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

Campus Name: LAMAR M S Campus ID: 227901045 District Name: AUSTIN ISD

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

Part (i)(1) 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);

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			All	African			American		Pacific	or More	Econ	Special	(Current and
			Students	American H	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ėduc	Former)
Academic Performance (At Meets	D !! (ELA	Baseline 2016-17	4.407	000/	070/	000/	400/	740/	450/	500/	000/	400/	000/
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		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-		040/	400/	500 /	450/	000/	500 /	E 40/	000/	000/	400/
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-											
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates											41%
		2017-18 through 2021-											,0
		22											42%
		2022-23 through 2026-											4.40/
		27 2027-28 through 2031-											44%
		32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021- 22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-											
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- e. Chaddation Hade: 1 dead of addation 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%
ŭ	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SOSS: College Career, and Military Peadiness	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.

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		State	District	Campus	African American	Hispanie	cWhite	Americar Indian		Pacific Islande				/CWD	cwoi) FL	Male	FemaleMi	grantHome		Foster Care	
		Otato	D.01.101	·oumpuo	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Поранн		, maian	Aoiaii	ioiuiiuoi	Nuoco	Diouuv	D.ouu.				maio	· omaiomi	grantifolio	.000	ouio	······································
STAAR Percen	it at Appro	aches	s Grade	Level o	r Above																	
Grade 6	A.II	000/	000/	000/	470/	700/	000/		000/		050/	E 40/	000/	000/	000/	000	040/	0.40/				
Reading	All Students	68%	69%	82%	47%	70%	92%	•	83%	•	85%	54%	90%	23%	88%	29%	81%	84%	- ^		-	-
	CWD	35%	32%	23%	*	*	45%	_	_	_	*	*	46%	23%	_	*	27%	*	- *		_	_
	CWOD		73%	88%	56%	79%	95%	*	83%	*	89%	68%	92%	-	88%	43%	89%	87%	- *		_	-
	EL	42%	40%	29%	-	32%	*	-	*	-	-	*	*	*	43%	29%	*	33%			-	-
	Male	63%	65%	81%	50%	62%	93%	-	*	*	78%	42%	90%	27%	89%	*	81%	-	- *		-	-
	Female	72%	72%	84%	*	76%	91%	*	*	-	91%	62%	91%	*	87%	33%		84%	- *		-	-
Mathamatia	ω ΔΙΙ	760/	73%	0.40/	E20/	720/	020/	*	1000/	*	050/	610/	000/	410/	000/	440/	000/	80%	*			
Mathematic	s All Students	76%	13%	84%	53%	72%	93%		100%		85%	61%	90%	41%	0970	44 %	88%	00%	-		-	-
	CWD	50%	44%	41%	*	26%	77%	_	_	_	*	*	70%	41%	_	*	54%	*	- *		_	_
	CWOD		77%	89%	63%	82%	94%	*	100%	*	89%	76%	92%	-	89%	63%	94%	84%	- *		_	_
	EL	61%	53%	44%	-	43%	*	-	*	-	-	39%	*	*	63%	44%		50%			-	-
	Male	76%	74%	88%	60%	80%	94%	-	*	*	89%	65%	93%	54%	94%	*	88%	-	- *		-	-
	Female	77%	71%	80%	*	66%	91%	*	*	-	82%	59%	87%	*	84%	50%	-	80%	- *		-	-
Grade 7	ΔU	720/	720/	0 <i>E</i> 0/	670/	700/	050/	*	060/		1000/	600/	020/	460/	000/	260	900/	900/	*			
Reading	All Students	73%	72%	85%	67%	70%	95%	-	86%	-	100%	60%	92%	46%	90%	∠6%	80%	89%	- ^		-	-
	CWD	37%	37%	46%	*	29%	71%		*			30%	63%	46%		*	54%	33%				
	CWOD		77%	90%	69%	79%	96%	*	100%	_	100%	71%	94%		90%	*	85%	93%	- *		_	-
	EL	44%	37%	26%	-	*	*	_	*	_	-	*	*	*	*	26%		*			_	_
	Male	69%	68%	80%	*	62%	91%	-	*	-	*	61%	88%	54%	85%	*	80%	-	- *		-	-
