
		78%		100%	100%	100%	100%	-	100%	-		100%		*	100%	*	100%	100%	-	-	-	*
	Female	0170	J 170	100%	100%	100%	100%	-	100%	-	10070	100%	100%		100%		-	100%	-	-	-	

Two

or Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Reading ΑII 38% 44% 74% 31% 55% 93% 100% 93% 39% 95% 26% 78% 30% 71% 76% Students 22% 14% 19% CWD 22% 26% 26% 41% **CWOD 40%** 47% 78% 30% 62% 94% 100% 93% 43% 96% 78% 36% 76% 80% FΙ 14% 14% 30% 26% 27% 36% 30% 22% 41% Male 34% 42% 71% 29% 51% 93% 100% 100% 33% 96% 76% 22% 71% Female 42% 47% 76% 33% 60% 94% 100% 83% 46% 94% 41% 80% 41% 76% Mathematics All 43% 67% 27% 55% 96% 95% 100% 43% 93% 24% 72% 41% 65% 69% 41% Students CWD 23% 21% 24% 15% 19% 31% 72% **CWOD 46%** 44% 72% 27% 62% 96% 95% 100% 49% 94% 45% 70% 74% 24% 17% 41% 39% 40% 45% 41% 38% 44% 44% 21% 57% 94% 100% 45% 90% 14% 70% 38% 65% Male 43% 65% Female 42% 39% 69% 33% 52% 98% 91% 100% 41% 96% 31% 74% 44% 69% Grade 7 Reading ΑII 47% 52% 81% 37% 59% 95% 100% 95% 44% 95% 4% 86% 17% 81% 80% Students 23% CWD 24% 4% 4% 67% 53% 23% 86% CWOD 50% 97% 100% 96% 86% 85% 55% 86% 47% 95% 16% 17% 19% 18% 23% 17% 10% FΙ 15% 33% 56% 96% 100% 100% 43% 95% 86% Male 42% 48% 81% 10% 81% Female 53% 56% 80% 40% 61% 100% 91% 45% 95% 85% 80% Mathematics All 68% 25% 53% 88% 100% 73% 36% 88% 8% 75% 42% 73% 63% 39% Students CWD 20% 18% 8% 8% **CWOD 41%** 29% 75% 32% 62% 91% 100% 73% 44% 90% 75% 50% 79% 70% 50% FΙ 17% 10% 42% 44% 41% 42% 55% Male 38% 28% 73% 28% 53% 93% 100% 100% 38% 93% 79% 55% 73% 63% Female 40% 84% 25% 63% 22% 53% 79% 100% 34% 70% Grade 8 ΑII 48% 54% 78% 41% 58% 93% 97% 73% 45% 91% 25% 83% 25% 79% 77% Reading Students CWD 23% 24% 25% 37% CWOD 51% 83% 52% 66% 94% 97% 73% 53% 93% 83% 20% 84% 82% 58% 13% 14% 25% 20% 26% 20% 25% 40% 10% Male 44% 50% 79% 40% 62% 91% 94% 80% 50% 89% 37% 84% 40% 79% Female 53% 59% 77% 43% 56% 96% 100% 67% 41% 93% 82% 10% 77% Mathematics All 50% 79% 54% 98% 39% 13% 85% 20% 80% 52% 32% 93% 84% 92% 78% Students 4% CWD 25% 22% 13% 12% 33% 13% 21% CWOD 53% 50% 63% 94% 100% 84% 85% 20% 87% 83% 57% 85% 49% 94% 20% 20% 29% ΕL 30% 23% 20% 23% 20% 94% 88% Male 48% 50% 80% 33% 47% 100% 44% 91% 21% 87% 29% 80% Female 53% 55% 78% 29% 58% 92% 97% 80% 33% 93% 83% 78% Science ΑII 50% 53% 76% 43% 51% 92% 95% 77% 42% 90% 19% 81% 15% 78% 74% Students CWD 23% 23% 19% 44% 19% 26% CWOD 53% 57% 81% 52% 59% 94% 95% 77% 49% 91% 81% 7% 84% 78% 19% 19% 15% 13% 16% 15% 10% 20% EL 7% 40% 92% 80% 89% 26% 84% Male 51% 53% 78% 56% 94% 47% 10% 78% Female 50% 74% 43% 48% 93% 97% 75% 37% 91% 20% 53% 78% End of Course 100% 99% 100% 100% 100% 99% Algebra I ΑII 53% 66% 99% 89% 98% 99% 99% 98% Students CWD 19% 28% **CWOD 58%** 71% 99% 89% 100% 99% 100% 100% 98% 99% 99% 100% 99% 98% FΙ 29% 40% 100% 100% 100% 100% 99% 86% 100% 100% 100% Male 49% 63% 99% 100% 99% 99% 100% Female 58% 69% 98% 91% 100% 97% 100% 97% 98% 98% 98% STAAR Percent at Masters Grade Level Grade 6 Reading ΑII 18% 25% 58% 18% 36% 82% 84% 73% 20% 82% 10% 62% 15% 54% 63% Students CWD 8% 10% 0% 18% **CWOD 20%** 28% 62% 21% 41% 83% 84% 73% 24% 82% 62% 18% 58% 68% FΙ 4% 5% 15% 11% 11% 18% 15% 13% 18% 10% 77% Male 15% 23% 54% 33% 78% 79% 67% 16% 58% 13% 54% 27% Female 22% 63% 28% 38% 87% 88% 83% 24% 87% 18% 68% 18% 63% Mathematics All 18% 16% 43% 11% 75% 63% 71% 19% 70% 46% 14% 43% 29% 14% 43% Students 9% 14% 5% CWD 8% 8% 0% 25% 33% 74% 71% CWOD 19% 18% 46% 10% 63% 21% 70% 46% 16% 48% 45% 6% 4% 14% 15% 11% 16% 14% 14% 13% 25% Male 18% 18% 43% 5% 34% 71% 75% 66% 0% 48% 14% 43% 60% 25% 43% Female 17% 15% 43% 17% 22% 77% 55% 11% 73% 45% 13% Grade 7 Reading ΑII 28% 34% 70% 21% 45% 87% 88% 80% 25% 86% 4% 74% 6% 72% 67% Students 4% 10% 10% CWD 4% CWOD 30% 37% 88% 74% 27% 51% 89% 80% 31% 88% 74% 8% 76% 72%

