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

Campus Name: SADLER MEANS YWLA Campus ID: 227901065 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 (Current
			All	African			American		Pacific		Econ	Special	and
			Students	American F	lispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets	Danding/ELA	Baseline 2016-17	4.40/	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 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	Mathematics	2017-18 through 2021-		3170	40 /0	3370	75/0	02 /0	30 /0	J -1 /0	30 /0	2370	40 /0
		22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-											
		27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-	63%	E 40/	E00/	720/	600/	000/	000/	CO0/	E 7 0/	400/	E00/
		32 2032-33	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
		Baseline 2016-17	13/0	00 /0	7070	00 /0	13/0	91/0	15/0	11/0	00 /0	02 /0	7070
EL Progress		Rates											41%
g		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											40%
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-		0070	0.70	0070	0070	00,0	0070	0270	0070	. 0 / 0	. = / 0
		22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-											
		27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-		94%	94%	0.40/	049/	049/	0.40/	0.40/	049/	0.40/	0.40/
		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%
ŭ	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

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

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

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

individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

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

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

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

targeted support and improvement plans under subsection (d)(2);

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											
					A 5-1			.	_	D 161 -	or		Non								- 4	
		State	District	Campus	African Americar	Hispanic	White	Americar Indian		Pacific nIslander					CWOD	EL	Male	Femalel	Migrant	Homeless	Foster Care	
		Otato	Diotiliot	oumpuo	, anonou	ораніо	•••••	maian	Aoid			, D.Iouu v	Dioda		002		maio	· omaio	g. a		Juio	y
STAAR Percent	t at Appro	aches	Grade	Level or	r Above																	
Grade 6	ΔII	68%	69%	49%	52%	45%	*		*		*	47%	75%	*	E10/	410/	_	49%		*		
Reading	All Students	00 70	09%	4970	3270	43%		-		-		47 70	15%		51%	4170	-	4970	-		-	-
	CWD	35%	32%	*	*	*	_	-	_	-	-	*	*	*	-	*	_	*	-	-	_	-
	CWOD		73%	51%	56%	48%	*	-	*	-	*	49%	86%	-	51%	41%	-	51%	-	*	-	-
	EL	42%	40%	41%	*	42%	-	-	*	-	-	40%	*	*	41%	41%		41%	-	*	-	-
	Male	63%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female		72%	49%	52%	45%	*	-	*	-	*	47%	75%	*	51%	41%	-	49%	-	*	-	-
		700/	700/	- 40/	500 /	5 40/	_		_		_	500/	750/	450/	500 /	500 /		= 40/				
Mathematics		76%	73%	54%	50%	54%		-	-	-	-	53%	75%	45%	56%	50%	-	54%	-		-	-
	Students		4.40/	450/	*	400/						400/	*	450/		*		450/				
	CWD	50%	44%	45%		43%	*	-	-	-	-	42%		45%	-	E00/	-	45%	-	*	-	-