	Female	79%	77%	89%	75%	77%	97%	*	*	-	100%	59%	95%	33%		*	-	89%	- *		-	-
Mathematic		71%	58%	66%	47%	60%	79%	*	*	-	*	50%	78%	35%	76%	41%	71%	62%	- *		-	-
	Students	400/	070/	0.00	*	050/	000/		_			050/	500/	0.50/		_	450/	0.50/				
	CWD	42%	37%	35%		35%	38%	-	*	-	-	25%	50%	35%	700/	FC0/	45% 80%	25% 73%			-	-
	CWOD EL	52%	62% 38%	76% 41%	50%	71% 35%	90%		*	-		64% 38%	83%	*	76%		57%	1370 *	-		-	-
	Male	69%	56%	71%	*	65%	79%	_	*	_	*	54%	85%	45%			71%	_	*		_	_
	Female		59%	62%	50%	57%	79%	*	*	_	*	45%	72%	25%		*	-	62%	- *		_	_
Grade 8																						
Reading	All	85%	85%	92%	69%	89%	95%	-	*	-	100%	77%	97%	38%	96%	82%	90%	94%	- *		-	*
	Students																					
	CWD	49%	50%	38%	*	*	*	-	-	-	4000/	*	55%	38%		*	38%	*			-	-
	CWOD		89%	96%	77%	93%	98%	-		-	100%	85%	99%	*	96%		96%	96%	- "		-	-
	EL Male	58% 82%	58% 82%	82% 90%	*	80% 87%	93%	-	*	-	100%	70% 73%	100% 96%	38%	81%		5 78% 5 90%	88%			-	*
	Female		88%	94%	73%	92%	98%	_	*	_	*	81%	98%	*		88%		94%	- *		_	_
	1 Omaio	0070	0070	0470	1070	0270	0070					0170	0070		0070	00 /	,	0170				
Mathematic	s All	85%	83%	92%	77%	88%	96%	-	100%	-	88%	79%	96%	53%	94%	64%	92%	93%	- *		-	*
	Students																					
	CWD	53%	48%	53%	*	*	67%	-	*	-		*	67%	53%		*	67%	*			-	-
	CWOD		88%	94%	82%	91%	97%	-	*	-	88%	84%	97%	-	94%		93%	95%	- *		-	*
	EL Mala	73%	62%	64%	*	62%		-	-	-	- 000/	67%	040/	× 670/	69%		63%	•			-	- *
	Male Female	82%	81% 85%	92% 93%	80%	88% 89%	94% 96%	-	*	-	88% 89%	81% 78%	94% 97%	67% *	93% 95%	03% *	92%	93%	*		-	_
	i ciliale	01 /0	0370	33 /6	00 /0	03 /0	30 /0	_		_	0370	1070	31 /0		33 /0		_	3370	_		_	_
Science	All	75%	74%	84%	53%	75%	94%	_	*	_	67%	56%	93%	25%	88%	35%	82%	87%	- *		_	*
	Students																					
	CWD	39%	37%	25%	*	*	*	-	-	-	-	*	*	25%	-	*	31%	*			-	-
	CWOD		79%	88%	62%	78%	97%	-	*	-	67%	62%	96%	-			87%	89%	- *		-	*
	EL	46%	42%	35%	-	*	*	-	-	-		*	*	*		35%		*			-	-
		74%	72%	82%	*	71%	91%	-	*	-	75%	49%	92%	31%		*	82%	-	- *		-	*
	Female	/6%	76%	87%	60%	78%	97%	-	*	-	*	63%	95%	*	89%	*	-	87%	- *		-	-
End of Course	۵																					
Algebra I		82%	88%	100%	*	100%	100%		*	_	100%	100%	100%	_	100%	*	100%	100%	. *		_	_
, agodia i	Students		5570	.00/0		10070	100/0	. –		_	. 50 /0	10070	100 /0	_	100/0		100/0	10070			-	
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	EL	67%	76%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*			-	-
	Male		85%	100%	*	100%	100%		*	-	*		100%		100%		100%		- *		-	-
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	EL	14%	14%	14%	3170	16%	1 Z 70 *	-	*	_	1270	3170 *	*	*	21%			13%			-	-
	Male	34%	42%	63%	30%	47%	77%	-	*	*	56%	24%	71%	23%	68%	*	63%	-	- *		-	-
	Female	42%	47%	58%	*	47%	65%	*	*	-	73%	34%	66%	*	60%	13%	6 -	58%	- *		-	-
Mathematics		43%	41%	55%	5%	37%	70%	*	83%	*	45%	22%	65%	22%	59%	8%	62%	49%	- *		-	-
:	Students CWD	23%	21%	22%	*	9%	46%				*	*	40%	22%		*	31%	*	_ *			
	CWOD		44%	59%	6%	43%	72%	*	83%	*	44%	27%	67%	-	59%		67%	52%	- *		-	-
	EL	24%	17%	8%	-	9%	*	-	*	-	-	11%	*	*	13%	8%		6%			-	-
	Male Female	44%	43% 39%	62% 49%	10%	41% 34%	79% 61%	*	*	*	33% 55%	18% 24%	72% 58%	31%	67% 52%	* 6%	62%	- 49%	- *		-	-
Grade 7 Reading	All	47%	52%	67%	47%	49%	78%	*	86%	_	91%	42%	74%	28%	72%	17%	61%	72%	_ *		_	_
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	EL	16%	15%	17%	5 4 76	*	O I 70 *	-	*	-	9170	*	*	*	1 Z 70 *	17%		7 O 70 *			-	-
	Male	42%	48%	61%	*	40%	71%	-	*	-	*	41%	70%	33%	67%	*	61%	-	- *		-	-
	Female	53%	56%	72%	50%	56%	83%	*	*	-	86%	44%	78%	20%	76%	*	-	72%	- *		-	-
Mathematics	All	39%	27%	24%	0%	17%	38%	*	*	-	*	12%	33%	15%	27%	9%	29%	20%	- *		-	-
