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

Campus Name: BURNET M S Campus ID: 227901046 District Name: AUSTIN ISD

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

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

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

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

										Two			EL
			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%
_	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period

used by the State to determine consistent underperformance;
Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between

individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school. (dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing

targeted support and Improvement 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.

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					African			America	ın	Pacific	or More	Econ	Non Econ								Foste	
	s	tateI	District	Campus	American	Hispani	cWhite							vCWD	cwo	D EL	Male	FemaleM	ligrantHo	meless		
STAAR Percer	nt at Approac	ches	Grade	Level o	r Above																	
Grade 6			0.440																			
Reading	All 6 Students	88%	69%	51%	43%	51%	67%	*	*	-	-	52%	38%	22%	56%	48%	6 47%	55%	-	*	*	-
		35%	32%	22%	*	19%	_	*	-	_	_	24%	*	22%	_	30%	6 26%	*	-	*	*	-
	CWOD 7		73%	56%	50%	56%	67%	-	*	-	-	57%	45%	-			6 52%	61%	-	*	-	-
	EL 4	2%	40%	48%	*	49%	*	*	*	-	-	48%	*	30%	52%	489	6 43%	53%	-	-	*	-
	Male 6	3%	65%	47%	*	48%	*	-	*	-	-	50%	*	26%	52%	439	6 47%	-	-	-	-	-
	Female 7	'2%	72%	55%	*	54%	63%	*	*	-	-	54%	*	*	61%	53%	6 -	55%	-	*	*	-
Mathematic	s All 7 Students	'6%	73%	55%	52%	56%	50%	*	*	-	*	55%	61%	35%	60%	50%	60%	50%	-	*	*	-
		50%	44%	35%	*	32%	*	*	_	_	*	34%	*	35%	_	329	6 43%	24%	-	*	*	_
	CWOD 7		77%	60%	56%	61%	47%	_	*	_	_	59%	69%	-	60%		64%	55%	_	*	_	_
		31%	53%	50%	*	51%	*	*	*	_	_	49%	63%	32%			6 51%	48%	_	*	*	_
		76%	74%	60%	69%	60%	*	_	*	_	*	60%	55%	43%			60%	-	_	_	_	_
	Female 7		71%	50%	*	51%	50%	*	*	-	-	49%	71%	24%				50%	-	*	*	-
Grade 7																						
Reading	All 7 Students	'3%	72%	43%	33%	42%	*	-	*	-	*	42%	50%	21%	48%	319	% 42%	45%	-	*	-	-
		37%	37%	21%	*	22%	*	_	_	_	*	18%	*	21%	_	239	6 27%	*	-	*	_	_
	CWOD 7		77%	48%	45%	46%	*	_	*	_	*	48%	54%	-	48%		6 45%	52%	-	*	-	-
		4%	37%	31%	*	31%	*	_	*	_	_	32%	*	23%			6 26%	40%	_	*	_	_
		9%	68%	42%	*	39%	*	_	*	_	*	41%	56%	27%			6 42%	-	_	*	_	_
	Female 7		77%	45%	*	48%	*	_	*	_	*	45%	*	*		409		45%	-	-	_	_
Mathematic		'1%	58%	34%	*	35%	50%	*	*		*	33%	38%	24%			6 36%	31%	_	*	*	
Watticiliatio	Students						30 70						00 /0		O1 70							
		2%	37%	24%	*	24%	*	-	-	-	*	24%	*	24%	-		6 23%	26%	-	*	*	-
	CWOD 7		62%	37%	*	37%	*	*	*	-	*	36%	41%	-	37%		6 40%	32%	-	*	-	-
	EL 5	2%	38%	32%	*	34%	*	*	*	-	-	32%	*	23%		32%	6 34%	30%	-	*	-	-
	Male 6	9%	56%	36%	*	37%	*	-	*	-	*	34%	50%	23%	40%	349	6 36%	-	-	*	*	-
	Female 7	'3%	59%	31%	*	30%	*	*	-	-	*	32%	*	26%	32%	30%	6 -	31%	-	-	-	-
Grade 8																						
Reading	All 8	35%	85%	72%	70%	72%	67%	-	*	-	*	72%	71%	35%	77%	569	6 70%	73%	-	*	-	-
	Students																					
		19%	50%	35%	*	35%	-	-	-	-	*	35%	*	35%	-		6 36%	*	-	*	-	-
	CWOD 8	88%	89%	77%	85%	77%	67%	-	*	-	*	77%	74%	-	77%	60%	6 7 6%	78%	-	*	-	-
	EL 5	8%	58%	56%	*	58%	*	-	*	-	-	57%	50%	33%	60%	56%	6 58%	54%	-	*	-	-
	Male 8	32%	82%	70%	67%	71%	67%	-	*	-	*	70%	69%	36%	76%	58%	6 70%	-	-	*	-	-
	Female 8	88%	88%	73%	75%	72%	*	-	*	-	*	73%	72%	*	78%	54%	6 -	73%	-	*	-	-
Mathematic	s All 8 Students	35%	83%	75%	66%	75%	77%	-	100%	-	*	77%	62%	36%	81%	69%	6 74%	76%	-	*	-	-
		3%	48%	36%	*	31%	_	_	_	_	*	39%	*	36%	_	330	6 32%	43%	_	*	_	_
	CWOD 8		88%	81%	70%	83%	77%	_	100%	_	*	83%	68%	-	81%		6 82%	81%	_	*	_	_
		3%	62%	69%	*	69%	86%		*	_	_	72%	42%	33%			68% 68%	71%	_	*	_	_
		3%	81%	74%	57%	75%	88%		*	_	*	76%	59%	32%			6 74%		_	*	_	_
	Female 8		85%	76%	73%	77%	*	-	*	-	*	78%	65%	43%				76%	-	*	-	-
Science	All 7	'5%	74%	51%	45%	52%	41%	_	*	_	*	51%	50%	16%	57%	39%	6 52 %	49%	_	*	_	_
	Students		070/	4607	_	4 407					_	4007	_	4000		_	4001					
		9%	37%	16%	*	14%	4 401	-	-	-	*	18%		16%			19%		-	·	-	-
	CWOD 7		79%	57%	50%	58%	41%	-	*	-	*	56%	57%	-			6 58%	55%	-	_	-	-
		6%	42%	39%	*	40%	*	-	*	-	-	40%	28%	*			6 41%		-	*	-	-
	Male 7 Female 7	'4% '6%	72% 76%	52% 49%	44% 46%	54% 49%	45% *	-	*	-	*	52% 50%	50% 48%	19%		419 369	6 52% 6 -	49%	-	*	-	-
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End of Cours																, .						
Algebra I	All 8 Students	32%	88%	100%	*	100%	-	-	*	-	-	100%	*	-	100%	ó *	100%	100%	-	-	-	-
	CWD 4	17%	60%	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWD 4		92%	- 100%	*	100%	-	-	*	-	-	100%	*	-	100%	- / *	100%	100%	-	-	-	-
		67%	76%	*		*	-	-		-	-	*		-	*	*	*	*	-	-	-	-
		'8%	85%	100%	*	100%	_	-	-	_	_	100%	-	-	100%	6 *	100%	, -	_	_	_	_
	Female 8		91%	100%	_	100%	-	-	*	_	_	100%	*	-	100%		-	100%	_	_	-	_
	remaie 8	1 /0	J 170	100%	-	100%	-	-		-	-	100%		-	100%	U	-	10070	-	-	-	-

