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

Campus Name: MARTIN MIDDLE Campus ID: 227901051 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
										or			(Current
			All	African			American			More	Econ	Special	and
		- "	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets		Baseline 2016-17							.=				/
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through	4.40/	000/	070/	000/	100/	- 40/	450/	500 /	000/	400/	000/
		2021-22	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%
		2020-27 2027-28 through	32%	4270	40%	00%	3170	1070	3370	0270	43%	3170	39%
		2027-26 tillough 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32	72%	66%	69%	80%	72%	87%	73%	70% 78%	67%	60%	65%
		Baseline 2016-17	1270	00%	0970	00%	1270	0170	1370	1070	07 70	00%	05%
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	Matricinatios	2017-18 through	4070	3170	4070	JJ 70	4570	02 /0	30 /0	O-1 /0	3070	2070	4070
		2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through	.070	0.70	.070	0070	.0,0	0270	0070	0.70	0070	2070	.0,0
		2026-27	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	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
		Baseline 2016-17											
EL Progress		Rates											41%
_		2017-18 through											
		2021-22											42%
		2022-23 through											
		2026-27											44%
		2027-28 through											
		2031-32											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	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
		2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
		2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		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
- 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;

À 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);

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										
					African			Americar	1	Pacific	or More	Econ	Non Econ							Foste	•
		State	District	tCampus		Hispanic	White							/CWD	cwor	EL Male	FemaleN	ligrantHom			
STAAR Percen	t at Appro	aches	s Grade	Level o	r Above																
Grade 6																					
Reading	All Students	68%	69%	40%	52%	39%	*	-	*	-	-	39%	47%	25%	46%	35% 33%	49%	-	*	-	-
	CWD	35%	32%	25%	*	25%	_	_	_	_	_	26%	*	25%	_	29% 23%	28%	_	*	_	_
	CWOD		73%	46%	69%	44%	*	_	*	_	_	45%	53%		46%		57%	_	*	_	_
	EL	42%	40%	35%	*	36%	*	_	*	_	_	36%	*	29%			50%		*	_	_
	Male	63%	65%	33%	50%	31%	*	_	_	_	_	35%	*	23%			-		*	_	_
	Female		72%	49%	56%	48%	*	-	*	-	-	45%	86%	28%			49%	-	*	-	-
Mathematic		76%	73%	50%	43%	51%	*	-	*	-	-	51%	35%	40%	54%	39% 53%	45%	_	*	-	-
	Students																				
	CWD	50%	44%	40%	*	40%	-	-	-	-	-	41%	*	40%		45% 38%	39%	-	*	-	-
	CWOD		77%	54%	46%	55%	*	-	*	-	-	55%	40%	-	54%	36% 60%	46%	- '	*	-	-
	EL	61%	53%	39%	*	41%	*	-	*	-	-	42%	*	45%			38%	- '	*	-	-
	Male	76%	74%	53%	58%	52%	*	-	-	-	-	55%	*	38%	60%	39% 53%	-	-	*	-	-
	Female	77%	71%	45%	*	49%	-	-	*	-	-	46%	*	39%	46%	38% -	45%	-	*	-	-
Grade 7																					
Reading	All Students	73%	72%	45%	32%	46%	*	-	*	-	*	45%	38%	32%	49%	33% 35%	56%	-	*	-	-
	CWD	37%	37%	32%	*	35%	_	-	_	-	-	32%	*	32%	_	* *	40%	_	_	_	-
	CWOD		77%	49%	36%	51%	*	_	*	_	*	49%	*	_	49%	33% 38%	62%	_	*	_	_
	EL	44%	37%	33%	*	36%	_	_	*	_	_	35%	*	*		33% 23%	50%	_	*	_	_
	Male	69%	68%	35%	*	37%	*		*		*	36%	*	*	38%		00 /0		*		
	Female		77%	56%	46%	57%		-	*	-		56%	*	40%		50% -	56%	-	*	-	-
	remale	19/0	11/0	30 /6	40 /0	37 /0	-	-		-	-	30 /6		40 /0	02 /0	50 /6 -	30 /6	-		-	-
Mathematic	s All Students	71%	58%	32%	20%	35%	-	-	*	-	*	33%	*	34%	32%	40% 29%	36%	-	*	-	-
	CWD	42%	37%	34%	*	37%	-	-	-	-	-	34%	*	34%	-	50% 28%	38%	-	-	-	-
	CWOD	75%	62%	32%	24%	35%	-	-	*	-	*	32%	*	-	32%	37% 28%	36%	-	*	-	-
	EL	52%	38%	40%	*	43%	-	-	*	-	-	38%	*	50%	37%	40% 41%	38%	-	*	-	-
	Male	69%	56%	29%	*	36%	-	-	*	_	*	27%	*	28%	28%	41% 29%	-	-	*	-	-
	Female	73%	59%	36%	42%	35%	-	-	-	-	-	39%	*	38%	36%	38% -	36%	-	*	-	-
Grade 8																					
Reading	All	85%	85%	67%	35%	73%	*	-	*	-	-	68%	58%	25%	74%	68% 67%	67%	-	*	-	-
	Students																				
	CWD	49%	50%	25%	*	*	-	-	-	-	-	26%	*	25%	-	* *	*	-	-	-	-
	CWOD	88%	89%	74%	39%	80%	*	-	*	-	-	75%	64%	-	74%	73% 73%	75%	-	*	-	-
	EL	58%	58%	68%	*	70%	-	-	*	-	-	69%	*	*	73%	68% 65%	70%	-	*	-	-
	Male	82%	82%	67%	35%	75%	-	-	*	_	-	68%	*	*	73%	65% 67%	-	-	*	-	-
	Female	88%	88%	67%	*	72%	*	-	*	-	-	68%	*	*		70% -	67%	-	-	-	-
Mathematic	s All	85%	83%	69%	35%	73%	*	_	*	_	*	70%	58%	32%	77%	74% 69%	69%		*	_	_
	Students																				
	CWD	53%	48%	32%	*	40%	-	-	-	-	-	33%	*	32%	-	* *	*	-	-	-	-
	CWOD		88%	77%	46%	79%	*	-	*	-	*	79%	64%	-	77%	76% 81%	72%	-	*	-	-
	EL	73%	62%	74%	*	78%	-	-	*	-	-	72%	*	*	76%	74% 73%	75%	-	*	-	-
	Male	82%	81%	69%	38%	76%	*	-	-	-	*	70%	*	*	81%	73% 69%	-	-	*	-	-
	Female	87%	85%	69%	*	70%	*	-	*	-	-	70%	*	*	72%	75% -	69%	-	-	-	-
Science	All	75%	74%	68%	45%	72%	*	_	*	_	_	69%	46%	23%	75%	70% 66%	69%		*	_	_
	Students					/0											5576				
	CWD			23%	*	*	-	-	-	-	-	25%	*	23%		* *	*	-	-	-	-
	CWOD		79%	75%	50%	80%	*	-	*	-	-	77%	55%	-		74% 74%		-	*	-	-
	EL	46%	42%	70%	*	75%	-	-	*	-	-	71%	*	*		70% 70%		-	*	-	-
	Male	74%	72%	66%	38%	73%	-	-	*	-	-	66%	*	*	74%	70% 66%	-	-	*	-	-
	Female	76%	76%	69%	*	71%	*	-	*	-	-	73%	*	*	77%	70% -	69%	-	-	-	-
End of Course	Э																				
Algebra I	All	82%	88%	80%	*	85%	-	-	*	-	-	79%	*	*	83%	74% 81%	76%	_	-	-	-
5	Students																- /-				
	CWD		60%	*	*	*	_	_	_	_	_	*	_	*	_	* *	*	_	_	_	_
	CWOD		92%	83%	*	88%	-	_	*	_	_	83%	*	_	83%	82% 84%	79%	_	_	-	_
	EL	67%	76%	74%	*	88%	-	_	*	-	-	74%	_	*		74% 71%		_	_	-	_
	Male		85%	81%	*	82%	-	-	*	-	-		*	*		71% 81%	75%			-	-
					*		-	-	*	-	-	80% 75%	*	*				-	_	-	-
	Female	0/%	91%	76%	-	85%	-	-	-	-	-	75%	-	-	19%	75% -	76%	-	-	-	-