Students												or	_	Non								_	
El. 50, 60, 70,			Ctoto	Dietriet	Campua		Liononi								CWD	CMOD		Mole	Famala	Migron	•Uamalaa		
Mail Mail All 24% 20% 27% 27% 44% 23% 28% 28% 28% 28% 28% 7.5% 28% 27% 28% 2		FI				American		cwnite *	indian	Asianis	siander *	Racesi		DISadv *	CWD				remale *	iviigrani -	tHomeles:	s Care	e IVII
Mathematical Mat						17%		93%	_	84%	-	67%		87%	*				-	_	_	_	
Subscript COUND 18, 124, 854, 75, 844, 75, 845, 854, 854, 854, 854, 854, 854, 85		Female	33%	38%	67%	25%	46%	80%	-	92%	*	91%		86%	*		*	-	67%	-	*	-	
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Campaigness	Maniemanc		1070	1170	55%	0 70	20%	1070	-	90%		0470	1470	1070	470	59%	1170	30%	4770	-		-	
El. 56 38 15% 15% 20%			7%	7%	4%	*	*	*	-	*	-	-	*	*	4%	-	*	*	*	-	*	-	
Maile 17% 12% 58% 11% 59% 29% 59						7%	34%	80%	-	95%	*	64%	18%	79%	-	59%	14%	64%	52%	-	-	-	
Formal 1981 109 10		EL	5%	3%	11%	-	6%	*	-	*	*	-	6%	*	*	14%	11%	18%	*	-	-	-	
Trace 8 Reading Sharkerth Sharkerth		Male	17%	12%	58%	11%	34%	82%	-	89%		86%	20%	80%	*	64%	18%	58%	-	-	-	-	
Reading All 25% 35% 51% 25%		Female	18%	10%	47%	0%	23%	71%	-	100%	*	*	9%	75%	*	52%	*	-	47%	-	*	-	
Reading All 25% 35% 51% 25%	Crada 0																						
Substitute		All	26%	33%	61%	20%	35%	80%	_	83%	_	55%	19%	78%	9%	65%	5%	59%	62%	_	_	_	
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Students CWD 23% 25% 19% 10% 12% 52% - 86% 11% 47% 19% - 18% 19% 18% - * * CWOD 50% 55% 83% 45% 66% 95% - 99% * 85% 52% 94% - 83% 35% 84% 82% - * - EL 26% 27% 31% * 29% 33% - 60% * - 30% 45% 18% 35% 31% 32% 30% Male 45% 49% 79% 35% 58% 94% - 98% - 91% 45% 93% 19% 84% 32% 79% * -	All Grades All Subjects Reading Mathematic Science	S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	77% 45% 80% 60% 74% 73% 39% 77% 52% 69% 77% 80% 52% 83% 70% 78% 82% 79% 48% 82% 58% 78% 80%	77% 48% 81% 60% 75% 43% 79% 53% 71% 80% 53% 84% 69% 79% 81% 79% 51% 83% 59% 79% 80%	89% 30% 94% 59% 89% 89% 88% 28% 93% 55% 88% 990% 35% 66% 91% 89% 88% 22% 93% 50% 88% 87%	65% 17% 77% * 61% 69% 62% * 73% * 56% 68% 67% 20% 79% * 66% 68% * 4 84% * 60% 71%	27% 87% 58% 78% 79% 77% 24% 86% 53% 75% 79% 83% 36% 90% 84% 82% 70%	61% 99% 75% 98% 98% 98% 60% 98% 98% 98% 98% 98%		86% 100% 90% 100% 100% * 100% * 100% * 100% * 100% * 100% * 100% * 100% * 100% 100% * 100% * 100%	* - * * - *	96% - 100% 93% 95% - 100% 90% 98% - 100% 97% 95% - 100% 95% - 100%	21% 80% 59% 69% 69% 67% 20% 75% 65% 69% 73% 46% 70% 65%	62% 99% 64% 98% 98% 98% 61% 98% 98% 98% 98% 99% * 99% * 99% 97%	30% 29% 32% 28% 28% 28% 29% 27% 30% 35% - - - 39% 31% 22% 22% 22% 22%	94% 68% 94% 93% 93% 62% 93% 95% - 55% 95% 94% 93% 53% 95%	29% 68% 59% 63% 55% 29% 62% 55% 53% 57% 66% * * * * * * * * * * * * * * * * *	32% 94% 63% 89% - 88% 27% 92% 95% 91% 39% 95% 95% 95% 95% 88%	28% 93% 56% - 89% 89% 30% 93% 57% - 89% 89% 89% 87% - * * * * * * * * * * * * * * * * * *		* * - *	* * * * * * * * * * * * * * * * * * * *	,