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	CWD	20% 41%	18% 29%	15% 27%	0%	22% 16%	8% 46%	*	*	-	*	8% 14%	25% 35%	15% -	- 27%	11%	20% 33%	10% 22%	- *		-	-
	EL	17%	10%	9%	-	5%	*	-	*	-	-	6%	*	*	11%		14%	*			-	-
	Male	38%	28%	29%	*	22%	39%	-	*	-	*	17%	40%	20%	33%	14%	6 29%	-	- *		-	-
	Female	40%	25%	20%	0%	14%	36%			-		6%	28%	10%	22%		-	20%	- "		-	-
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Reading	All Students	48%	54%	67%	19%	59%	77%	-	•	-	58%	34%	78%	19%	71%	29%	63%	72%	- ^		-	•
	CWD	23%	24%	19%	*	*	*	-	-	-	-	*	27%	19%	-	*	19%	*			-	-
	CWOD		58%	71%	15%	63%	80%	-	*	-	58%	37%	80%	- *			68%	73%	- *		-	*
	EL Male	13% 44%	14% 50%	29% 63%	*	27% 56%	70%	-	*	-	63%	20% 29%	43% 73%	19%	31% 68%		6 22% 6 63%	38%	- *		-	*
	Female		59%	72%	18%	63%	84%	-	*	-	*	38%	83%	*	73%			72%	- *		-	-
Mathematics	ΔII	50%	52%	66%	54%	56%	71%	_	100%	_	65%	37%	74%	35%	68%	1/10/	61%	71%	_ *			*
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	CWD	25%	22%	35%	*	*	44%	-	*	-	-	*	42%	35%	-	*	42%	*			-	-
	CWOD EL	30%	57% 23%	68% 14%	55% -	59% 15%	72% *	-	_	-	65% -	38% 0%	75% *	*	68% 15%		62% 613%	72% *			-	_
	Male	48%	50%	61%	*	46%	69%	-	*	-	50%	30%	69%	42%	62%		61%	-	- *		-	*
	Female	53%	55%	71%	50%	66%	74%	-	*	-	78%	44%	78%	*	72%	*	-	71%	- *		-	-
Science	All	50%	53%	67%	33%	52%	79%	-	*	-	58%	26%	80%	10%	71%	18%	67%	67%	- *		-	*
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	CWD	23% 53%	23% 57%	71%	38%	55%	83%	-	*	-	58%	29%	83%	10%	71%		13% 72% 6	69%	- *		-	*
	EL	19%	19%	18%	-	*	*	-	-	-	-	*	*	*	19%		ó *	*			-	-
	Male	51%	53%	67% 67%	* 30%	54% 50%	77% 82%	-	*	-	63%	24% 27%	80% 80%	13%	72% 69%	*	67%	- 67%	- *		-	*
	Female	30%	53%	0170	30%	50%	0270	-		-		2170	00%		09%		-	0770	-		-	-
End of Course	Λ.ΙΙ	E00/	660/	000/	*	070/	000/		*		1000/	1000/	000/		000/	*	070/	000/	_			
Algebra I	All Students	53%	66%	98%		97%	98%	-	-	-	100%	100%	98%	-	98%		97%	99%	- "		-	-
	CWD	19%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			-	-
	CWOD EL	58% 29%	71% 40%	98% *	*	97% *	98%	-	*	-	100%	100%	98%	-	98%	*	97% *	99%	- *		-	-
	Male	49%	63%	97%	*	100%	96%	-	*	-	*	100%	97%	-	97%	*	97%	-	- *		-	-
	Female	58%	69%	99%	*	95%	100%	-	*	-	*	*	99%	-	99%	*	-	99%			-	-
STAAR Percent	at Maste	rs Gra	de Leve	el																		
Grade 6 Reading	All	18%	25%	34%	5%	20%	46%	*	0%	*	35%	12%	40%	10%	36%	5%	38%	31%	_ *		_	_
	Students										- /-											
	CWD	8% 20%	8% 28%	10% 36%	* 6%	* 22%	18% 47%	- *	- 0%	- *	* 39%	* 14%	15% 42%	10%	- 36%		14% 41%	* 32%	- *		-	-
	EL	20% 4%	28% 5%	36% 5%	-	22% 5%	4/%	-	*	-	J970 -	1 4 /0 *	→∠ 70 *	*	36% 7%	7% 5%		32% 0%			-	-
	Male	15%	23%	38%	0%	26%	50%	-	*	*	22%	12%	44%	14%	41%	*	38%	-	- *		-	-
	Female	22%	27%	31%	*	15%	41%	*	*	-	45%	12%	37%	*	32%	0%	-	31%	- *		-	-
Mathematics		18%	16%	26%	0%	16%	34%	*	33%	*	25%	8%	31%	5%	28%	4%	31%	20%	- *		-	-
;	Students CWD	9%	8%	5%	*	4%	8%	_	_	_	*	*	5%	5%	_	*	8%	*	_ *			_
	CWD		18%	28%	0%	18%	35%	*	33%	*	28%	9%	33%	576 -	28%	6%	35%	22%	- *		-	-
	EL	6%	4%	4%	-	4%	*	-	*	-	-	6%	*	*	6%	4%	*	0%			-	-
	Male Female	18%	18% 15%	31% 20%	0% *	21% 11%	43% 25%	- *	*	*	11% 36%	12% 6%	36% 26%	8% *	35% 22%	*	31%	20%	- *		-	-
	i cillale	. 1170	13/0	∠ ∪ /0		11/0	2070			-	JU 70	J /0	2070		44 70	U 7/0	-	ZU /0	- "		-	-
Grade 7 Reading	ΔII	28%	34%	46%	13%	29%	56%	*	57%		73%	22%	53%	10%	50%	Ω0/	37%	52%	_ *			
	All Students		J -1 /0	→ 0 /0	13/0	∠3/0	JU%		J1 70	-	1370	ZZ /0	JJ 70	1070	JU 70	U 7/0	3170	JZ /0	- "		-	-
	CWD	10%	10%	10%	*	10%	7%	-	*	-	-	10%	11%	10%	-	*	17%	0%			-	-