Mathematics	All Students CWD CWOD EL Male		District C 44%	ampus/ 22%	African American 36%	Hispanio		America		Pacific			Econ	CWD	CWOL	E	Mala			Foster Care	
Mathematics	Students CWD CWOD EL Male		44%	22%	260/			IIIulali	Asian	isiander	Races								ranthomeless		
Mathematics	CWD CWOD EL Male	22%			30 /6	20%	11%	*	*	-	-	22%	23%	22%	22%	20%	18%	25%	- *	*	-
ade 7 Reading	EL Male		22%	22%	*	19%	-	*	-	_	_	24%	*	22%	_	30%	26%	*	- *	*	_
ade 7 Reading	Male		47%	22%	40%	21%	11%	-	*	-	-	21%	27%	-	22%			27%	- *	-	-
ade 7 Reading		14%	14%	20%	*	20%	*	*	*	-	-	20%	*	30%	17%			23%		*	-
rade 7 Reading	Female	34% 42%	42% 47%	18% 25%	*	18% 23%	13%	*	*	-	-	19% 24%	*	26%	16% 27%			- 25%	- *	*	-
rade 7 Reading																					
ade 7 Reading	S All Students	43%	41%	19%	17%	19%	0%	*	*	-	*	19%	11%	14%	20%	18%	19%	18%	- *	*	-
Reading	CWD	23%	21%	14%	*	13%	*	*	-	-	*	15%	*	14%	-	18%	16%	10%	- *	*	-
Reading	CWOD		44%	20%	19%	21%	0%	-	*	-	-	20%	15%	-	20%		19%	20%	- *	-	-
Reading	EL	24% 44%	17% 43%	18%	* 15%	19% 20%	*	*	*	-	-	18% 19%	13% 9%	18% 16%	18% 19%	18% 19%	19%	17%	- *	*	-
Reading	Male Female		39%	19% 18%	*	18%	0%	*	*	-	-	18%	14%		20%		-	18%	- *	*	-
Reading																					
	All	47%	52%	20%	17%	17%	*	_	*	_	*	19%	33%	21%	20%	11%	23%	15%	- *	_	_
	Students																				
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	EL	16%	15%	11%	*	10%	*	-	*	-	_	11%	J 1 /0 *	23%	8%	11%		11%	- *	-	_
	Male	42%	48%	23%	*	20%	*	-	*	-	*	21%	56%	27%	22%	11%	23%	-	- *	-	-
	Female	53%	56%	15%	*	14%	*	-	*	-	*	15%	*	*	16%	11%	-	15%		-	-
Mathematics	s All	39%	27%	6%	*	6%	8%	*	*	_	*	6%	8%	12%	5%	5%	7%	4%	- *	*	_
,	Students																				
	CWOD	20%	18% 29%	12% 5%	*	13%	*	*	- *	-	*	12% 4%	* 6%	12%	- 5%		15% 5%	5% 4%	- * - *	*	-
	CWOD EL	41% 17%	10%	5% 5%	*	4% 6%	*	*	*	-	_	4% 6%	6%	13%	5% 3%	3% 5%	5% 7%	4% 3%	- *	-	-
	Male	38%	28%	7%	*	7%	*	-	*	-	*	7%	14%	15%	5%	7%	7%	-	- *	*	-
	Female	40%	25%	4%	*	5%	*	*	-	-	*	5%	*	5%	4%	3%	-	4%		-	-
ade 8																					
Reading	All	48%	54%	25%	26%	24%	20%	-	*	-	*	24%	26%	12%	27%	12%	22%	29%	- *	-	-
;	Students CWD	23%	24%	12%	*	12%					*	13%	*	12%	_	17%	۵%	*	_ *		
	CWD		58%	27%	30%	26%	20%	-	*	-	*	26%	29%	-	27%			30%	- *	-	_
	EL	13%	14%	12%	*	12%	*	-	*	-	-	13%	7%	17%	11%			15%	- *	-	-
	Male	44%	50%	22%	20%	22%	22%	-	*	-	*	21%	25%	9%		10%		-	- *	-	-
	Female	53%	59%	29%	33%	27%	*	-	*	-	*	29%	28%	*	30%	15%	-	29%	- *	-	-