CWOD 50% 55% 83% 45% 66% 95% - 99% * 85% 52% 94% - 83% 35% 84% 82% - * - EL 26% 27% 31% * 29% 33% - 60% * - 30% 45% 18% 35% 31% 32% 30% Male 45% 49% 79% 35% 58% 94% - 98% - 91% 45% 93% 19% 84% 32% 79% * -	AAR Percentil Grades AAR Percentil Grades	S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	77% 45% 80% 60% 73% 39% 77% 52% 80% 52% 88% 79% 48% 82% 79% 48% 82% 68% 6Grade	77% 48% 81% 60% 75% 43% 79% 53% 80% 53% 84% 69% 79% 81% 79% 83% 79% 83% 79%	89% 30% 94% 59% 89% 88% 28% 93% 55% 66% 91% 89% 22% 93% 50% 88% 87% or Abov	65% 17% 77% * 61% 69% 62% * 73% * 56% 68% 67% 20% 79% * 66% 68% 68% * 4 84% 60% 71%	27% 87% 58% 78% 79% 77% 24% 86% 53% 75% 79% 83% 36% 90% 66% 84% 82% 70% *	61% 99% 75% 98% 98% 98% 98% 98% 98% 98% * 98% * 99% *		86% 100% 90% 100% 100% * 100% * 100% * 100% * 100% * 100% * 100% * 100% 100%	* - * * - *	96% -100% 93% 95% -95% -100% 98% -100% 97% 95% -100% 92%	21% 80% 59% 69% 69% 67% 73% 26% 65% 67% 76% 70% 65% 47% 665% 66%	62% 99% 64% 98% 98% 98% 98% 98% 98% 99% * 99% * 99% \$99% \$99%	30% - 29% 32% 28% 28% 27% 30% 35% 35% 22% - 32% *	94% 68% 94% 93% 93% 62% 93% 62% 95% 77% 95% 94% 93% - 93% 53% 95% 92%	29% 68% 59% 63% 55% 29% 62% 55% 55% 53% 57% 66% 66% 66% 50% *	32% 94% 63% 89% - 88% 27% 92% 53% 88% - 91% 39% 95% 74% 95% 32% 95% 50% 88%	28% 93% 56% - 89% 89% 30% 93% - 89% 89% 89% 87% - * 92% 50% - 87%		* 56% * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	
EL 26% 27% 31% * 29% 33% - 60% * - 30% 45% 18% 35% 31% 32% Male 45% 49% 79% 35% 58% 94% - 98% - 91% 45% 93% 19% 84% 32% 79% * -	All Grades All Subjects Reading Mathematic Science	S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	77% 45% 80% 60% 73% 39% 77% 52% 80% 52% 88% 79% 48% 82% 79% 48% 82% 68% 6Grade	77% 48% 81% 60% 75% 43% 79% 53% 80% 53% 84% 69% 79% 81% 79% 83% 79% 83% 79%	89% 30% 94% 59% 89% 88% 28% 93% 55% 66% 91% 89% 22% 93% 50% 88% 87% or Abov	65% 17% 77% * 61% 69% 62% * 73% * 56% 68% 67% 20% 79% * 66% 68% 68% * 4 84% 60% 71%	27% 87% 58% 78% 79% 77% 24% 86% 53% 75% 79% 83% 36% 90% 66% 84% 82% 70% *	61% 99% 75% 98% 98% 98% 98% 98% 98% 98% * 98% * 99% *		86% 100% 90% 100% 100% * 100% * 100% * 100% * 100% * 100% * 100% * 100% 100%	* - * * - *	96% -100% 93% 95% -95% -100% 98% -100% 97% 95% -100% 92%	21% 80% 59% 69% 69% 67% 73% 26% 65% 67% 76% 70% 65% 47% 665% 66%	62% 99% 64% 98% 98% 98% 98% 98% 98% 99% * 99% * 99% \$99% \$99%	30% - 29% 32% 28% 28% 27% 30% 35% 35% 22% - 32% *	94% 68% 94% 93% 93% 62% 93% 62% 95% 77% 95% 94% 93% - 93% 53% 95% 92%	29% 68% 59% 63% 55% 29% 62% 55% 55% 53% 57% 66% 66% 66% 50% *	32% 94% 63% 89% - 88% 27% 92% 53% 88% - 91% 39% 95% 74% 95% 32% 95% 50% 88%	28% 93% 56% - 89% 89% 30% 93% - 89% 89% 89% 87% - * 92% 50% - 87%		* 56% * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	
Male 45% 49% 79% 35% 58% 94% - 98% - 91% 45% 93% 19% 84% 32% 79% * -	All Grades All Subjects Reading Mathematic Science	SAII Students CWD CWOD EL Male Female AlI Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female AII Students CWD CWOD EL Male Female AII Students CWD CWOD EL Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female	77% 45% 80% 60% 73% 39% 77% 52% 80% 52% 83% 79% 48% 82% 79% 48% 82% 6radi 47% 23%	77% 48% 81% 60% 75% 80% 75% 43% 79% 80% 80% 79% 81% 79% 81% 79% 80% 51% 80%	89% 30% 94% 59% 89% 88% 28% 93% 55% 66% 91% 89% 88% 22% 93% 50% 88% 87% or Abov	65% 17% 77% * 61% 69% 62% * 73% * 56% 68% 67% 20% 79% * 66% 68% * 84% * 60% 71% e 38%	27% 87% 58% 78% 79% 77% 24% 86% 53% 75% 79% 83% 36% 90% 66% 84% 82% 70% ** ** ** ** ** ** ** ** ** ** ** ** **	61% 99% 75% 98% 98% 98% 60% 98% 98% 98% 98% 97% 98% 97%		86% 100% 90% 100% 100% 100% * 100% * 100% * 100% * 100% * 100% * 100% * 100% * 100% * 100% * 100% * 100% * 100% * 100% * 100% 86%	* - * *	96% - 100% 93% 95% - 100% 90% 98% - 100% 97% 95% - 100% 92%	21% 80% 59% 69% 69% 67% 73% 26% 65% 66% * 79% 44% 65% 66%	62% 99% 64% 98% 98% 98% 61% 98% 98% 98% 99% * 99% * 99% 99% 99% 99% 47%	30% 29% 32% 28% 28% 28% 29% 27% 30% 35% 35% 22% 22% 22% 19%	94% 68% 94% 93% 93% 62% 93% 95% 95% 95% 94% 93% - - - - - - - - - - - - - - - - - - -	29% 68% 59% 63% 55% 29% 62% 55% 53% 57% 66% * * * * * * * * * * * * * * * * *	32% 94% 63% 89% - 88% 27% 92% 91% 39% 95% 95% 88% - 88% 32% 95% 88% - 79%	28% 93% 56% - 89% 89% 30% 93% 57% - 89% 89% 87% * 92% - 87%		* 56% * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	1