											Two		Na									
					African			America	n	Pacific	or More	Econ	Non Econ								Foster	•
	OWOD				American			Indian		slander									Migrantl	Homeless	Care	Military
	CWOD EL	30% 6%	37% 6%	50% 0%	15% -	33%	60% *	-	60% *	-	73% -	26%	56% *	*	50%	* 0%	41% *	56% *	-	-	-	-
	Male	24%	30%	37%	*	23%	46%	-	*	-	*	23%	43%	17%	41%	*	37%	-	-	*	-	-
	Female	33%	38%	52%	17%	33%	65%	*	*	-	86%	21%	59%	0%	56%	*	-	52%	-	*	-	-
Mathematics	All	18%	11%	2%	0%	2%	3%	*	*	-	*	1%	3%	0%	3%	0%	3%	2%	-	*	-	-
;	Students CWD	7%	7%	0%	*	0%	0%		*			0%	0%	0%	_	*	0%	0%				
	CWD		12%	3%	0%	3%	4%	*	*	-	*	2%	4%	-	3%	0%		3%	-	*	-	-
	EL	5%	3%	0%	- *	0%	*	-	*	-	-	0%	*	*	0%	0%		*	-	-	-	-
	Male Female	17% 18%	12% 10%	3% 2%	0%	0% 5%	6% 0%	*	*	-	*	0% 3%	5% 2%	0% 0%	4% 3%	0% *	3% -	- 2%	-	*	-	-
Grade 8 Reading	All	26%	33%	46%	19%	39%	53%	_	*	_	33%	20%	54%	10%	48%	18%	43%	49%	_	*	_	*
	Students										0070				.070	.0,0		.070				
	CWD	8% 28%	10% 35%	10% 48%	* 15%	* 42%	* 55%	-	*	-	33%	* 22%	9% 55%	10%	- 48%	10%	6% 46%	* 50%	-	*	-	*
	EL	4%	4%	18%	-	13%	*	-	-	-	-	10%	29%	*	19%		22%	13%	-	_	-	_
	Male	22%	28%	43%	*	38%	47%	-	*	-	25%	17%	50%	6%	46%			-	-	*	-	*
	Female	30%	38%	49%	18%	40%	58%	-	*	-	*	24%	57%	*	50%	13%	, -	49%	-	*	-	-
		15%	16%	15%	0%	6%	20%	-	60%	-	12%	0%	19%	12%	15%	0%	16%	14%	-	*	-	*
;	Students CWD	9%	9%	12%	*	*	11%		*		_	*	17%	12%		*	17%	*				
	CWD		17%	15%	0%	6%	20%	-	*	-	12%	0%	19%	-	15%	0%		14%	-	*	-	*
	EL	6%	3%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%		*	-	-	-	
	Male Female	14%	17% 16%	16% 14%	* 0%	7% 5%	20% 19%	-	*	-	13% 11%	0% 0%	20% 17%	17%	16% 14%	0%	16%	- 14%	-	*	-	*
	i ciliale	7 10 /0	10 /0	14/0	0 /0	370	1370	_		_	1170	0 /0	17 /0		1-70		_	1-70	_		_	_
Science	All	27%	32%	42%	7%	31%	52%	-	*	-	25%	12%	51%	0%	44%	12%	39%	45%	-	*	-	*
,	Students CWD	8%	9%	0%	*	*	*	_	_	_	_	*	*	0%	_	*	0%	*	_	_	_	_
	CWOD	29%	35%	44%	8%	33%	55%	-	*	-	25%	14%	53%	-			43%	46%	-	*	-	*
	EL Mala	6%	6%	12%	- *	*	* 4.40/	-	- *	-	- 250/	* 1E0/	* 460/	*	13%	12%		*	-	-	-	-
	Male Female	29%	34% 30%	39% 45%	0%	33% 28%	44% 60%	-	*	-	25%	15% 10%	46% 56%	0%	43% 46%	*	39%	- 45%	-	*	-	_
End of Course Algebra I	All	31%	35%	86%	*	85%	87%	_	*	_	80%	62%	88%	_	86%	*	80%	90%	_	*	_	_
	Students			0070		0070	0.70				0070	0270	0070		0070		0070	0070				
	CWD	7%	9%	-	-	-	- 070/	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD EL	34% 12%	39% 15%	86% *	_	85% *	87% *	-	*	-	80%	62% *	88% *	-	86%	*	80% *	90%	-	_	-	-