Two

											Two or	_	Non								
		State	District	amauc	African	⊔ienanie		Americar		Pacific				CWD	CWOL) El Mala	Eomalo	Migrant	Homoloca	Foster	
Reading	All	38%		16%	American I 14%	16%	*	iliulali -	ASIAII	-	-	15%				16% 14%		wigrani -	*	- Care	wiiiitar
	Students																				
	CWD	22%	22%	23%	*	22%	-	-	-	-	-	24%	*	23%	-	29% 19%	28%	-	*	-	-
	CWOD		47%	13%	8%	13%	*	-	*	-	-	11%	27%	-		11% 11%	16%	-	*	-	-
	EL	14%	14%	16%		17%	*	-	*	-	-	18%	*	29%		16% 11%	22%	-	*	-	-
	Male Female	34%	42% 47%	14% 19%	17% 11%	13% 19%	*	-	*	-	-	14% 16%	43%	19% 28%	11% 16%	11% 14%	- 19%	-	*	-	-
	i ciliale	72 /0	71 /0	13 /6	1170	1370						10 /0	75 /0	2070	10 /0	22 /0 -	1370				
Mathematics	All	43%	41%	21%	24%	20%	*	-	*	-	-	21%	18%	23%	20%	19% 20%	21%	-	*	-	-
;	Students																				
	CWD	23%	21%	23%	*	23%	-	-	-	-	-	24%	*	23%	-	30% 19%	28%	-	*	-	-
	CWOD		44%	20%	23%	19%	*	-	*	-	-	19%	20%	-		15% 21%	18%	-	*	-	-
	EL	24%	17% 43%	19%	33%	21%	*	-	-	-	-	22%	*	30%	15%	19% 17% 17% 20%	22%	-	*	-	-
	Male Female	44%	43% 39%	20% 21%	33%	18% 23%	_	-	*	-	-	21% 21%	*	19% 28%	21% 18%		21%	-	*	-	-
	1 Ciliaic	72 /0	00 /0	2170		2070						2170		2070	10 /0	22 /0	2170				
Grade 7																					
Reading	All	47%	52%	19%	16%	18%	*	-	*	-	*	17%	31%	16%	19%	6% 16%	21%	-	*	-	-
;	Students	000/	0.40/	400/	*	400/						400/	_	400/			450/				
	CWD	23%	24%	16%		18%	-	-	-	-	-	16%	*	16%	400/	* * E0/ 460/	15%	-	-	-	-
	CWOD EL	16%	55% 15%	19% 6%	18%	18% 6%		-	*	-		18%	*	*	19% 5%	5% 16% 6% 6%	24% 5%	-	*	-	-
	Male	42%	48%	16%	*	14%	*	-	*	-	*	4% 15%	*	*	16%	6% 16%	5%	_	*	-	-
	Female		56%	21%	15%	22%	_	_	*	_	_	20%	*	15%	24%	5% -	21%	_	*	_	_
		0070	0070	- 1 70	.070							2070		.070	, 0	0,0	, 0				
Mathematics	All	39%	27%	7%	4%	7%	-	-	*	-	*	6%	*	16%	3%	6% 7%	6%	-	*	-	-
;	Students	_																			
	CWD	20%	18%	16%	*	17%	-	-	-	-	-	16%	*	16%	-	17% 17%	14%	-	-	-	-
	CWOD		29%	3%	5%	3%	-	-	*	-	*	3%	*	-	3%	3% 4%	2%	-	*	-	-
	EL	17%	10%	6% 7 %	*	7%	-	-	*	-	-	4%	*	17%	3%	6% 7%	5%	-	*	-	-
	Male	38%	28%	7% c%		9%	-	-	•	-	•	6%	*	17%	4%	7% 7%	- 00/	-	*	-	-
	Female	40%	25%	6%	8%	6%	-	-	-	-	-	6%		14%	2%	5% -	6%	-		-	-
Grade 8																					
Reading	All	48%	54%	20%	13%	20%	*	-	*	-	_	20%	17%	5%	22%	11% 19%	21%	-	*	-	_
•	Students																				
	CWD	23%	24%	5%	*	*	-	-	-	-	-	5%	*	5%	-	* *	*	-	-	-	-
	CWOD	51%	58%	22%	17%	22%	*	-	*	-	-	23%	18%	-	22%	13% 21%	24%	-	*	-	-
	EL	13%	14%	11%	*	13%	-	-	*	-	-	11%	*	*	13%	11% 10%	11%	-	*	-	-
	Male	44%	50%	19%	12%	20%	-	-	*	-	-	19%	*	*	21%	10% 19%	-	-	*	-	-
	Female	53%	59%	21%	*	21%	*	-	*	-	-	21%	*	*	24%	11% -	21%	-	-	-	-
Mathamatica	AII	E00/	E00/	270/	00/	070/	*		*		*	200/	400/	440/	240/	220/ 200/	250/		*		
Mathematics	All Students	50%	52%	27%	0%	27%		-		-		26%	42%	11%	31%	23% 29%	25%	-		-	-
`	CWD	25%	22%	11%	*	13%	_	_	_	_	_	11%	*	11%	_	* *	*	_	_	_	_
	CWOD		57%	31%	0%	30%	*	_	*	_	*	29%	45%	-	31%	24% 31%	30%	_	*	_	_
	EL	30%	23%	23%	*	22%	_	_	*	_	_	21%	*	*		23% 13%	31%	_	*	_	_
	Male	48%	50%	29%	0%	33%	*	_	_	_	*	28%	*	*		13% 29%	-	-	*	_	_
	Female		55%	25%	*	21%	*	-	*	-	-	23%	*	*		31% -	25%	-	-	-	-
Science	All	50%	53%	38%	14%	42%	*	-	*	-	-	38%	31%	9%	43%	36% 36%	40%	-	*	-	-
;	Students	220/	220/	00/	*	*						100/	*	00/		* *	*				
	CWOD	23% 53%	23% 57%	9% 43%	17%	46%	*	-	*	-	-	10% 43%		9%	130/	41% 39%	170/	-	*	-	-
	CWOD EL	53% 19%	57% 19%	43% 36%	1/%	46% 40%	_	-	*	-	-	43% 38%	36%	*			47% 37%	-	*	-	-