	CWOD		77%	56%	50%	56%		-	*	-		55%	71%	*	56%	50%		56%	-	*	-	-
	EL	61%	53% 74%	50% -	_	51%	-	-		-	-	51%			50%	50%	-	50%	-		-	-
	Male Female	76%	74%	54%	50%	54%	*	-	*	-	*	53%	7E0/	45%	56%	50%	-	54%	-	*	-	-
	гентан	1170	7 1 70	34%	30 %	34 76		-		-		55%	75%	45%	50%	50 %	-	34 76	-		-	-
Grade 7																						
Reading	All	73%	72%	53%	33%	58%	*	_	*	_	_	53%	*	*	58%	48%	_	53%	_	*	_	_
rtcading	Students	1070	12/0	00 /0	00 /0	30 /0						JJ 70			30 /0	70 /0		30 /0				
	CWD	37%	37%	*	*	*	*	_	_	_	_	*	*	*	_	*	_	*	_	*	_	_
	CWOD		77%	58%	42%	61%	*	_	*	_	_	58%	*	_	58%	49%	_	58%	_	*	_	_
	EL	44%	37%	48%	*	51%	_	_	*	_	_	48%	_	*	49%	48%		48%	_	_	_	_
	Male	69%	68%	-	_	-	_	_	_	_	_	-	_	_	-	-	_	-	_	_	_	_
	Female		77%	53%	33%	58%	*	_	*	_	_	53%	*	*	58%	48%	_	53%	_	*	_	_
																,.						
Mathematics	s All	71%	58%	28%	22%	29%	*	-	*	-	_	26%	*	*	31%	18%	-	28%	_	*	_	_
	Students																					
	CWD	42%	37%	*	*	*	*	-	_	-	-	*	*	*	-	*	-	*	-	*	-	-
	CWOD		62%	31%	29%	32%	*	-	*	-	-	31%	*	-	31%	18%	-	31%	-	*	-	-
	EL	52%	38%	18%	*	18%	*	-	*	-	-	16%	*	*	18%	18%	-	18%	-	-	-	-
	Male	69%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	73%	59%	28%	22%	29%	*	-	*	-	-	26%	*	*	31%	18%	-	28%	-	*	-	-
Grade 8																						
Reading	All	85%	85%	78%	82%	76%	*	-	-	-	*	76%	93%	57%	81%	60%	-	78%	*	*	*	*
	Students																					
	CWD	49%	50%	57%	*	*	-	-	-	-	-	54%	*	57%	-	*	-	57%	*	-	*	*
	CWOD	88%	89%	81%	83%	80%	*	-	-	-	*	79%	92%	-	81%	61%	-	81%	-	*	*	-
	EL	58%	58%	60%	*	60%	-	-	-	-	*	57%	*	*	61%	60%	-	60%	*	-	-	*
	Male	82%	82%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	88%	88%	78%	82%	76%	*	-	-	-	*	76%	93%	57%	81%	60%	-	78%	*	*	*	*
Mathematics		85%	83%	64%	33%	68%	*	-	*	-	*	62%	85%	*	70%	57%	-	64%	*	*	*	*
	Students				*	*						*										
	CWD	53%	48%	*			-	-	-	-	-		000/	•	700/	0.40/	-	700/	•	-		•
	CWOD		88%	70%	38%	73%		-	-	-	_	69%	83%	-	70%	64%	-	70%	-	-		-
	EL	73%	62%	57%		60%	-	-	-	-	-	55%		-	64%	57%	-	57%		-	-	-
	Male	82%	81%	- 6.49/	220/	- 600/	*	-	*	-	*	62%	85%	*	70%	- 57%	-	64%	*	*	*	*
	Female	0170	85%	64%	33%	68%		-		-		0270	05%		7070	57 70	-	04 70				
Science	All	75%	74%	49%	28%	50%	*				*	49%	53%	*	57%	32%		49%	*	*	*	*
Science	Students		7 4 70	43 /0	20 /0	30 /6		-	-	-		49 /0	33 /6		31 /6	JZ /0	-	49 /0				
	CWD		37%	*	*	*						*	*	*		*		*	*		*	*
	CWOD		79%	57%	38%	57%	*	_	_	_	*	57%	57%	_	57%	36%		57%	_	*	*	_
	EL	46%	42%	32%	*	33%		-	_	_	*	34%	*	*	36%	32%		32%	*			*
	Male	74%	72%	-	_	-	_	_	_	_	_	J -1 /0	_	_	-	JZ /0		JZ /0	_	_	_	_
	Female			49%	28%	50%	*	-	-	-	*	49%	53%	*	57%	32%	-	49%	*	*	*	*
	· citiale	. , 5 /0	. 0 /0	-3 /0	2070	JJ /0		_	_	_		15 /0	00/0		0.70	J= /0		10 /0				
End of Course	:																					
Algebra I	All	82%	88%	97%	*	96%	*	_	_	_	_	96%	*	_	97%	100%	-	97%	_	_	_	_
	Students		5576	/0		3370						5570			J. 70	/	-	J. 70				
	CWD		60%	-	_	-	_	-	_	-	_	_	_	_	_	_	_	_	_	-	_	_
	CWOD		92%	97%	*	96%	*	-	_	-	_	96%	*	_	97%	100%	o -	97%	_	-	_	_
	EL	67%	76%	100%	_	100%	_	_	_	_	_	100%	*	_	100%			100%	_	_	_	_
	Male	78%		-	-	-	_	-	_	-	-	-	_	_	-	-	_	-	-	-	_	-
	Female			97%	*	96%	*	-	-	-	-	96%	*	-	97%	100%	o -	97%	-	-	-	-