	Male	28%	33%	80%	*	89%	79%	-	*	-	*	78%	81%	-	80%	*	80%	-	-	*	-	-
	Female	34%	37%	90%	*	81%	93%	-	*	-	*	*	92%	-	90%	*	-	90%	-	-	-	-
STAAR Percent All Grades	at Appro	aches	Grade	Level o	r Above																	
All Subjects	All	77%	77%	86%	59%	77%	94%	*	91%	*	88%	64%	93%	37%	91%	45%	86%	87%	-	55%	-	*
;	Students		400/	270/	*	260/	E 40/		*		*	100/	E 7 0/	270/		400/	450/	220/		*		
	CWD	45% 80%		37% 91%	66%	26% 84%	54% 96%	*	97%	*	89%	19% 74%	57% 95%	37%	91%		45% 91%	23% 90%	-	59%	-	*
	EL	60%	60%	45%	-	40%	80%	-	83%	-	-	39%	59%	18%			46%	44%	-	-	-	-
	Male	74%	75%	86%	54%	76%	93%	- *	100%	*	88%	62%	93%	45%	91%			-	-	75%	-	*
	Female	79%	80%	87%	62%	78%	95%		84%	-	88%	65%	93%	23%	90%	44%	-	87%	-	41%	-	-
Reading	All	73%	75%	86%	60%	77%	94%	*	88%	*	93%	64%	93%	36%	91%	43%	84%	89%	-	50%	-	*
;	Students CWD	39%	43%	36%	*	23%	54%	_	*	_	*	19%	56%	36%	_	*	40%	28%	_	*	_	_
	CWOD		79%	91%	67%	84%	96%	*	93%	*	95%	75%	95%	-			90%	92%	-	55%	-	*
	EL	52%	53%	43%	-	39%	*	-	*	-	-	33%	63%	*			40%	45%	-	-	-	-
	Male Female	69%	71% 78%	84% 89%	50% 66%	71% 81%	92% 95%	*	100% 78%	_	90% 95%	60% 67%		40% 28%	90% 92%			89%	-	*	-	_
Mathematics	All Students	80%	80%	87%	60%	78%	94%	*	94%	*	89%	66%	92%	41%	91%	50%	88%	85%	-	62%	-	*
•	CWD	52%	53%	41%	*	29%	60%	_	*	-	*	20%	63%	41%	_	22%	53%	23%	_	*	_	_
	CWOD	83%	84%	91%	67%	85%	96%	*	100%	*	90%	78%	94%	-			93%	89%	-	67%	-	*
	EL Male	70% 78%	69% 79%	50% 88%	- 61%	46% 82%	* 94%	-	* 100%	*	90%	45% 70%		22% 53%	66% 93%			45%	-	83%	-	*
	Female			85%	59%	75%	94%	*	89%	-	87%	63%		23%				85%	-	*	-	-
0-1	A.II	700/	700/	0.40/	F00/	750/	0.40/				070/	500 /	000/	050/	000/	050/	000/	070/				
Science	All Students	79%	79%	84%	53%	75%	94%	-		-	67%	56%	93%	25%	88%	35%	82%	87%	-		-	
	CWD	48%		25%	*	*	*	-	-	-	-	*	*	25%	-	*	31%	*	-	-	-	-
	CWOD EL	82% 58%		88% 35%	62%	78% *	97%	-	*	-	67%	62%	96%	-	88% 38%		87%	89%	-	*	-	*
	Male	78%	59% 79%	82%	*	71%	91%	-	*	-	- 75%	49%	92%	31%	87%	3570	82%	_	-	*	-	*
	Female			87%	60%	78%	97%	-	*	-	*	63%	95%	*	89%	*	-	87%	-	*	-	-
STAAR Percent	at Meets	Grad	e Level	or Abov	re																	
All Grades All Subjects	All	47%	51%	63%	27%	49%	75%	*	76%	*	65%	31%	73%	21%	67%	17%	63%	64%	_	24%	_	*
	Students								. 0 /0						J1 /0				-		_	
	CWD	23%		21%	*	15%	30%	-	*	-	*	9%	33%	21%	- 670/		26%	12%	-	*	-	- *
	CWOD EL		55% 27%	67% 17%	30%	54% 13%	77% 50%	-	80% 50%	-	66% -	36% 13%	75% 26%	- 7%	67% 22%		68%	67% 15%	-	26%	-	-
	_	- / 0	. ,•	. , ,		- 70	/ 0		/ 0			- / 0		, •	_,,	. ,0	- /0	- / 0				