Mathematics		50%	52%	35%	24%	36%	54%	-	40%	-	*	36%	29%	14%	39%	33%	39%	31%	- *	-	-
	Students	250/	220/	4.40/	*	470/					*	450/	*	4.40/		100/	4.40/	4.40/	*		
	CWD CWOD	25% 53%	22% 57%	14% 39%	30%	17% 39%	- 54%	-	40%	-	*	15% 40%	32%	14%	39%		14% 43%	14% 33%	*	-	-
	EL	30%	23%	33%	*	32%	71%	-	*	-	-	34%	25%	19%	36%			29%	- *	-	-
	Male	48%	50%	39%	21%	41%	50%	-	*	-	*	40%	29%	14%	43%		39%	-	- *	-	-
	Female	53%	55%	31%	27%	30%	*	-	*	-	*	31%	29%	14%	33%	29%	-	31%	- *	-	-
Science	All	50%	53%	25%	14%	25%	35%	-	*	-	*	24%	25%	9%	27%	16%	29%	19%	- *	-	-
;	Students CWD	23%	220/	9%	*	110/					*	11%	*	00/		*	110/	*	*		
	CWD		23% 57%	9% 27%	18%	11% 27%	35%	-	*	-	*	27%	29%	9%	27%		11% 32%	21%	*	-	-
	EL	19%	19%	16%	*	15%	*	_	*	_	-	17%	6%	*			18%	12%	*	_	_
	Male	51%	53%	29%	13%	30%	36%	-	*	-	*	30%	22%	11%	32%	18%	29%	-	- *	-	-
	Female	50%	53%	19%	15%	19%	*	-	*	-	*	18%	29%	*	21%	12%	-	19%	- *	-	-
nd of Course																					
Algebra I	All	53%	66%	94%	*	93%	-	-	*	-	-	94%	*	-	94%	*	100%	88%		-	-
;	Students CWD	19%	28%	-	_	_	_	_	_	_	_	_	_	_	_	_	_	-		_	_
	CWOD	58%	71%	94%	*	93%	-	-	*	-	-	94%	*	-	94%	*	100%	88%		-	-
	EL	29%	40%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*		-	-
	Male Female	49% 58%	63% 69%	100% 88%	*	100% 86%	-	-	*	-	-	100% 86%	*	-	100% 88%	*	100%	- 88%		-	-
	. omaic	23/0	5576	-5/0		30 /0						20 /0			20 /0			5576			
AR Percent	t at Maste	rs Gra	de Levo	el																	
rade 6																					
Reading	All	18%	25%	6%	36%	4%	11%	*	*	-	-	6%	8%	6%	7%	4%	5%	8%	- *	*	-
;	Students CWD	8%	8%	6%	*	3%	_	*	_	_	_	6%	*	6%	_	4%	11%	*	- *	*	_
	CWOD		28%	7%	40%	5%	11%	-	*	-	-	7%	9%	-	7%	4%	4%	9%	- *	-	_
	EL	4%	5%	4%	*	4%	*	*	*	-	-	4%	*	4%	4%	4%	3%	4%		*	-
	Male Female	15%	23% 27%	5% 8%	*	4% 5%	* 13%	- *	*	-	-	6% 7%	*	11%	4% 9%	3% 4%	5% -	- 8%	 - *	- *	-
	i ciliale	ZZ /0	∠1 /0	U /0		J /0	13/0			-	-	1 /0			J /0	→ /0	-	0 /0	-		_
Mathematics		18%	16%	5%	17%	5%	0%	*	*	-	*	6%	0%	6%	5%	4%	6%	5%	- *	*	-
;	Students	00/	Q0/_	60/	*	E0/	*	*			*	70/	*	60/		70/	Ω0/	30/-	_ *	*	
	CWD CWOD	9% 19%	8% 18%	6% 5%	19%	5% 5%	0%	_	*	-	_	7% 5%	0%	6% -	- 5%	7% 4%	8% 5%	3% 5%	- *	_	-
	EL	6%	4%	4%	*	4%	*	*	*	-	-	4%	0%	7%	4%	4%	4%	5%	- *	*	-
	Male	18%	18%	6% 5%	15%	5%	*	-	*	-	*	6%	0%	8%	5%	4%	6%			-	-
	Female	1/%	15%	5%	•	4%	0%	•	•	-	-	5%	0%	3%	5%	5%	-	5%	- *	•	-
ade 7	•																4.5.				
	All Students	28%	34%	10%	6%	9%	*	-	*	-	*	10%	11%	11%	10%	5%	13%	5%	- *	-	-
Reading		10%	10%	11%	*	11%	*					9%		11%	_	4.40/	15%				