	Male	51%	53%	36% 36%	6%	40%	-	-	*	-	-	38% 35%	*	*		36% 35% 35% 36%	J1 /0 -	-	*	-	-
	Female		53%	40%	*	40%	*	_	*	_	_	42%	*	*		37% -	40%	_	_	_	_
nd of Course																					
Algebra I	All	53%	66%	56%	*	61%	-	-	*	-	-	54%	*	*	58%	63% 46%	64%	-	-	-	-
;	Students					*															
	CWD	19%		*	*		-	-	-	-	-	*	*	•	-	740/ 400/	070/	-	-	-	-
	CWOD EL		71%	58%	*	63% 75%	-	-	*	-	-	57%		*		71% 48%	67% 67%	-	-	-	-
	EL Male	29% 49%	40% 63%	63% 46%	*	75% 45%	-	-	*	-	-	63% 44%	*	*		63% 57% 57% 46%	017/0	-	-	-	-
	Female		69%	64%	*	75%	-	-	*	-	-	63%	*	*		67% -	64%	-	-	-	-
		0070	0070	0.70								0070			0. 70	0.70	0.70				
AAR Percent	at Maste	rs Gra	ide Leve	el																	
Grade 6																					
Reading	All	18%	25%	6%	5%	5%	*	-	*	-	-	5%	18%	14%	4%	6% 5%	9%	-	*	-	-
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Reading Mathematics Science AR Percent Grades	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S 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 The Male Female All Students CWD CWOD EL The Male Female The Male	45% 80% 65% 80% 80% 74% 80% 80% 80% 80% 80% 80% 80% 80% 80% 80	48% 81% 60% 75% 80% 75% 43% 79% 80% 53% 84% 69% 81% 79% 81% 51% 83% 59% 80%	31% 60% 50% 51% 57% 50% 28% 56% 44% 44% 57% 53% 53% 52% 68% 23% 75% 66% 69% or Abov	45% 30% 43% 39% * 45% 35% 45% 35% 45% 35% 36% 45% * 35% 36% 45% * 50% * 38% * *	34% 62% 52% 54% 58% 52% 30% 45% 45% 46% 58% 55% 38% 60% 53% 54% 72% * 80% 75% 71%	53%		* 58% * * * * * * * * * * * * * * * * *		* * * * * * * * * * * * * * * * * * * *	60% 51% 57% 50% 29% 56% 45% 55% 54% 37% 59% 50% 69% 25% 77% 71% 66% 73%	37% 41% 53% 48% * 55% * 30% 68% 444% * 55% 448% 39% 46% * * * * * *	- 41% 28% 35% 28% - 33% 30% 35% - 48% 40% 23% 23% - * *	- 60% 52% 57% 63% 56% - 56% 49% 65% 58% - 75% - 75% 75% 77%	41% 52% 43% 56% 44% 33% 484% 32% 57% 50% 48% 51% 70% * 74% 70% 70%	28% 57% 51% 51% - 44% 26% 49% 32% 44% - 53% 31% 660% - * * * * * * * * * * * * * * * * * *	63% 56% - 57% 57% 65% 57% - 52% 40% 56% 51% - 52% 69% * 77% 70% - 69%		* * * * * * * * * * * * * * * * * * * *		
Reading Mathematics Science AR Percent Grades	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students CWD CWOD EL All All Students CWD CWOD EL All All All All All All All All All Al	45% 80% 60% 74% 77% 80% 80% 80% 82% 79% 48% 82% 78% 80% 82% 65% 80% 85% 65% 85% 78% 85% 85% 85% 85% 85% 85% 85% 85% 85% 8	48% 81% 60% 75% 80% 75% 43% 79% 53% 71% 78% 80% 53% 84% 69% 79% 81% 79% 51% 83% 59% 79% 80%	31% 60% 50% 51% 57% 50% 28% 44% 44% 57% 53% 35% 52% 68% 23% 75% 70% 66% 69%	45% 30% 36% 43% 39% * 45% 45% 35% 45% * 35% 45% * 35% 36% 45% * 35% 36% 45% *	34% 62% 52% 54% 58% 52% 30% 58% 45% 46% 58% 55% 38% 60% 53% 56% 54% 72% * 80% 75% 73%	53% * 50% *		* * 58%		- * - * - * - * - * - * - * - * - * - *	60% 51% 52% 57% 50% 29% 56% 45% 45% 56% 54% 37% 59% 50% 54% 69% 25% 77% 771% 66%	37% 41% 53% 48% * 55% * 30% 68% 444% * 55% 448% 39% 46% * * * * * *	- 41% 28% 35% 28% - 33% 30% 35% - 48% 40% 23% 23% - * *	- 60% 52% 57% 63% 56% 48% 49% 65% 58% - 8 50% 60% 56% 75%	41% 52% 43% 56% 44% 33% 484% 32% 57% 50% 48% 51% 70% * 74% 70% 70%	28% 57% 51% 51% - 44% 26% 49% 32% 44% - 53% 31% 660% - * * * * * * * * * * * * * * * * * *	63% 56% - 57% 57% 65% 57% - 52% 40% 56% 51% - 52% 69% * 77% 70% - 69%		25% * * * * * * * * * * * * *		