											or		Non									
					African			Amorioon		Docific		Foon									Footo	_
		Ctoto	Dietriet	Campua	African Americani	uiononi.	-\A/b:+-	American		Pacific					CWOL	\ EI	Mala	Famala N	liavantl	Jamalaa	Foste	
	Mala							illulali		isianuer *								remalen	ilgranitr		s Care	willtary
	Male	45%	49%	63%	29%	48%	74%	-	73%		60%	29%	73%		68%			- 0.40/	-	25%	-	
	Female	50%	53%	64%	26%	50%	76%	•	79%	-	69%	32%	73%	12%	67%	15%	-	64%	-	24%	-	-
Reading	All	46%	51%	65%	30%	52%	75%	*	69%	*	70%	35%	74%	23%	69%	20%	62%	67%		25%		*
reduing	Students	4070	3170	0070	30 /0	JZ /0	1370		0070		1070	JJ 70	1 4 70	2070	00 /0	20 /0	02 /0	01 /0		2070		
	CWD	22%	24%	23%	*	16%	34%	_	*	_	*	13%	35%	23%	_	*	26%	17%	_	*	_	_
	CWOD		54%	69%	33%	57%	78%	*	71%	*	73%	41%	76%	2070	60%	25%		70%		27%		*
					3370	17%	*		1 1 /0	_	13/0			*				19%	-	21 /0	-	
	EL	21%	23%	20%				-	E70/	*	670/	17%	26%			20%		1970	-	*	-	*
	Male	41%	47%	62%	28%	48%	73%	*	57%		67%	32%	72%	26%	68%			-	-	_	-	
	Female	50%	55%	67%	31%	55%	77%	*	78%	-	73%	38%	75%	17%	70%	19%	-	67%	-	*	-	-
Mathematics	ΔII	48%	51%	61%	22%	45%	73%	*	81%	*	61%	28%	71%	21%	65%	1/10/	620/	60%		15%		*
iviauiemaucs	Students	40 /0	3170	01/0	22 /0	45 /0	13/0		01/0		01/0	20 /0	/ 1 /0	21/0	05 /6	14 /0	02 /0	00 /0	-	13 /0	-	
		000/	000/	040/	*	4.40/	040/		*		*	00/	050/	040/		40/	000/	400/		*		
	CWD	26%	26%	21%		14%	31%	*		*		8%	35%	21%	-		29%	10%	-		-	_
	CWOD		55%	65%	24%	50%	75%	•	86%	•	62%	33%	73%	-	65%	20%		64%	-	17%	-	•
	EL	33%	34%	14%	-	11%	*	-	*	-	-	9%	25%	4%	20%	14%		9%	-	-	-	-
	Male	47%	51%	62%	28%	45%	73%	-	86%	*	52%	28%	72%	29%	66%	19%	62%	-	-	17%	-	*
	Female	49%	51%	60%	19%	46%	72%	*	78%	-	70%	28%	70%	10%	64%	9%	-	60%	-	*	-	-
Science	All	49%	53%	67%	33%	52%	79%	-	*	-	58%	26%	80%	10%	71%	18%	67%	67%	-	*	-	*
	Students																					
		23%	25%	10%	*	*	*	-	-	-	-	*	*	10%	-		13%	*	-	-	-	-
	CWOD	52%	57%	71%	38%	55%	83%	-	*	-	58%	29%	83%	-	71%	19%	72%	69%	-	*	-	*
	EL	21%	22%	18%	-	*	*	-	-	-	-	*	*	*	19%	18%	*	*	-	-	-	-
	Male	50%	54%	67%	*	54%	77%	-	*	-	63%	24%	80%	13%	72%	*	67%	-	-	*	_	*
	Female		52%	67%	30%	50%	82%	_	*	_	*	27%	80%	*	69%	*	_	67%	_	*	_	_
		.0,0	02/0	•. ,0	0070	0070	02/0					, ,	0070		00,0			0.70				
STAAR Percent	at Maste	rs Gra	ade Lev	el																		
All Grades																						
All Subjects	All	21%	25%	36%	7%	24%	45%	*	47%	*	33%	12%	42%	6%	38%	7%	35%	36%	_	14%	_	*
All Subjects		2170	25/0	30 /6	1 /0	24 /0	45/0		71 /0		JJ /0	12 /0	42 /0	0 /0	JO /0	1 /0	JJ /0	30 /0	-	1 70	_	
	Students	00/	00/	00/	*	40/	00/		*		*	- 0/	00/	00/		00/	00/	40/		*		
	CWD	8%	9%	6%		4%	8%	-		*		5%	8%	6%	-	0%		1%	-		-	-
	CWOD		27%	38%	7%	27%	47%	•	47%		35%	14%	44%	-	38%	10%		39%	-	15%	-	•
	EL	9%	10%	7%	-	5%	30%	-	17%	-	-	5%	11%	0%	10%		10%	4%	-	-	-	-
	Male	20%	24%	35%	7%	26%	42%	-	40%	*	24%	14%	41%	9%	38%	10%	35%	-	-	17%	-	*
	Female	22%	26%	36%	7%	23%	47%	*	53%	-	43%	11%	44%	1%	39%	4%	-	36%	-	12%	-	-
Reading	All	19%	25%	42%	12%	29%	51%	*	38%	*	44%	18%	49%	10%	45%	7%	39%	44%	-	17%	-	*
	Students																					
	CWD	7%	8%	10%	*	7%	11%	_	*	-	*	8%	12%	10%	-	*	13%	3%	-	*	-	-
	CWOD	20%	27%	45%	12%	33%	54%	*	36%	*	46%	20%	51%	-	45%	10%	43%	46%	-	18%	_	*
	EL	7%	8%	7%	_	6%	*	_	*	_	_	5%	11%	*	10%		10%	3%	_	_	_	_
	Male	16%	22%	39%	6%	30%	48%	_	29%	*	29%	18%	46%	13%	43%	10%		-		*		*
	Female		28%	44%	16%	29%	54%	*	44%		59%	18%	51%	3%	46%	3%	J3 /0	44%		*		
	remaie	22/0	20 /0	44 /0	10 /6	29 /0	J 4 /0		44 /0	-	J9 /0	10 /0	31/0	3 /0	40 /0	J /0	-	44 /0	-		-	-
Mathematics	All	23%	25%	28%	2%	17%	36%	*	50%	*	25%	6%	34%	4%	30%	60/	29%	27%		8%		*
iviauiemaucs		23/0	25/0	20 /0	2 /0	17 /0	30 /6		30 /6		25 /0	0 /0	J 4 /0	4 /0	30 /6	0 /0	29 /0	21 /0	-	0 /0	-	
	Students	400/	400/	40/	*	00/	00/				*	00/	00/	40/		00/	70/	00/				
	CWD	10%	10%	4%		2%	6%	-		*		2%	6%	4%	-	0%		0%	-		-	-
	CWOD		27%	30%	2%	19%	38%	*	50%	*	26%	8%	35%	-	30%	10%		29%	-	8%	-	*
	EL	13%	14%	6%	-	4%	*	-	*	-	-	5%	10%	0%	10%	6%	10%	3%	-	-	-	-
	Male	23%	25%	29%	6%	19%	36%	-	43%	*	19%	10%	34%	7%	31%	10%	29%	-	-	17%	-	*
	Female	24%	24%	27%	0%	15%	36%	*	56%	-	30%	4%	34%	0%	29%	3%	-	27%	-	*	-	-
Science	All	22%	26%	42%	7%	31%	52%	-	*	-	25%	12%	51%	0%	44%	12%	39%	45%	-	*	-	*
	Students																					
	CWD	7%	8%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD		29%	44%	8%	33%	55%	_	*	_	25%	14%	53%	-	44%	13%		46%	-	*	_	*
	EL	5%	6%	12%		*	*	_	_	_	-	*	*	*	13%	12%		*	_	_	_	_
	Male	23%	28%	39%	*	33%	44%	_	*	_	25%	15%	46%	0%	43%	*	39%	_	_	*	_	*
	Female		25%	35% 45%	0%	28%	60%	-	*	-	2J/0 *	10%	56%	U 70 *	46%	*	JJ /0	45%	-	*	-	
	remale	Z 170	2070	4370	U 70	2070	0070	-		-		1070	5070		4070		-	4070	-		-	-