Wale 45% 49% 19% 55% 56% 94% - 96% - 91% 45% 95% 19% 64% 52% 19%	All Grades All Subjects Reading Mathematic Science	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	77% 45% 80% 60% 73% 39% 77% 52% 67% 80% 52% 83% 79% 48% 82% 58% 6rad 47% 23% 50%	77% 48% 81% 60% 75% 43% 79% 53% 78% 80% 53% 84% 69% 79% 81% 51% 83% 59% 55%	89% 30% 94% 59% 89% 88% 28% 93% 55% 66% 91% 89% 22% 93% 50% 88% 87% Or Abov 78% 19% 83%	65% 17% 77% * 61% 69% 62% * 73% * 56% 68% 67% 20% 79% * 66% 68% 68% 68% * 84% * 60% 71% e 38% 10% 45%	27% 87% 58% 78% 79% 77% 24% 86% 53% 75% 79% 83% 66% 84% 82% 70% 	61% 99% 75% 98% 98% 98% 98% 98% 98% * 98% * 99% * 99% 99% 99% 99%		86% 90% 100% 100% 100% 100% * 100% * 100% * 100% * 100% * 100% 99% 100% * 100% * 100% 86% 99%	* - * * - * * - *	96% - 100% 93% 95% - 100% 90% 98% - 100% 97% 95% - 100% 92%	21% 80% 59% 69% 69% 67% 73% 26% 83% 67% 76% 70% 65% 47% 65% 66% 44%	62% 99% 64% 98% 98% 98% 98% 98% 98% 99% * 99% * 99% 99% 99% 99%	30% - 29% 32% 28% 28% 27% 30% 35% 35% 22% - 32% * 19% 19% 19%	94% 68% 94% 93% 93% 62% 93% 62% 95% 77% 95% 94% 93% - 93% 53% 92%	29% 68% 59% 63% 55% 29% 62% 55% 55% 57% 66% 77% 66% 74% 50% 50% 50% 50%	32% 94% 63% 89% - 88% 27% 92% 53% 88% - 91% 39% 95% 74% 95% 50% 88% - 79%	28% 93% 56% - 89% 89% 30% 57% - 89% 89% 31% 56% - 89% 87% - * 92% 50% - 87%		* 56% * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	1
Female 50% 53% 77% 41% 58% 94% - 99% * 79% 44% 93% 18% 82% 30% - 77% - 22% *	AAR Percential Grades AAR Percential Grades	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female DEL Male Female Students CWD CWOD EL Male Female	77% 45% 80% 60% 74% 79% 39% 77% 52% 69% 80% 52% 83% 70% 48% 82% 58% 78% 80% Grad 47% 23% 50% 26%	77% 48% 81% 60% 75% 43% 79% 53% 71% 80% 53% 84% 69% 79% 81% 51% 83% 59% 79% 80% 51%	89% 30% 94% 59% 89% 89% 88% 28% 93% 55% 88% 90% 35% 96% 95% 66% 91% 88% 22% 93% 50% 88% 7% or Abov 78% 19% 83% 31%	65% 17% 77% * 61% 69% 62% * 73% * 56% 68% 67% 20% 79% * 66% 68% * 84% * 60% 71% e 38% 10% 45% *	27% 87% 58% 78% 79% 77% 24% 86% 53% 75% 79% 83% 36% 90% 66% 84% 82% 70% ** ** ** ** ** ** ** ** ** ** ** ** **	61% 99% 75% 98% 98% 98% 98% 98% 98% 98% * 99% * 99% 99% 97%		86% 100% 90% 100% 100% 100% * 100% * 100% * 100% * 100% * 100% 99% 100% * 100% *	* - * * - * * - *	96% - 100% 93% 95% - 100% 98% - 98% - 100% 97% 95% - 100% 92%	21% 80% 59% 69% 69% 67% 73% 26% 83% 67% 76% 70% 65% 65% 66% 44% 11% 52% 30%	62% 99% 64% 98% 98% 98% 98% 98% 98% 97% 96% 97% 96%	30% - 29% 32% 28% 28% 27% 30% 35% 35% 22% 22% 2 19% 21% 19% 19% 19% 19% 19%	94% 68% 94% 93% 93% 62% 93% 62% 95% 77% 95% 94% 93% 53% 95% 92%	29% 68% 59% 63% 56% 55% 55% 57% 66% 74% 50% 50% 50% 31%	32% 94% 63% 89% - 88% 53% 88% - 91% 39% 95% 74% 91% - 88% 32% 95% 50% 88% -	28% 93% 56% - 89% 89% 30% 57% - 89% 89% 31% 56% - 89% 87% - * 92% 50% - 87%		* * 56% * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	

or Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Reading 94% 99% 42% 94% 19% 82% ΑII 46% 51% 36% 86% 26% 77% 78% Students CWD 22% 24% 19% 12% 50% 11% 50% 19% 12% 18% 21% CWOD 48% 54% 82% 43% 65% 95% 99% 86% 49% 95% 82% 30% 82% 82% 12% FΙ 21% 23% 26% 23% 25% 30% 26% 23% 29% 94% Male 41% 47% 77% 34% 55% 93% 98% 93% 40% 18% 82% 23% 77% 78% 94% Female 50% 55% 78% 39% 59% 94% 100% 79% 44% 21% 82% 29% Mathematics All 48% 79% 61% 99% 47% 17% 84% 51% 37% 95% 86% 94% 42% 80% 78% Students CWD 26% 26% 8% 12% 50% 10% 44% 17% 18% 84% 48% 85% **CWOD 51%** 55% 84% 45% 69% 96% 99% 86% 55% 95% 83% 33% 42% 40% 40% 48% 42% 47% 35% EL 34% Male 47% 51% 80% 34% 60% 96% 100% 93% 49% 94% 18% 85% 47% 80% Female 49% 51% 78% 41% 61% 94% 98% 80% 46% 93% 17% 83% 35% 78% Science All 49% 53% 76% 43% 51% 92% 95% 77% 42% 90% 19% 81% 15% 78% 74% Students 23% 26% CWD 25% 19% 19% 49% 81% 78% 52% 59% 94% 95% 7% 84% CWOD 52% 57% 81% 77% 91% 21% 22% 13% 16% 7% 15% 10% 20% EL 15% 40% 56% 92% 94% 80% 89% 26% 84% 10% 78% Male 50% 54% 78% 47% Female 49% 52% 74% 43% 48% 93% 97% 75% 37% 78% 20% 74% STAAR Percent at Masters Grade Level All Grades All Subjects ΑII 21% 25% 60% 17% 36% 78% 84% 65% 21% 77% 9% 64% 12% 61% 58% 0% 64% Students CWD 8% 9% 9% 2% 5% 35% 57% 3% 33% 9% 5% 8% 10% CWOD 23% 64% 64% 64% 41% 65% 78% 14% 66% 27% 21% 79% 84% 26% 61% 5% EL 9% 10% 12% 12% 8% 20% 10% 36% 14% 12% 13% 11% Male 20% 24% 61% 15% 37% 80% 85% 64% 24% 78% 8% 66% 13% 61% 64% Female 22% 26% 58% 18% 35% 75% 82% 66% 19% 76% 10% 61% 11% 58% 0% Reading 19% 63% 19% 38% 83% 85% 68% 21% 82% 8% 67% 10% 62% 64% Students CWD 7% 8% 8% 4% 30% 1% 33% 8% 6% 7% 9% **CWOD 20%** 27% 67% 24% 44% 84% 86% 68% 26% 83% 67% 11% 66% 69% 6% FΙ 7% 8% 10% 9% 8% 11% 10% 9% 11% 15% 61% 79% Male 16% 22% 62% 35% 83% 83% 21% 7% 66% 9% 62% 64% Female 22% 28% 64% 24% 41% 84% 87% 76% 22% 85% 9% 69% 11% 14% 35% 72% 85% 73% 12% Mathematics All 23% 25% 57% 62% 23% 61% 16% 61% 53% Students CWD 10% 10% 12% 6% 40% 4% 39% 12% 9% 14% 62% 61% 18% 66% **CWOD 25%** 27% 61% 17% 40% 73% 86% 27% 73% 55% 13% 14% 16% 15% 14% 18% 16% 19% 12% 23% 14% 41% 76% 91% 64% 29% 76% 9% 66% 19% 61% Male 25% 61% Female 24% 24% 53% 15% 31% 68% 81% 60% 18% 69% 14% 55% 12% 53% Science ΑII 22% 26% 57% 15% 30% 78% 74% 64% 15% 74% 6% 61% 5% 62% 53% Students CWD 7% 8% 6% 6% 22% 11% **CWOD 24%** 19% 34% 79% 64% 19% 61% 7% 56% 29% 61% 75% 76% 67% FΙ 5% 6% 5% 7% 5% 7% 5% 0% 10%