Reading Mathematics Science AR Percent Grades	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female	45% 80% 60% 74% 73% 39% 69% 277% 80% 80% 78% 82% 79% 48% 82% 79% 48% 80% 8 Grade 47%	48% 81% 60% 75% 80% 75% 43% 79% 53% 71% 78% 80% 53% 84% 69% 79% 81% 79% 51% 83% 59% 79% 80%	31% 60% 50% 51% 57% 50% 28% 44% 44% 57% 53% 35% 52% 68% 23% 75% 70% 66% 69% or Abov	45% 30% 36% 43% 39% * 45% 45% 45% 45% 45% 45% 45% 45% 45% 45%	34% 62% 52% 54% 58% 52% 30% 58% 45% 46% 58% 55% 38% 60% 53% 56% 54% 72% ** 80% 71%	53%		* 58% * * * * * * * * * * * * * * * * *		* - * - * - * - * - * - * - * - * - * -	60% 51% 52% 57% 50% 29% 56% 45% 45% 45% 56% 54% 59% 50% 54% 69% 25% 77% 711% 66% 73%	37% 41% 53% 48% * 55% * 30% 68% 444% * 55% 448% 39% 46% * * * * * *	- 41% 28% 35% 28% 28% 26% 30% 35% 35% 35% 23% 23% 23% 23%	- 60% 52% 57% 63% 56% 56% 48% 49% 65% 58% 60% 56% 75% 74% 74% 77%	41% 50% 43% 56% 44% 33% 444% 32% 57% 50% 48% 50% 48% 70% 70% 70%	28% 43% 43% 51% - 444% 26% 49% 32% 444% - 53% 31% 66% - 74% 70% 66% -	63% 56% - 57% 57% 65% 57% - 52% 40% 56% 51% - 52% 69% * 77% 70% - 69%		* * * * * * * * * * * * * * * * * * * *		
Reading Mathematics Science AR Percent Grades	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female s All Students CWD CWOD EL Male Female t All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students CWD CWOD EL Students CWD	45% 80% 60% 74% 73% 73% 69% 87% 77% 80% 80% 78% 82% 79% 82% 79% 82% 78% 82% 79% 82% 78% 82% 78% 82% 79% 82% 78% 82% 78% 82% 79% 82% 78% 82% 82% 78% 82% 78% 82% 78% 82% 78% 82% 78% 82% 78% 82% 82% 78% 82% 82% 78% 82% 82% 82% 78% 82% 82% 82% 82% 82% 82% 82% 82% 82% 8	48% 81% 60% 75% 80% 75% 43% 79% 80% 53% 71% 78% 80% 53% 84% 79% 81% 79% 81% 79% 80% 51% 80%	31% 60% 50% 51% 57% 50% 28% 44% 44% 57% 53% 52% 68% 23% 75% 66% 69% or Abov 22%	45% 30% 36% 43% 39% * 45% 45% 35% 45% 45% 50% * 13% 11%	34% 62% 52% 54% 58% 52% 30% 58% 45% 46% 58% 55% 38% 60% 53% 56% 54% 72% * 80% 71%	53%	-	* 58% * * * * * * * * 47%		* - *	60% 51% 52% 57% 50% 29% 56% 45% 45% 56% 54% 59% 50% 54% 69% 25% 77% 71% 66% 73%	37% 41% 53% 48% * 55% * 30% 68% 44% * 50% 43% 48% 39% * 27% * *	- 41% 28% 35% 28% 28% 26% 30% 35% 35% 35% - 48% 31% 40% 23% 23% 17%	- 60% 52% 57% 63% 56% 48% 49% 65% 58% 86% 75% - 75% 74% 77%	41% 52% 50% 43% 56% 44% 33% 484% 32% 57% 50% 48% 51% 70% 70% 70%	28% 43% 51% - 44% 26% 49% 32% 444% - 53% 31% 66% - 74% 66% - 21%	63% 56% 57% 57% 57% 557% 52% 40% 56% 51% - 52% 69% * 77% 70% - 69%		* * * * * * * * * * * * * * * * * * * *		
Reading Mathematics Science AR Percent Grades	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female	45% 80% 60% 74% 77% 80% 80% 82% 79% 48% 82% 79% 48% 82% 58% 80% 47% 47% 23% 50% 50%	48% 81% 60% 75% 80% 75% 43% 79% 53% 71% 78% 80% 53% 84% 69% 79% 81% 79% 51% 83% 59% 79% 80%	31% 60% 50% 51% 57% 50% 28% 44% 44% 57% 53% 35% 52% 68% 23% 75% 70% 66% 69% or Abov	45% 30% 36% 43% 39% * 45% 45% 45% 45% 45% 45% 45% 45% 45% 45%	34% 62% 52% 54% 58% 52% 30% 58% 45% 46% 58% 55% 38% 60% 53% 56% 54% 72% ** 80% 71%	53%		* 58% * * * * * * * * * * * * * * * * *		* - * - * - * - * - * - * - * - * - * -	60% 51% 52% 57% 50% 29% 56% 45% 45% 45% 56% 54% 59% 50% 54% 69% 25% 77% 711% 66% 73%	37% 41% 53% 48%	17% 17%	- 60% 52% 57% 63% 56% 48% 49% 65% 58% 86% 75% - 75% 74% 77%	41% 52% 43% 56% 44% 33% 484% 32% 57% 50% 48% 51% 70% 19% 19% 19% 18%	28% 43% 51% - 44% 26% 49% 32% 44% - 53% 31% 660% - * 74% 66% - - 21%	63% 56% 57% 57% 57% 57% 57% 52% 40% 56% 51% 		* * * * * * * * * * * * * * * * * * * *		