											Two											
					African			America	n	Pacific	or More	Econ	Non Econ								Foster	
	CWOD		District 37%	Campus 10%	American 9%	Hispani 9%	cWhite	Indian	Asian	Islandeı	Races	Disadv 10%	Disadv 8%	CWD	10%		Male 12%	Female 6%	MigrantH	omeles *	s Care	Military
	EL	6%	6%	5%	*	5%	*	-	*	-	-	5%	*	14%	3%	5%		4%	-	*	-	-
	Male Female	24%	30% 38%	13% 5%	*	11% 6%	*	-	*	-	*	12% 6%	22%	15%	12% 6%	5% 4%	13%	- 5%	-	*	-	-
	i ciliale																					
Mathematics	All Students	18%	11%	2%	*	2%	0%	*	*	-	*	2%	4%	9%	0%	2%	2%	1%	-	*	*	-
·	CWD	7%	7%	9%	*	9%	*	-	-	-	*	8%	*	9%	-	8%	10%	5%	-	*	*	-
	CWOD	19% 5%	12% 3%	0% 2%	*	0%	*	*	*	-	*	0% 2%	0%	-	0% 0%	0% 2%	0% 3%	0%	-	*	-	-
	EL Male	17%	12%	2% 2%	*	2% 2%	*	_	*	-	*	2%	7%	8% 10%	0%	3%	3% 2%	0% -	-	*	*	-
	Female	18%	10%	1%	*	1%	*	*	-	-	*	1%	*	5%	0%	0%	-	1%	-	-	-	-
Grade 8																						
Reading	All Students	26%	33%	10%	7%	10%	7%	-	*	-	*	10%	12%	3%	11%	3%	7%	13%	-	*	-	-
•	CWD	8%	10%	3%	*	4%	-	-	-	-	*	3%	*	3%	-	6%	0%	*	-	*	-	-
	CWOD EL	28% 4%	35% 4%	11% 3%	10%	11% 3%	7%	-	*	-	*	11% 4%	13% 0%	- 6%	11% 3%	3% 3%	9% 3%	14% 4%	-	*	-	-
	Male	22%	28%	3% 7%	7%	3% 7%	11%	-	*	-	*	7%	13%	0%	9%	3%	7%	470	-	*	-	-
	Female	30%	38%	13%	8%	13%	*	-	*	-	*	14%	11%	*	14%	4%	-	13%	-	*	-	-
Mathematics	All	15%	16%	3%	0%	3%	8%	-	0%	_	*	2%	6%	6%	2%	2%	3%	3%	-	*	_	_
:	Students		00/	00/	*	70/						00/	*	00/		400/	5 0/	70/				
	CWD	9% 16%	9% 17%	6% 2%	0%	7% 2%	- 8%	-	0%	-	*	6% 2%	6%	6% -	- 2%	10% 0%		7% 2%	-	*	-	-
	EL	6%	3%	2%	*	2%	0%	-	*	-	-	2%	0%	10%	0%	2%	1%	2%	-	*	-	-
	Male Female	14%	17% 16%	3% 3%	0% 0%	3% 2%	0% *	-	*	-	*	2% 2%	6% 6%	5% 7%	2% 2%	1% 2%	3% -	3%	-	*	-	-
Science	All Students	27%	32%	10%	3%	10%	18%	-	*	-	*	11%	3%	2%	11%	5%	12%	7%	-	*	-	-
	CWD	8%	9%	2%	*	3%	-	-	-	-	*	3%	*	2%	-	*	0%	*	-	*	-	-
	CWOD EL	29% 6%	35% 6%	11% 5%	5% *	11% 4%	18%	-	*	-	*	12% 5%	3% 0%	- *	11% 5%	5% 5%	14% 6%	8% 3%	-	*	-	-
	Male	29%	34%	12%	6%	12%	18%	-	*	-	*	13%	0%	0%	14%	6%		-	-	*	-	-
	Female	25%	30%	7%	0%	7%	*	-	*	-	*	8%	5%	*	8%	3%	-	7%	-	*	-	-
End of Course																						
Algebra I	All	31%	35%	71%	*	67%	-	-	*	-	-	69%	*	-	71%	*	78%	63%	-	-	-	-
,	Students CWD	7%	9%	-	_	-	-	_	-	-	-	-	-	-	-	_	-	-	-	-	-	-
	CWOD		39%	71% *	*	67% *	-	-	*	-	-	69%	*	-	71%	*	78%	63%	-	-	-	-
	EL Male	12% 28%	15% 33%	78%	*	75%	-	-	-	-	-	78%	-	-	78%	*	78%	_	-	-	-	-
	Female	34%	37%	63%	-	57%	-	-	*	-	-	57%	*	-	63%	*	-	63%	-	-	-	-