Two

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	African			American		Pacific	Two or More	Econ		
A demile One of the Oceans	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	70	55	66	74	*	64	*	72	61	51	66
CWD	51	*	49	58	-	*	-	*	48	51	45
CWOD	72	62	69	75	*	58	*	73	65	-	77
EL	66	-	63	*	-	*	-	-	61	45	66
Male	69	*	64	76	-	*	*	68	58	51	69
Female	71	71	68	73	*	75	-	78	65	52	62
Mathematics											
All Students	66	60	65	68	*	79	*	57	60	53	61
CWD	53	*	57	44	-	*	-	*	52	53	50
CWOD	68	59	66	70	*	75	*	58	61	-	69
EL	61	-	58	*	-	*	-	-	58	50	61
Male	66	37	64	69	_	*	*	53	58	46	67

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

Indicates zero observations reported for this group.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Female	67	72	66	67	*	100	-	61	61	64	55

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 Grad	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

- '*' 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 Achie			Hispanic : STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	62	31	50	71	*	71	*	62	36	21	23
School Quality (College, Career,	and Military	/ Readines	s Performa	nce)							
%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	African American	L ienanie	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status	Students	American	пізрапіс	wille	iliulali	ASIAII	isianuei	Races	Disauv	CVVD	EL T
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ	N	Υ	Υ				Υ	Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ	N	Υ	Υ				Υ	N	N	Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Υ	N	N	Υ				Υ	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	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ	N	Υ	Υ				Υ	N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ	N	N	Υ				Υ	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	Υ				N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				N	N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022)	42%
Target Met	Υ
Interim Goals (2023-2027)	44%

Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL + Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met 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.

			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	е																
All Subjects	All Students	100%	100%	100%	99%	*	97%	*	100%	100%	100%	100%	100%	100%	100%	100%	_
All Oubjects	CWD	100%	100%	100%	100%	_	*	_	*	100%	100%	100%	-	100%	100%	100%	_
	CWOD	100%	100%	100%	99%	*	97%	*	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	100%	-	100%	_	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	-	100%	*	100%	100%	99%	100%	99%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	95%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students		100%	100%	99%	*	100%	*	100%	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	100%	*	4000/	-	4000/	100%	100%	100%	4000/	100%	100%	100%	-
	CWOD	100%	100%	100%	99%	-	100%		100%	100%	100%	4000/	100%	100%	99%	100%	-
	EL Mala	100% 99%	- 100%	100% 100%	99%	-	100%	*	100%	100% 100%	100%	100% 100%	100% 99%	100% 100%	100% 99%	100%	-
	Male Female	99% 100%	100%	100%	100%	*	100%	_	100%	100%	99% 100%	100%	100%	100%	99%	100%	-
	remale	100%	100%	100%	100%		100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	99%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	-	100%	*	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Caianaa	All Students	000/	100%	100%	99%		*		100%	4000/	000/	100%	99%	100%	99%	000/	
Science	CWD	99% 100%	100%	100%	100%	-		-	100%	100% 100%	99% 100%	100%	99%	100%	100%	99%	-
	CWD	99%	100%	100%	99%	-	*	-	100%	100%	99%	100 /6	99%	100%	99%	99%	-
	EL	100%	100 /6	100%	99 /0 *	-	_	-	100 /6	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	100%	100%	99%	-	*	_	100%	100%	99%	100%	99%	100%	99%	10070	_
	Female	99%	100%	100%	100%	_	*	_	*	100%	99%	*	99%	100%	-	99%	_
Non-Participation		0070	10070	10070	10070					10070	0070		0070	10070		0070	
·																	
All Subjects	All Students	0%	0%	0%	1%	*	3%	*	0%	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	0%	-	20/	*	00/	0%	0%	0%	- 00/	0%	0%	0%	-
	CWOD	0%	0%	0%	1%	-	3%		0%	0%	0%	-	0%	0%	1%	0%	-
	EL Male	0% 1%	0%	0% 0%	0% 1%	-	0% 0%	*	0%	0% 0%	0% 1%	0% 0%	0% 1%	0% 0%	0% 1%	0%	-
	Female	0%	0%	0%	0%	*	5%		0%	0%	0%	0%	0%	0%	170	0%	-
	remale	U /6	0 /0	0 /6	0 /6		3 /0	-	0 /6	0 /6	0 /6	0 /0	0 /0	0 /6	-	0 /6	-
Reading	All Students	0%	0%	0%	1%	*	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	-
•	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	1%	*	0%	*	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	-	0%	*	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathamatica	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	
Mathematics	CWD	0% 0%	0%	0%	0%		U% *		U% *	0% 0%	0% 0%	0% 0%	0%	0%	0% 0%	0% 0%	-
	CWD	0%	0%	0%	1%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	_	*	_	0 70	0%	0%	0%	0%	0%	0%	0%	_
	Male	0%	0%	0%	1%	_	0%	*	0%	0%	1%	0%	0%	0%	0%	-	_
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	0%	0%	1%	-	*	-	0%	0%	1%	0%	1%	0%	1%	1%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-
	CWOD	1%	0%	0%	1%	-	*	-	0%	0%	1%	*	1%	0%	1%	1%	-
	EL	0%	- 001	0%	401	-	-	-	-	0%	0%		0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	-	*	-	0%	0%	1%	0%	1%	0%	1%	40/	-
	Female	1%	0%	0%	0%	-	-	-	-	0%	1%	-	1%	0%	-	1%	-