											or		Non								
					African			America	n	Dacific		Econ								Foster	
		Ctoto	Dietrie	+Campua	American	Liononi	a\A/bite			Pacific				CWD	CMOL	SEL Mala	Famala	Migropth	Jamalaa		
	Male	45%		21%	13%	22%	33%	inulan	ASIAII *	isianuer	Kaces	21%				15% 21%	геннане	wiigranitr	*	S Care	wiiilary
	Female				14%	24%	33%	-	42%	-		23%					240/	-	*	-	-
	remale	50%	53%	24%	14%	24%		-	42%	-	-	23%	30%	10%	26%	23% -	24%	-		-	-
Reading	All	46%	51%	18%	14%	18%	*	_	*	_	*	17%	24%	17%	18%	11% 16%	20%	_	*	_	_
reading	Students	40 /0	3170	10 /0	1 70	10 /0						17 70	2470	17 /0	10 /0	1170 1070	2070				
	CWD	22%	24%	17%	*	18%	_	_	_	_	_	18%	*	17%	_	18% 17%	17%	_	*	_	_
	CWOD		54%	18%	15%	18%	*		*		*	17%	27%	17 /0	18%	10% 17%	21%		*		
	EL	21%	23%	11%	*	13%	*		*			12%	*	18%	10%	11% 9%	14%		*		
	Male	41%	47%	16%	15%	15%	*	_	*	_	*	16%	17%	17%	16%	9% 16%	-	_	*		-
	Female		55%	20%	14%	20%	*	_	*	_		19%	32%	17%	21%	14% -	20%	_	*	_	-
	i citiale	JU /0	JJ /0	20 /0	17/0	20 /0		_		_	_	1370	JZ /0	17 /0	2170	1-70 -	2070	_		_	_
Mathematic	s All	48%	51%	22%	12%	23%	33%	_	*	_	*	22%	27%	18%	23%	21% 21%	23%	_	*	_	_
Matromato	Students	10 70	0170	/0	1270	2070	0070					/0	_, ,0	1070	2070	21/021/0	2070				
	CWD	26%	26%	18%	*	19%	_					18%	*	18%	_	23% 18%	17%		*		
	CWOD		55%	23%	12%	24%	33%		*	_	*	22%	31%	10 /0	230/	20% 22%	24%		*		
	EL	33%	34%	21%	12/0	22%	33 /0	-	*	-		22%	14%	23%		21% 16%	26%	-	*	-	-
	Male	47%	51%	21%	13%	22%	*	_	*	_	*	21%	26%	18%	22%	16% 21%	2070	_	*	_	-
	Female		51%	23%	11%	23%	*	-	*	-		22%	28%	17%	24%		23%	-	*	-	-
	remale	49%	51%	23%	11%	23%		-		-	-	22%	28%	17%	24%	20% -	23%	-		-	-
Science	All	49%	53%	38%	14%	42%	*		*			38%	31%	9%	120/	36% 36%	40%		*		
Science	Students	49 /0	55 /6	30 /0	14 /0	42 /0		-		-	-	30 /0	31/0	9 /0	43 /0	30 /0 30 /0	40 /0	-		-	-
	CWD	220/	25%	9%	*	*						10%	*	9%		* *	*				
	CWD	23%	57%	43%	17%	46%	*	-	*	-	-	43%	36%	970	420/	41% 39%	47%	-	*	-	-
	EL				*			-	*	-	-		30%	*				-	*	-	-
		21%	22%	36%		40%	-	-	*	-	-	38%	*	*	41%	36% 35%	37%	-	*	-	-
	Male	50%	54%	36%	6%	43%	*	-	*	-	-	35%	*	*	39%	35% 36%	400/	-		-	-
	Female	49%	52%	40%		40%		-		-	-	42%			4/%	37% -	40%	-	-	-	-
All Grades All Subjects		21%	25%	9%	6%	8%	26%	-	35%	-	*	8%	15%	9%	9%	7% 8%	10%	-	0%	-	-
	Students																				
	CWD	8%	9%	9%	8%	9%	-	-	-	-	-	9%	*	9%	-	11% 8%	9%	-	*	-	-
	CWOD		27%	9%	5%	8%	26%	-	35%	-	*	8%	17%	-	9%	5% 8%	10%	-	*	-	-
	EL	9%	10%	7%	0%	7%	*	-	*	-	-	7%	3%	11%	5%	7% 6%	8%	-	*	-	-
	Male	20%	24%	8%	5%	7%	17%	-	*	-	*	7%	12%	8%	8%	6% 8%	-	-	*	-	-
	Female	22%	26%	10%	6%	9%	*	-	25%	-	-	9%	19%	9%	10%	8% -	10%	-	*	-	-
Reading	All	19%	25%	7%	7%	6%	*	-	*	-	*	6%	17%	6%	7%	3% 5%	9%	-	*	-	-
	Students																				
	CWD	7%	8%	6%	*	6%	-	-	-	-	-	7%	*	6%		10% 4%	9%	-	*	-	-
	CWOD		27%	7%	8%	5%	*	-	*	-	*	6%	21%	-	7%	1% 5%	9%	-	*	-	-
	EL	7%	8%	3%	*	3%	*	-	*	-	-	3%	*	10%	1%	3% 1%	5%	-	*	-	-
	Male	16%	22%	5%	8%	3%	*	-	*	-	*	5%	9%	4%	5%	1% 5%	-	-	*	-	-
	Female	22%	28%	9%	7%	8%	*	-	*	-	-	7%	26%	9%	9%	5% -	9%	-	*	-	-
Mathematic		23%	25%	8%	4%	8%	11%	-	*	-	*	8%	12%	12%	7%	8% 7%	10%	-	*	-	-
	Students																				
	CWD	10%	10%	12%	*	12%	-	-	-	-	-	12%	*	12%		13% 13%	11%	-	*	-	-
	CWOD		27%	7%	2%	7%	11%	-	*	-	*	7%	13%	-	7%	7% 6%	9%	-	*	-	-
	EL	13%	14%	8%	*	9%	*	-	*	-	-	8%	7%	13%	7%	8% 8%	9%	-	*	-	-
	Male	23%	25%	7%	5%	7%	*	-	*	-	*	7%	13%	13%	6%	8% 7%	-	-	*	-	-
	Female	24%	24%	10%	4%	10%	*	-	*	-	-	10%	11%	11%	9%	9% -	10%	-	*	-	-
Science	All	22%	26%	16%	5%	17%	*	-	*	-	-	15%	15%	5%	18%	13% 18%	13%	-	*	-	-
	Students	70/	00/	E0/	*	*						5%	*	E0/		* *	*				
	CWD	7%	8%	5%			-	-	-	-	-			5%	400/	100/ 000/	4.50/	-	*	-	-
	CWOD		29%	18%	6% *	18%	-	-	*	-	-	17%	18%	*		13% 20%	15%	-	*	-	-
	EL	5%	6%	13%		15%	-	-	*	-	-	13%	*	*	13%	13% 15%	11%	-	*	-	-
	Male	23%	28%	18%	0%	21%	-	-		-	-	18%			20%	15% 18%	120/	-	-	-	-
	Female	21%	25%	13%	-	12%	-	-	-	-	-	13%	-	-	15%	11% -	13%	-	-	-	-