STAAR Percent All Grades	at Appro	aches	Grade	Level o	r Above																	
All Subjects	All	77%	77%	55%	51%	55%	58%	*	63%	-	62%	55%	55%	27%	61%	46%	55%	55%	-	*	*	-
;	Students CWD	45%	48%	27%	28%	26%	*	*			*	28%	23%	27%		26%	30%	23%		*	*	
	CWOD			61%	60%	61%	59%	*	63%	-	69%	61%	62%	-		50%	61%	61%	-	*	-	-
	EL Male	60% 74%	60% 75%	46% 55%	* 51%	47% 55%	39% 61%	*	45% *	-	- 64%	46% 55%	41% 54%	26% 30%	50% 61%		45%	47%	-	*	*	-
	Female		80%	55% 55%	50%	55%	54%	*	80%	-	63%	55%		23%	61%			55%	-	*	*	-
Deading	A II	700/	750/	EC0/	E 40/	FC0/	670/	*	EC0/		620/	FC0/	E00/	200/	620/	400/	E40/	F00/		*	*	
Reading	All Students	73%	75%	56%	54%	56%	67%		56%	-	63%	56%	58%	26%	62%	46%	54%	59%	-			-
	CWD	39%	43%	26%	*	25%	*	*	-	-	*	26%	*	26%	-		30%	20%	-	*	*	-
	CWOD	77% 52%	79% 53%	62% 46%	69% *	61% 46%	70% *	*	56% *	-	_	62% 46%	64% 41%	- 29%	49%		59% 42%	66% 50%	-	*	*	-
	Male	69%	71%	54%	55%	53%	73%	-	*	-	*	54%	53%	30%	59%			-	-	*	-	-
	Female	2 / / %	78%	59%	54%	59%	60%	•	•	-	•	59%	64%	20%	66%	50%	-	59%	-	•	•	-
Mathematics		80%	80%	56%	50%	56%	59%	*	58%	-	56%	56%	55%	31%	61%	48%	57%	54%	-	*	*	-
;	Students CWD	52%	53%	31%	33%	29%	*	*	_	_	*	32%	*	31%	_	29%	33%	29%	_	*	*	_
	CWOD	83%	84%	61%	57%	62%	58%	*	58%	-	*	61%	62%	-		53%	63%	59%	-	*	-	-
	EL Male	70% 78%	69% 79%	48% 57%	* 51%	49% 57%	47% 61%	-	*	-	*	48% 57%	47% 56%	29% 33%	53% 63%			48% -	-	*	*	-
	Female		81%	54%	48%	54%	56%	*	71%	-	*	54%						54%	-	*	*	-
Science	All	79%	79%	51%	45%	52%	41%	_	*	_	*	51%	50%	16%	57%	39%	52%	49%	_	*	_	_
	Students						r 1 /U	_		_					J1 /0			10 /0	_		_	_
	CWD CWOD	48% 82%		16% 57%	* 50%	14% 58%	- 41%	-	*	-	*	18% 56%	* 57%	16%	- 57%		19% 58%	* 55%	-	*	-	-
	EL	58%	59%	39%	*	40%	*	-	*	-	-	40%	28%	*	44%	39%	41%	36%	-	*	-	-
	Male Female	78% 80%	79% 80%	52% 49%	44% 46%	54% 49%	45% *	-	*	-	*	52% 50%	50% 48%	19%	58% 55%		52%	- 49%	-	*	-	-
	· omale	. 50 /0	JJ /0	-7-0 /O	FO /0	Ŧ-J /U		_		_		JU /0	ro /0		JJ /0	JU /0		10 /0	_		_	_
STAAR Percent	at Meets	Grad	امىما د	or Ahov	/e																	
All Grades													_		_							
All Subjects	All Students	47%	51%	22%	20%	22%	25%	*	42%	-	24%	22%	24%	15%	24%	16%	23%	21%	-	*	*	-
,	CWD	23%		15%	11%	15%	*	*	-	-	*	15%	10%	15%	-		17%	11%	-	*	*	-
	CWOD EL		55%	24% 16%	24%	23% 16%	26% 22%	*	42% 18%	-	31%	23% 17%	26% 10%	- 19%	24% 16%		24%	23% 16%	-	*	-	-
	LL	20%	∠1 /0	10/0		1070	ZZ70		1070	-	-	17 70	1070	1070	1070	1070	1070	10 70	-			-