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	Uionenia	\M/bita	Indian or Alaska	Acion	Pacific	Two or More	E 1	Students with	Students with Disabilities
Students Without Disabilities		students	American	піѕрапіс	White	Native	Asian	Islander	Races	EL	Disabilities	(Section 504)
In-School Suspensions												
in concer caopendione	Male	68	5	44	17	*	*	*	*	11		
	Female	42	5	23	14	*	*	*	*	*		
	Total	110	10	67	31	*	*	*	*	13		
Out-of-School Suspensions	rotai	110		01	01							
out of concer cuspensions	Male	39	5	19	13	*	*	*	*	7		
	Female	16	*	10	*	*	*	*	*	*		
	Total	55	9	29	15	*	*	*	*	7		
Expulsions	1010.	-	ŭ									
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
With Educational Colvideo	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
William Educational Col Vicco	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Struct Zero folerance i oncles	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	iolai											
OCHOOF NEIGHER ALLESIS	Male	*	*	*	*	*	*	*	*	*		
		*	*	*	*	*	*	*	*	*		
	Female Total	6	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	IUlai	O										
Referrals to Law Enforcement	Male	10	*	5	_	*	*	*	*	*		
		12 *	*	3 *	5 *	*	*	*	*	*		
	Female		*	7	5	*	*	*	*	*		
Chudanta With Disabilities	Total	14		7	э							
Students With Disabilities												
In-School Suspensions	Mala	40	-	0	-							4.4
	Male	18	5	8	5 *	*	*	*	*	*		14
	Female	12	7	8	7							8
0.4-60-6-10	Total	30	,	16	1							22
Out-of-School Suspensions	Mala	45	*	7	*	*	*	*	*	*		7
	Male	15	*	/ *	*	*	*	*				7 *
	Female	6 21	6	11	*	*	*	*	*	*		9
Evantaiana	Total	21	ь	11								9
Expulsions	Mala		*	*	*			*	*			
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Mish and Educational Commission	Total		*		*			*				
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Under Zeit Telenene Delleier	Total		*		*	*		*				
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female		*		*							
0-b D- -t At-	Total											
School-Related Arrests	Mala	*	*	*	*	*	*	*	*	*		*
	Male		*		*	*	*	*				
	Female	*	*	*	*	*	*	*	*	*		*
Deferrels to Law Enforcement	Total											
Referrals to Law Enforcement	Mala		*	*	*	*	*	*				
	Male	*	*	*	*	*	*	*	*	*		*
	Female											
	Total	•	•	•	•	•	•	•	•	•		•
All Students												
Chronic Absenteeism		40	*	00	4-	_	_	_	_	_	_	44
	Male	43		20	17	*	*	*	*	5 *	5	11
	Female	53	5	20	26	*	*	*	•	7	5	8
	Total	96	7	40	43	•	•	*	-	1	10	19

	Iotai
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	63
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	5

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

^{...}

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.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
· ·	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 16.1	Percent 21.2%
Teachers Teaching with Emergency or Provisional Credentials	3.0	4.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the	5.6	7.7%

'-' 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.

Overde 0	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	State Number of ALT2 6,162	State Rate of ALT2 2%	District Number of ALT2 103	District Rate of ALT2 2%	Campus Number of ALT2 -	Campus Rate of ALT2 -
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%	5	1%
Mathematics	5,294	1%	73	2%	5	3%
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%	17	1%
Reading	43,730	1%	688	1%	8	1%
Mathematics	39,178	1%	607	2%	8	1%
Science	16,112	1%	236	1%	*	*

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

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

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

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

			% Belov	w Basic	% At or Al	oove Basic	% At or Abo	ve Proficient	% At or Abov	e Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

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

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

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