Two

62%

53%

20%

10%

82%

73%

26%

33%

23%

Female 21%

28%

Male

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.

78%

70%

70%

58%

16%

15%

78% 11% 67% 0%

70%

62%

53%

56% 10%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			-								
Reading											
All Students	79	60	67	88	-	89	-	78	58	51	55
CWD	51	63	44	*	-	*	-	-	45	51	44
CWOD	81	59	71	89	-	90	-	78	61	-	59
EL	55	*	54	*	-	*	-	-	53	44	55
Male	77	50	64	89	-	90	-	73	53	47	50
Female	81	70	70	88	-	89	-	82	63	55	63
Mathematics											
All Students	75	59	65	84	-	94	*	77	59	51	53
CWD	51	50	51	*	-	*	-	-	45	51	38
CWOD	78	61	67	85	-	95	*	77	62	-	57
EL	53	*	56	*	-	*	*	-	51	38	53
Male	77	55	67	85	-	97	-	73	61	52	53
Female	74	63	62	83	-	91	*	82	56	50	52

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

^{&#}x27;-' Indicates zero observations reported for this group.

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 Gra	duation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- '*' 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
77	31	40%

- 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 Achi			Hispanic e: STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL			
STAAR Component Score	76	40	58	90	-	94	*	82	45	19	34			
School Quality (College, Career	School Quality (College, Career, and Military Readiness Performance)													
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-			

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' 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	Υ	Υ	Υ	Υ		Υ		Υ	Υ	N	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ	N	Υ	Υ		Υ		Υ	Υ	N	Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Υ	N	Υ	Υ		Υ		Υ	N	N	Υ
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Υ	N	N	Υ		Υ		Υ	N	N	Υ
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ	Υ	Υ	Υ		Υ		Υ	Υ	N	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ	N	Υ	Υ		Υ		Υ	Υ	N	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Υ	N	Υ	Υ		Υ		Υ	N	N	Υ
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Υ	N	N	Υ		Υ		Υ	N	N	Υ

English Learner Language Proficiency Status

Interim Goals (2018-2022)	42%
Target Met	Υ
Interim Goals (2023-2027)	44%
Target Met	Υ
Interim Goals (2028-2032)	46%
Target Met	Υ
Long-Term Goals	46%
Target Met	Υ

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^{&#}x27;+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	e																3
All Subjects	All Students	100%	98%	99%	100%	-	100%	*	100%	99%	100%	97%	100%	100%	100%	99%	_
,	CWD	97%	92%	100%	96%	-	100%	-	-	96%	100%	97%	-	100%	99%	95%	-
	CWOD	100%	99%	99%	100%	-	100%	*	100%	99%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	-	100%	-	100%	99%	100%	99%	100%	100%	100%	-	-
	Female	99%	95%	100%	100%	-	100%	*	100%	98%	100%	95%	100%	100%	-	99%	-