											or		Non									
					African			America	n	Pacific		Fcon									Foster	
		State	District	Campus	American	Hispani	cWhite							cwD	CWOL) FL	Male	FemaleN	ligrantH	omeles		
	Male	45%	49%	23%	19%	23%	31%	-	*	-	36%	23%	23%		24%			-	-	*	*	-
	Female		53%	21%	22%	21%	18%	*	60%	-	13%	21%	25%	11%	23%			21%	-	*	*	-
Reading	All	46%	51%	22%	26%	21%	27%	*	56%	-	25%	22%	28%	19%	23%	14%	21%	24%	-	*	*	-
	Students																					
	CWD	22%	24%	19%	*	18%	*	*	-	-	*	18%	*	19%	-		21%	15%	-	*	*	-
	CWOD	48%	54%	23%	31%	21%	26%	-	56%	-	*	22%	29%	-	23%	12%	21%	25%	-	*	-	-
	EL	21%	23%	14%	*	14%	*	*	*	-	-	15%	9%	24%	12%	14%	12%	17%	-	*	*	-
	Male	41%	47%	21%	23%	20%	40%	-	*	-	*	20%	28%	21%	21%	12%	21%	-	-	*	-	-
	Female	50%	55%	24%	31%	22%	13%	*	*	-	*	23%	27%	15%	25%	17%	-	24%	-	*	*	-
N 4 - 44 41	A II	400/	E40/	040/	400/	000/	000/		000/		000/	000/	000/	400/	000/	400/	000/	000/				
Mathematics		48%	51%	21%	18%	22%	20%		33%	-	22%	22%	20%	13%	23%	18%	22%	20%	-		-	-
	Students	000/	000/	400/	400/	4.40/	_	_			_	4.407	_	400/		400/	450/	400/		_	_	
	CWD	26%	26%	13%	10%	14%		*	-	-		14%		13%	-		15%	10%	-		•	-
	CWOD		55%	23%	22%	23%	22%	*	33%	-	*	23%	23%	-	23%			22%	-	*	-	-
	EL	33%	34%	18%	*	18%	26%	*	*	-	-	18%	13%	16%			19%	16%	-	*	*	-
	Male	47%	51%	22%	18%	23%	22%	-	*	-	*	23%	20%	15%	24%	19%	22%	-	-	*	*	-
	Female	49%	51%	20%	18%	20%	17%	*	57%	-	*	20%	20%	10%	22%	16%	-	20%	-	*	*	-
Science	All	49%	53%	25%	14%	25%	35%	-	*	-	*	24%	25%	9%	27%	16%	29%	19%	-	*	-	-
	Students																					
	CWD	23%	25%	9%	*	11%	-	-	-	-	*	11%	*	9%	-	*	11%	*	-	*	-	-
	CWOD	52%	57%	27%	18%	27%	35%	-	*	-	*	27%	29%	-	27%	17%	32%	21%	-	*	-	-
	EL	21%	22%	16%	*	15%	*	-	*	_	-	17%	6%	*	17%	16%	18%	12%	-	*	-	_
	Male	50%	54%	29%	13%	30%	36%	-	*	-	*	30%	22%	11%	32%	18%	29%	-	-	*	-	-
	Female		52%	19%	15%	19%	*	_	*	_	*	18%	29%	*	21%			19%	_	*	_	_
STAAR Percent	at Maste	rs Gra	ide Leve	el																		
All Grades																						
All Subjects	All	21%	25%	7%	9%	7%	9%	*	21%	-	0%	7%	7%	6%	7%	4%	7%	7%	-	*	*	-
•	Students																					
	CWD	8%	9%	6%	7%	6%	*	*	_	_	*	6%	7%	6%	_	7%	7%	4%	_	*	*	_
	CWOD		27%	7%	11%	7%	9%	*	21%	_	0%	7%	7%	-	7%	3%	7%	7%		*		
					11/0		5%	*		-	0 /0	4%		7%	3%				-	*	*	-
	EL	9%	10%	4%		4%			0%	-	- 00/		0%			4%	4%	3%	-			-
	Male	20%	24%	7%	10%	7%	10%	-		-	0%	7%	7%	7%	7%	4%	7%		-			-
	Female	22%	26%	7%	8%	6%	8%	*	27%	-	0%	7%	7%	4%	7%	3%	-	7%	-	*	*	-
Dooding	ΛII	19%	25%	9%	14%	8%	13%	*	220/		0%	00/	11%	60/	9%	4%	8%	9%		*	*	
Reading	All	1970	25%	9 70	1470	0 70	1370		33%	-	076	9%	1170	6%	970	470	0 70	970	-			-
	Students	7 0/	00/	-01	*	00/	_	_			_	00/	_	00/		00/	00/	00/		_	_	
	CWD	7%	8%	6%		6%		•	-	-		6%		6%	-	8%	9%	2%	-		•	-
	CWOD		27%	9%	18%	8%	11%	-	33%	-	*	9%	11%	-	9%	3%	8%	10%	-	*	-	-
	EL	7%	8%	4%	*	4%	*	*	*	-	-	4%	0%	8%	3%	4%	4%	4%	-	*	*	-
	Male	16%	22%	8%	13%	7%	20%	-	*	-	*	8%	13%	9%	8%	4%	8%	-	-	*	-	-
	Female	22%	28%	9%	15%	8%	7%	*	*	-	*	9%	9%	2%	10%	4%	-	9%	-	*	*	-
Mathematics	All	23%	25%	5%	8%	5%	2%	*	8%	-	0%	5%	5%	7%	4%	3%	5%	4%	-	*	*	-
	Students																					
	CWD	10%	10%	7%	10%	7%	*	*	_	_	*	7%	*	7%	-	8%	8%	5%	-	*	*	-
	CWOD		27%	4%	8%	4%	3%	*	8%	_	*	4%	5%	-	4%	2%	4%	4%	_	*	-	_
	EL	13%	14%	3%	*	3%	0%	*	*	_	_	3%	0%	8%	2%	3%	3%	3%	_	*	*	_
	Male	23%	25%	5%	10%	5%	0%	_	*		*	5%	5%	8%	4%	3%	5%	-		*	*	
	Female		24%	4%	6%	4%	6%	*	14%	_	*	4%	6%	5%	4%	3%	J /0	4%	-	*	*	
	i ciliale	24/0	24 /0	4 /0	070	7/0	0 70		1 70	_		7 /0	0 70	3 /0	7/0	J /0	_	7 /0	_			_
Science	All	22%	26%	10%	3%	10%	18%	_	*	_	*	11%	3%	2%	11%	5%	12%	7%	_	*	_	_
	Students	/0	2070	. 5 /0	J /0	10/0	. 5 /0					11/0	J /0	_ /0	/0	U /0	/0	. ,0				
	CWD	7%	8%	2%	*	3%	_	_	_	_	*	3%	*	2%	_	*	0%	*	_	*	_	_
	CWD		29%	11%	5%	11%	18%	-	*	-	*	12%	3%	270	11%	5%	14%	8%	-	*	-	-
					370 *		18%	-		-				*					-	*	-	-
	EL	5%	6%	5%	*	4%		-	*	-	-	5%	0%		5%	5%	6%	3%	-		-	-
	Male	23%	28%	12%	6%	12%	18%	-	*	-	*	13%	0%	0%	14%	6%	12%	-	-	*	-	-
	Female	21%	25%	7%	0%	7%	*	-	*	-	*	8%	5%	*	8%	3%	-	7%	-	*	-	-