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	Uiononio	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Academic Growth Score	Students	American	пізрапіс	wille	iliulali	ASIAII	isianuer	Races	Disauv	CWD	EL
Reading											
All Students	62	68	60	*	-	*	-	*	61	52	61
CWD	52	56	51	-	-	-	-	-	53	52	55
CWOD	64	72	63	*	_	*	-	*	63	-	63
EL	61	86	60	*	-	*	-	-	60	55	61
Male	56	73	52	*	-	*	-	*	57	48	54
Female	69	62	69	*	_	*	-	-	67	58	68
Mathematics											
All Students	59	57	60	71	-	*	-	*	60	62	59
CWD	62	59	62	-	_	-	-	-	61	62	64
CWOD	59	56	59	71	-	*	-	*	60	-	57
EL	59	*	60	*	-	*	-	-	59	64	59
Male	61	66	60	*	-	*	-	*	61	61	58

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	58	44	59	*	-	*	-	-	60	63	59

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

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

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
157	34	22%

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

Student Success (Student Achie			Hispanic :: STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	28	19	29	48	-	47	-	*	28	19	25
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.

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	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status Reading	Gtadonto	Amorioan	тпоратно	· · · · · · · · · · · · · · · · · · ·	maian	Aoidii	ioidildoi	114000	Diodav	0112	
Interim Goals (2018-2022) Target Met	44% N	32% N	37% N	60%	43%	74%	45%	56%	33% N	19% Y	29% N
Interim Goals (2023-2027) Target Met	52% N	42% N	46% N	66%	51%	78%	53%	62%	43% N	31% N	39% N
Interim Goals (2028-2032) Target Met	62% N	54% N	58% N	73%	62%	82%	63%	70%	55% N	45% N	52% N
Long-Term Goals Target Met	72% N	66% N	69% N	80%	72%	87%	73%	78%	67% N	60% N	65% N
Mathematics											
Interim Goals (2018-2022) Target Met	46% N	31% N	40% N	59%	45%	82%	50%	54%	36% N	23% N	40% N
Interim Goals (2023-2027) Target Met	54% N	41% N	49% N	65%	53%	85%	57%	61%	45% N	34% N	49% N
Interim Goals (2028-2032) Target Met	63% N	54% N	59% N	73%	63%	88%	66%	69%	57% N	48% N	59% N
Long-Term Goals Target Met	73% N	66% N	70% N	80%	73%	91%	75%	77%	68% N	62% N	70% N

English Learner Language Proficiency Status

Interim Goals (2018-2022) 42%

^{&#}x27;-' Indicates there are no students in the group.