Reading	All Students	100%	98%	99%	100%	-	100%	*	100%	99%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	96%	100%	100%	-	4000/	-	-	99%	100%	99%	-	100%	100%	98%	-
	CWOD	100%	99%	99%	100%	-	100%	*	100%	99%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	*	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	-	100%	- *	100%	99%	100%	100%	100%	100%	100%	-	-
	Female	100%	97%	99%	100%	-	100%	*	100%	99%	100%	98%	100%	100%	-	100%	-
Mathematics	All Students CWD	99% 97%	98% 92%	99% 100%	100% 90%	-	100%	*	100%	98% 96%	100% 100%	97% 97%	100%	100% 100%	100% 98%	99% 96%	-
	CWOD	100%	99%	99%	100%	_	100%	*	100%	99%	100%	-	100%	100%	100%	99%	_
	EL	100%	*	100%	100%	_	*	*	-	100%	100%	100%	100%	100%	100%	100%	
	Male	100%	100%	99%	100%	-	100%	_	100%	99%	100%	98%	100%	100%	100%	100 /0	_
	Female	99%	95%	99%	100%	-	100%	*	100%	98%	100%	96%	99%	100%	-	99%	-
Science	All Students	99%	95%	100%	100%	_	100%	_	100%	98%	100%	94%	100%	100%	100%	99%	
Science	CWD	94%	82%	100%	*	-	*	-	100 /6	92%	100%	94%	100 /6	100 %	100%	86%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	9 4 /0	100%	100 %	100%	100%	-
	EL	100%	*	100%	*	-	*	-	100 /6	100 %	*	100%	100%	100 %	100%	100 %	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100 %	100%	100 /6	-
	Female	99%	91%	100%	100%	-	100%	-	100%	97%	100%	86%	100%	100 %	100 /6	99%	-
Non-Participation		3376	9170	10070	100 /0	_	100 /0	_	100 /0	91 /0	100 /0	0070	100 /0	100 /0	_	9970	_
All Subjects	All Students	0%	2%	1%	0%		0%	*	0%	1%	0%	3%	0%	0%	0%	1%	
All Subjects	CWD	3%	8%	0%	4%	_	0%	_	0 70	4%	0%	3%	0 /0	0%	1%	5%	_
	CWD	0%	1%	1%	0%		0%	*	0%	1%	0%	370	0%	0%	0%	0%	
	EL	0%	0%	0%	0%	_	0%	*	-	0%	0%	0%	0%	0%	0%	0%	_
	Male	0%	0%	1%	0%	_	0%		0%	1%	0%	1%	0%	0%	0%	0 70	_
	Female	1%	5%	0%	0%	-	0%	*	0%	2%	0%	5%	0%	0%	-	1%	-
5 "								_							00/		
Reading	All Students	0% 4%	2%	1%	0%	-	0%	-	0%	1%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	4%	0%	0%	-	00/	*	-	1%	0%	1%	-	0%	0%	2%	-
	CWOD	0%	1%	1%	0%	-	0%		0%	1%	0%	-	0%	0%	0%	0%	-
	EL	0%		0%	0%	-		-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	1%	0%	-	0%	*	0%	1%	0%	0%	0%	0%	0%	-	-
	Female	0%	3%	1%	0%	-	0%	•	0%	2%	0%	2%	0%	0%	-	0%	-
Mathematics	All Students	1%	2%	1%	0%	-	0%	*	0%	2%	0%	3%	0%	0%	0%	1%	-
	CWD	3%	8%	0%	10%	-	*	-	-	4%	0%	3%	-	0%	2%	4%	-
	CWOD	0%	1%	1%	0%	-	0%	*	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	1%	0%	-	0%	-	0%	1%	0%	2%	0%	0%	0%	-	-
	Female	1%	5%	1%	0%	-	0%	*	0%	2%	0%	4%	1%	0%	-	1%	-
Science	All Students	1%	5%	0%	0%	-	0%	-	0%	2%	0%	6%	0%	0%	0%	1%	-
	CWD	6%	18%	0%	*	-	*	-	-	8%	0%	6%	-	0%	0%	14%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	9%	0%	0%	-	0%	-	0%	3%	0%	14%	0%	0%	-	1%	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;-' Indicates zero observations reported for this group.