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 Students	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Academic Growth Score	Otadomo	Amorioan	mopamo	***********	maian	Adian	ioiaiiaoi	11000	Diodav	0112	
Reading											
All Students	64	81	62	85	*	83	-	*	64	58	63
CWD	58	60	57	*	*	-	-	-	56	58	60
CWOD	65	91	62	83	-	83	-	*	65	-	64
EL	63	*	62	89	*	*	-	-	63	60	63
Male	62	81	59	92	-	*	-	*	62	64	64
Female	67	81	65	75	*	*	-	*	67	50	63
Mathematics											
All Students	54	65	52	57	*	59	-	71	53	50	52
CWD	50	64	48	*	*	-	-	*	51	50	47
CWOD	54	66	53	56	*	59	-	*	53	-	53
EL	52	*	51	67	*	*	-	-	51	47	52
Male	52	56	51	58	-	*	-	*	52	49	53

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	56	76	53	56	*	*	-	*	54	51	50

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
551	23	4%

- '*' 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		African American nain Score	•	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	28	27	28	31	*	43	-	*	28	16	22
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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status	0.000.00					7.0.0		. 14000	2.000		
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022)	42%
Target Met	N
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 + N 46% N 46% N
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						
Participation Rat	•	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
. disopation rate																	
All Subjects	All Students	99%	98%	99%	100%	*	92%	_	91%	99%	97%	98%	99%	99%	98%	99%	_
7 til Gabjeoto	CWD	98%	100%	98%	100%	*	-	_	100%	98%	100%	98%	-	99%	97%	100%	_
	CWOD	99%	97%	99%	100%	*	92%	_	88%	99%	97%	-	99%	99%	99%	99%	-
	EL	99%	100%	99%	100%	*	100%	_	-	99%	99%	99%	99%	99%	99%	99%	_
	Male	98%	98%	98%	100%	_	100%	_	100%	98%	98%	97%	99%	99%	98%	-	_
	Female	99%	99%	99%	100%	*	87%	_	100%	99%	99%	100%	99%	99%	-	99%	_
	remaie	0070	0070	0070	10070		01 70		10070	0070	0070	10070	0070	0070		0070	
Reading	All Students		97%	99%	100%	*	89%	-	88%	99%	99%	99%	99%	100%	99%	99%	-
	CWD	99%	100%	99%	*	*	-	-	*	99%	100%	99%	-	100%	99%	100%	-
	CWOD	99%	95%	100%	100%	-	89%	-	83%	99%	98%	-	99%	100%	99%	99%	-
	EL	100%	*	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	97%	99%	100%	-	*	-	*	99%	100%	99%	99%	100%	99%	-	-
	Female	99%	96%	100%	100%	*	*	-	*	99%	100%	100%	99%	100%	-	99%	-
Mathematics	All Students	99%	99%	99%	100%	*	92%	_	89%	99%	97%	99%	98%	99%	98%	99%	_
Matromation	CWD	99%	100%	99%	100%	*	-	_	*	99%	100%	99%	-	99%	99%	100%	_
	CWOD	98%	98%	99%	100%	*	92%	_	83%	98%	97%	-	98%	99%	98%	99%	_
	EL	99%	100%	99%	100%	*	100%	_	-	99%	100%	99%	99%	99%	99%	99%	_
	Male	98%	98%	98%	100%	_	100%	_	100%	98%	98%	99%	98%	99%	98%	-	_
	Female	99%	100%	99%	100%	*	86%	_	*	99%	100%	100%	99%	99%	-	99%	_
	· omaio	2270	.0070	0070	.0070		0070			0070	.0070	.0070	0070	0070		0070	
Science	All Students	97%	100%	97%	100%	-	*	-	100%	98%	95%	93%	98%	98%	97%	99%	-
	CWD	93%	100%	92%	-	-	-	-	*	93%	100%	93%	-	100%	89%	100%	-
	CWOD	98%	100%	98%	100%	-	*	-	*	99%	95%	-	98%	97%	98%	98%	-
	EL	98%	*	97%	100%	-	*	-	-	98%	94%	100%	97%	98%	98%	97%	-
	Male	97%	100%	96%	100%	-	*	-	*	97%	95%	89%	98%	98%	97%	-	-
	Female	99%	100%	98%	100%	-	*	-	*	99%	95%	100%	98%	97%	-	99%	-
Non-Participation	n Rate																
All Subjects	All Students	1%	2%	1%	0%	*	8%	_	9%	1%	3%	2%	1%	1%	2%	1%	_
, Gabjooto	CWD	2%	0%	2%	0%	*	-	_	0%	2%	0%	2%	-	1%	3%	0%	_
	CWOD	1%	3%	1%	0%	*	8%	_	13%	1%	3%	-	1%	1%	1%	1%	_
	EL	1%	0%	1%	0%	*	0%	_	-	1%	1%	1%	1%	1%	1%	1%	-
	Male	2%	2%	2%	0%	_	0%	_	0%	2%	2%	3%	1%	1%	2%	-	_
	Female	1%	1%	1%	0%	*	13%	_	0%	1%	1%	0%	1%	1%		1%	_
		- 7.	.,.		- / -				- / -	.,.	.,,	- / -	.,-			.,.	
Reading	All Students	1%	3%	1%	0%	*	11%	-	13%	1%	1%	1%	1%	0%	1%	1%	-
	CWD	1%	0%	1%	*	*	-	-	*	1%	0%	1%	-	0%	1%	0%	-
	CWOD	1%	5%	0%	0%	-	11%	-	17%	1%	2%	-	1%	0%	1%	1%	-
	EL	0%	*	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	3%	1%	0%	-	*	-	*	1%	0%	1%	1%	0%	1%	-	-
	Female	1%	4%	0%	0%	*	*	-	*	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	1%	1%	1%	0%	*	8%	_	11%	1%	3%	1%	2%	1%	2%	1%	_