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

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;n/a' Indicates the student group is not applicable to this report.

Target Met Interim Goals (2023-2027) 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 44% 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) 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.

									Two or		Non						
		0	African		\A/I-14-	American	A - !	Pacific	More	Econ	Econ	OMB	OWOD			F1-	M:
Participation Ra	ate	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All	98%	96%	98%	84%	_	100%		*	98%	97%	97%	98%	98%	98%	97%	
All Subjects	Students				0470	-	100%	-					90%				-
	CWD	97%	95%	97%	-	-	-	-	-	97%	95%	97%	-	97%	96%	97%	-
	CWOD	98%	96%	99%	84%	-	100%	-	*	98%	97%	-	98%	99%	98%	97%	-
	EL	98%	100%	99%	*	-	100%	-	-	98%	100%	97%	99%	98%	99%	97%	-
	Male	98%	95%	98%	100%	-	100%	-	*	98%	98%	96%	98%	99%	98%	-	-
	Female	97%	97%	98%	*	-	100%	-	-	98%	96%	97%	97%	97%	-	97%	-
Reading	All Students	98%	97%	99%	89%	-	100%	-	*	98%	100%	97%	99%	99%	98%	99%	-
	CWD	97%	94%	98%	-	-	-	-	-	97%	100%	97%	-	98%	97%	98%	-
	CWOD	99%	98%	99%	89%	-	100%	-	*	98%	100%	-	99%	99%	98%	99%	-
	EL	99%	100%	99%	*	-	*	-	-	99%	100%	98%	99%	99%	100%	98%	-
	Male	98%	95%	98%	100%	-	*	-	*	98%	100%	97%	98%	100%	98%	-	-
	Female	99%	100%	99%	*	-	100%	-	-	98%	100%	98%	99%	98%	-	99%	-
Mathematics	All	98%	94%	99%	78%	_	100%	_	*	98%	98%	98%	98%	99%	98%	97%	_
	Students																
	CWD	98%	94%	99%	_	-	-	-	_	98%	100%	98%	-	98%	98%	98%	-
	CWOD	98%	94%	99%	78%	-	100%	-	*	98%	97%	-	98%	99%	98%	97%	-
	EL	99%	100%	99%	*	_	*	_	_	99%	100%	98%	99%	99%	100%	98%	_
	Male	98%	93%	99%	100%	_	*	_	*	98%	100%	98%	98%	100%	98%	-	_
	Female	97%	97%	98%	*	-	100%	-	-	97%	95%	98%	97%	98%	-	97%	-
Science	All Students	95%	96%	95%	*	-	*	-	-	96%	85%	87%	97%	96%	96%	94%	-
	CWD	87%	100%	83%	_	_	_	_	_	90%	*	87%	_	89%	86%	89%	_
	CWOD	97%	94%	97%	*		*		_	97%	91%	-	97%	98%	98%	95%	
	EL	96%	100%	95%			*		_	96%	*	89%	98%	96%	95%	96%	
	Male	96%	100%	95%	-	-	*	-	-	97%	83%	86%	98%	95%	96%	90 /0	-
	Female	94%	86%	95% 95%	*	-	*	-	-	95%	86%	89%	96% 95%	95% 96%	90%	94%	-
Non-Participation		34 /0	00 /6	95/0		-		-	-	95 /6	00 /6	0970	95/6	90 /0	-	3 4 /0	-
All Subjects	All Students	2%	4%	2%	16%	-	0%	-	*	2%	3%	3%	2%	2%	2%	3%	-
	CWD	3%	5%	3%	-	-	-	-	-	3%	5%	3%	-	3%	4%	3%	-
	CWOD	2%	4%	1%	16%	-	0%	-	*	2%	3%	-	2%	1%	2%	3%	-
	EL	2%	0%	1%	*	-	0%	-	-	2%	0%	3%	1%	2%	1%	3%	-
	Male	2%	5%	2%	0%	-	0%	-	*	2%	2%	4%	2%	1%	2%	-	-
	Female	3%	3%	2%	*	-	0%	-	-	2%	4%	3%	3%	3%	-	3%	-
Reading	All Students	2%	3%	1%	11%	-	0%	-	*	2%	0%	3%	1%	1%	2%	1%	-
	CWD	3%	6%	2%	_	_	_	_	_	3%	0%	3%	-	2%	3%	2%	_
	CWOD	1%	2%	1%	11%	-	0%	_	*	2%	0%	-	1%	1%	2%	1%	_
	EL	1%	0%	1%	*	_	*	_	_	1%	0%	2%	1%	1%	0%	2%	_
	Male	2%	5%	2%	0%	_	*	_	*	2%	0%	3%	2%	0%	2%	-/-	_
	Female	1%	0%	1%	*	-	0%	-	-	2%	0%	2%	1%	2%	-	1%	-
Mathematics		2%	6%	1%	22%	-	0%	-	*	2%	2%	2%	2%	1%	2%	3%	-
	Students			4.5.													
	CWD	2%	6%	1%	-	-		-	-	2%	0%	2%	-	2%	2%	2%	-
	CWOD	2%	6%	1%	22%	-	0%	-	*	2%	3%	-	2%	1%	2%	3%	-
	EL	1%	0%	1%	*	-	*	-	-	1%	0%	2%	1%	1%	0%	2%	-
	Male	2%	7%	1%	0%	-	*	-	*	2%	0%	2%	2%	0%	2%	-	-