		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)
Students Without Disabilities In-School Suspensions												
	Male	35	8	17	8	*	*	*	*	14		
	Female	15	8	5	*	*	*	*	*	*		
	Total	50	16	22	10	*	*	*	*	16		
Out-of-School Suspensions												
	Male	34	7	16	7	*	*	*	*	13		
	Female	16	7	7	*	*	*	*	*	*		
	Total	50	14	23	9	*	*	*	*	15		
Expulsions		_	*	_						*		
With Educational Services	Male	9	*	5 *	*	*	*	*	*	*		
	Female	*	*		*	*	*	*	*	*		
W	Total	11	*	7	*	*	*	*	*	*		
Without Educational Services	Male									•		
	Female	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Total Male	*	*	*	*	*	*	*	*	*		
Officer Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	IUIAI											
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Total											
receivable East Emercement	Male	26	8	11	5	*	*	*	*	8		
	Female	10	5	5	*	*	*	*	*	*		
	Total	36	13	16	5	*	*	*	*	8		
Students With Disabilities In-School Suspensions												
	Male	10	5	5	*	*	*	*	*	*		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	14	7	7	*	*	*	*	*	*		7
Out-of-School Suspensions												
	Male	16	7	7	*	*	*	*	*	*		*
	Female	6			*	*	*	*	*	*		*
	Total	22	11	9	*	*	*	*	*	*		8
Expulsions		*	_	*	_	_		_	_	_		_
With Educational Services	Male	*		*	*					•		
	Female	6	*	*	*	*	*	*	*	*		*
Without Educational Commisse	Total	6 *	*	*	*	*	*	*	*	*		*
Without Educational Services	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Officer Zero folerance i officies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Total											
2011001 1 1010100 7 11 10010	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	13	5	8	*	*	*	*	*	*		*
	Female	7	5	*	*	*	*	*	*	*		*
	Total	20	10	10	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	46	11	20	11	*	*	*	*	8	8	8
	Female	33	8	20	5	*	*	*	*	*	8	8
	Total	79	19	40	16	*	*	*	*	10	16	16

	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	101
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	26
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	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- Indicates results are masked due to small numbers to protect student confidentiality.
- When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.

 Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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 14.8	Percent 16.1%
Teachers Teaching with Emergency or Provisional Credentials	2.0	2.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the	9.7	11.3%

'-' Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State 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%	*	*

Reading	State Number of ALT2 5,298	State Rate of ALT2 1%	District Number of ALT2 73	District Rate of ALT2 1%	Campus Number of ALT2 -	Campus Rate of ALT2 -
Mathematics	5,294	1%	73	2%	-	-
Grade 8 Reading	5,088	1%	61	1%	*	*
Mathematics	5,087	2%	61	1%	*	*
Science	5,087	1%	61	1%	*	*
End of Course English I	4,868	1%	71	1%	-	-
English II	4,556	1%	78	1%	-	-
Algebra I	4,884	1%	68	1%	-	-
Biology	4,861	1%	72	1%	-	-
All Grades All Subjects	99,020	1%	1,531	1%	14	0%
Reading	43,730	1%	688	1%	6	0%
Mathematics	39,178	1%	607	2%	6	0%
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

			% Pala	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	vo Advanced
Grade	Subject	Student Group	TX	US	TX	US	78 At OI ADO	US	TX	US
Grade 4		•		32	32	31	23	27	5	9
Graue 4	Reading	Overall	40		32 34					
		Black	44	49		31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35 *	34	10	13
		American Indian		52		28		17		3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ 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	71	77	39	25	13	7	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	ŭ	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	*	ĭ
		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
			65	61	29	29			•	1
		Students with Disabilities					6	9	n/a	•
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disady	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
			61	71	32	23	o 7	, 5	1	1
		English Language Learners	01	/ 1	32	23	,	5	1	ı

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

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

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.

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