Matromation	CWD	1%	0%	1%	0%	*	-	_	*	1%	0%	1%	- 70	1%	1%	0%	_
	CWOD	2%	2%	1%	0%	*	8%	_	17%	2%	3%	-	2%	1%	2%	1%	_
	EL	1%	0%	1%	0%	*	0%	_	-	1%	0%	1%	1%	1%	1%	1%	_
	Male	2%	3%	2%	0%	_	0%	_	0%	2%	2%	1%	2%	1%	2%	-	_
	Female	1%	0%	1%	0%	*	14%	-	*	1%	0%	0%	1%	1%	-	1%	-
0-1	All Otrada (00/	00/	00/	00/				00/	00/	5 0/	70/	00/	00/	00/	40/	
Science	All Students	3%	0%	3%	0%	-	-	-	0%	2%	5%	7%	2%	2%	3%	1%	-
	CWD	7% 2%	0%	8%	0%	-	*	-	*	8%	0%	7%	- 2%	0%	11%	0%	-
	CWOD		0%	2%		-	*	-	-	1% 2%	5%	-		3%	2%	2%	-
	EL Mala	2%	00/	3%	0%	-	*	-	- *		6% 5%	0%	3%	2%	2%	3%	-
	Male	3%	0% 0%	4%	0%	-	*	-	*	3%	5%	11% 0%	2%	2%	3%	10/	-
	Female	1%	U%	2%	0%	-		-		1%	5%	U%	2%	3%	-	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			Indian or Alaska		Pacific	Two or More		Students with	Students with Disabilities
Otto de nate Milate e est Die et illate e		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	(Section 504)
Students Without Disabilities												
In-School Suspensions	Male	148	17	119	8	*	*	*	*	86		
	Female	95	11	80	*	*	*	*	*	47		
	Total	243	28	199	10	*	*	*	*	133		
Out-of-School Suspensions	Total	210		100	10					100		
	Male	102	10	88	*	*	*	*	*	61		
	Female	69	7	58	*	*	*	*	*	37		
	Total	171	17	146	6	*	*	*	*	98		
Expulsions												
With Educational Services	Male	32	5	23	*	*	*	*	*	17		
	Female	14	*	14	*	*	*	*	*	11		
	Total	46	5	37 *	*	*	*	*	*	28		
Without Educational Services	Male	*	*	*	*	*	*	*	*			
	Female	•	*		*							
Linday Zara Talayanaa Dalisiaa	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	iotai											
School-Related Arrests	Male	21	*	17	*	*	*	*	*	17		
	Female	9	*	5	*	*	*	*	*	*		
	Total	30	*	22	*	*	*	*	*	19		
Referrals to Law Enforcement												
	Male	45	5	38	*	*	*	*	*	26		
	Female	33	5	26	*	*	*	*	*	14		
	Total	78	10	64	*	*	*	*	*	40		
Students With Disabilities In-School Suspensions												
	Male	51	5	44	*	*	*	*	*	32		17
	Female	13 64	5	8	*	*	*	*	*	5 37		5 22
Out-of-School Suspensions	Total	04	10	52						31		22
Out-or-school Suspensions	Male	46	5	37	*	*	*	*	*	28		10
	Female	12	*	10	*	*	*	*	*	7		*
	Total	58	7	47	*	*	*	*	*	35		14
Expulsions	10101		•	••						00		
With Educational Services	Male	16	*	14	*	*	*	*	*	8		5
	Female	*	*	*	*	*	*	*	*	*		*
	Total	20	*	16	*	*	*	*	*	10		5
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*			*
Cabaal Dalatad Arrests	Total	-	-	-						-		-
School-Related Arrests	Male	18	*	14	*	*	*	*	*	11		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	18	*	14	*	*	*	*	*	11		*
Referrals to Law Enforcement	Total	10								• • • • • • • • • • • • • • • • • • • •		
	Male	30	5	23	*	*	*	*	*	17		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	34	7	25	*	*	*	*	*	19		*
All Students												
Chronic Absenteeism												
	Male	134	11	116	5	*	*	*	*	71	35	8
	Female	103	17	77	5	*	*	*	*	41	20	8
	Total	237	28	193	10	*	*	*	*	112	55	16

	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	398
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	54

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

^{...}

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.

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.

High Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 34.0	Percent 41.3%
Teachers Teaching with Emergency or Provisional Credentials	12.0	15.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the	3.7	4.8%

'-' 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	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%	10	4%
Mathematics	5,677	1%	96	2%	10	3%
Grade 7 Reading	5,298	1%	73	1%	7	3%
Mathematics	5,294	1%	73	2%	7	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%	43	2%
Reading	43,730	1%	688	1%	20	3%
Mathematics	39,178	1%	607	2%	20	2%
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

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	ŭ	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
	Ü	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.