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Female	3%	3%	2%	*	-	0%	-	-	3%	5%	2%	3%	2%	-	3%	-
All Students	5%	4%	5%	*	-	*	-	-	4%	15%	13%	3%	4%	4%	6%	-
CWD	13%	0%	17%	-	-	-	-	-	10%	*	13%	-	11%	14%	11%	-
CWOD	3%	6%	3%	*	-	*	-	-	3%	9%	-	3%	3%	2%	5%	-
EL	4%	0%	5%	-	-	*	-	-	4%	*	11%	3%	4%	5%	4%	-
Male	4%	0%	5%	-	-	*	-	-	3%	17%	14%	2%	5%	4%	-	-
Female	6%	14%	5%	*	-	*	-	-	5%	14%	11%	5%	4%	-	6%	-
	All Students CWD CWOD EL Male	Female 3% All 5% Students 0 CWD 13% CWOD 3% EL 4% Male 4%	Campus American Female 3% 3% All 5% 4% Students CWD 13% 0% CWOD 3% 6% EL 4% 0% Male 4% 0%	Campus American Hispanic Female 3% 3% 2% All 5% 4% 5% Students CWD 13% 0% 17% CWOD 3% 6% 3% EL 4% 0% 5% Male 4% 0% 5%	Campus American Hispanic White Female 3% 3% 2% * All 5% 4% 5% * Students CWD 13% 0% 17% - CWOD 3% 6% 3% * EL 4% 0% 5% - Male 4% 0% 5% -	Campus American Hispanic White Indian Female 3% 3% 2% * - All 5% 4% 5% * - Students CWD 13% 0% 17% - - - CWOD 3% 6% 3% * - - - EL 4% 0% 5% - - - Male 4% 0% 5% - - -	Campus American Hispanic White Indian Asian Female 3% 3% 2% * - 0% All 5% 4% 5% * - * Students CWD 13% 0% 17% - - - - CWOD 3% 6% 3% * - - * EL 4% 0% 5% - - * Male 4% 0% 5% - - *	Campus American Hispanic White Indian Asian Islander Female 3% 3% 2% * - 0% - All 5% 4% 5% * - * - Students CWD 13% 0% 17% -<	Female African Campus American Hispanic American Hispanic All White Indian Indian Indian Indian Asian Indian Asian Indian Own Pacific Islander Races Islander Races Islander	Female African Campus American Hispanic American Hispanic Remail White Indian Indian Right Asian Indian Right Pacific Islander Races Islande	Female African Campus American Hispanic American Hispanic Remale White Indian Indian Asian Indian Remains Indian R	Female African Campus American Hispanic American Hispanic Remail White Indian Indian Indian Raise Asian Islander Islander Islander Islander Races More Races Islander Races Econ Disadv Disa	Female African Hispanic White Indian Asian Indian Indian	Female	Female African White American Asian Seminarian White Indian Indian White Indian White Indian White Indian White	Female

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

Part (viii): Civil Rights Data

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

		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	66	11	53	*	*	*	*	*	23		
	Female	42	5	35	*	*	*	*	*	11		
0.4.4.0.4	Total	108	16	88	*	*	*	*	*	34		
Out-of-School Suspensions	Mala	20	7	25	*	*	*	*	*	10		
	Male	32	7 7	25	*	*	*	*	*	13		
	Female Total	26 58	7 14	19 44	*	*	*	*	*	10 23		
Expulsions	IUlai	36	14	44						23		
With Educational Services	Male	10	*	8	*	*	*	*	*	*		
With Eddeational Octvices	Female	5	*	5	*	*	*	*	*	*		
	Total	15	*	13	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
Thursday Educationian Co. Ticos	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	7	*	5	*	*	*	*	*	*		
	Female	5	*	5	*	*	*	*	*	*		
	Total	12	*	10	*	*	*	*	*	*		
Referrals to Law Enforcement			44		_	*	*	_	*	47		
	Male	54	11	41		*	*	*	*	17		
	Female	42 96	8 19	32 73	*	*	*	*	*	11 28		
Students With Disabilities	Total	96	19	73						28		
In-School Suspensions												
in ochool odapenalona	Male	30	8	20	*	*	*	*	*	8		17
	Female	7	*	5	*	*	*	*	*	*		8
	Total	37	10	25	*	*	*	*	*	8		25
Out-of-School Suspensions												
•	Male	22	*	16	*	*	*	*	*	*		10
	Female	*	*	*	*	*	*	*	*	*		*
	Total	26	6	18	*	*	*	*	*	*		14
Expulsions												
With Educational Services	Male	12	*	8	*	*	*	*	*	*		5
	Female	*	*	*	*	*	*	*	*	*		*
M	Total	12	*	8	*	*	*	*	*	*		7
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Officer Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	27	8	17	*	*	*	*	*	8		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	31	10	19	*	*	*	*	*	8		*
All Students												
Chronic Absenteeism												-
	Male	60	14	44	*	*	*	*	*	11	20	8
	Female	52	8	44	*	*	*	*	*	5	5	11
	Total	112	22	88	-	-	-	-	-	16	25	19

	Total
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	138
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	17
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 12.0	Percent 27.5%
Teachers Teaching with Emergency or Provisional Credentials	3.0	7.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.2	3.1%

Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual 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	State	District	District	Campus	Campus
Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2

	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%	10	6%
Mathematics	5,677	1%	96	2%	10	6%
Grade 7 Reading	5,298	1%	73	1%	5	3%
Mathematics	5,294	1%	73	2%	5	4%
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%	33	3%
Reading	43,730	1%	688	1%	16	3%
Mathematics	39,178	1%	607	2%	16	3%
Science	16,112	1%	236	1%	*	*

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Al	ove Basic	% At or Abo	ve Proficient	% At or Abov	e 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
	-	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 Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4

			% Belo	w Basic	% At or Al	oove Basic	% At or Abo	ve Proficient	% At or Abov	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		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
	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	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
Oraco I	. todag	Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
	_	Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	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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December 2018

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