											Two		Nam									
		04-4-1	N-4-1-40		African			America		Pacific			Non Econ	-014/D	014/05			F1-1			Foster	
Reading	All	38%		22%	American 29%	Hispanic 18%	*	indian -	Asian *	ısıanderi -	**	20%	50%	/CWD		13%		22%	wigrantHo -	meiess *	- Care	willitary -
	Students	000/	000/	*	*	*						*	*	*		*		_				
	CWD CWOD	22% 40%	22% 47%	23%	28%	19%	*	-	*	-	*	21%	57%	_	23%	14%	-	23%	-	*	-	-
	EL	14%	14%	13%	*	14%	-	-	*	-	-	12%	*	*	14%	13%	-	13%	-	*	-	-
	Male Female	34%	42% 47%	- 22%	- 29%	- 18%	*	-	*	-	*	20%	- 50%	*	- 23%	- 13%	-	- 22%	-	*	-	-
Mathematics	All Students	43%	41%	14%	19%	12%	*	-	*	-	*	12%	38%	10%	15%	9%	-	14%	-	*	-	-
	CWD	23%	21%	10%	*	0%	-	-	-	-	-	11%	*	10%	-	*	-	10%	-	-	-	-
	CWOD EL	46% 24%	44% 17%	15% 9%	15% *	13% 9%	*	-	*	-	*	13% 8%	43%	-	15% 9%	9% 9%	-	15% 9%	-	*	-	-
	Male	44%	43%	<i>3 /</i> 0 -	-	-	-	-	-	-	-	-	-	-	-	9 /0 -	-	9 /0 -	-	-	-	-
	Female	42%	39%	14%	19%	12%	*	-	*	-	*	12%	38%	10%	15%	9%	-	14%	-	*	-	-
Grade 7																						
Reading	All Students	47%	52%	22%	4%	26%	*	-	*	-	-	22%	*	*	25%	14%	-	22%	-	*	-	-
	CWD	23%	24%	*	*	*	*	-	-	-	_	*	*	*	_	*	_	*	-	*	-	_
	CWOD		55%	25%	5% *	28%	*	-	*	-	-	24%	*	-	25%	15%	-	25%	-	*	-	-
	EL Male	16% 42%	15% 48%	14% -	_	15%	-	-	_	-	-	14%	-	_	15%	14%	-	14%	-	-	-	-
	Female		56%	22%	4%	26%	*	-	*	-	-	22%	*	*	25%	14%	-	22%	-	*	-	-
Mathematics	ΔΙΙ	39%	27%	0%	0%	0%	*	_	*	_		0%	*	*	0%	0%		0%	_	*	_	_
	Students							-		-	-				J /0		-	J /0	-		-	-
	CWD CWOD	20%	18% 29%	* 0%	* 0%	* 0%	*	-	-	-	-	* 0%	*	*	- 0%	*	-	*	-	*	-	-
	EL	17%	10%	0% 0%	0% *	0% 0%	*	-	*	-	-	0% 0%	*	*	0%	0%	-	0%	-	-	-	-
	Male	38%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	40%	25%	0%	0%	0%	•	-	•	-	-	0%	•	•	0%	0%	-	0%	-	•	-	-
Grade 8	•	400/	5.40 /	000/	0.40/	070/	_				_	000/	000/	00/	440/	450/		000/	_	_	_	_
Reading	All Students	48%	54%	36%	24%	37%	*	-	-	-	*	36%	36%	0%	41%	15%	-	36%	*	*	*	*
	CWD	23%	24%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	-	0%	*	-	*	*
	CWOD	51% 13%	58% 14%	41%	33%	40% 13%	*	-	-	-	*	41%	38%	-	41%	18%	-	41% 15%	*	*	*	-
	EL Male	44%	50%	15% -	_	13%	-	-	-	-	_	15% -	_	_	18%	15% -	-	15%	_	-	-	_
	Female	53%	59%	36%	24%	37%	*	-	-	-	*	36%	36%	0%	41%	15%	-	36%	*	*	*	*
Mathematics	All	50%	52%	14%	6%	11%	*	_	*	_	*	14%	15%	*	16%	10%	_	14%	*	*	*	*
	Students																					
	CWD CWOD	25% 53%	22% 57%	* 16%	* 8%	* 13%	*	-	- *	-	*	* 16%	* 17%	*	- 16%	* 11%	-	* 16%	*	*	*	*
	EL	30%	23%	10%	*	9%	-	-	-	-	*	10%	*	*	11%	10%	-	10%	*	-	-	*
	Male Female	48%	50% 55%	- 14%	- 6%	- 11%	-	-	- *	-	-	- 14%	- 15%	-	- 16%	- 10%	-	- 14%	- *	- *	-	- *
	гептан	33%	33%	1470	070	1170		-		-		14 70	15%		10%	10 %	-	1470				
Science	All Students	50%	53%	23%	17%	23%	*	-	-	-	*	22%	33%	*	28%	7%	-	23%	*	*	*	*
	CWD	23%	23%	*	*	*	-	-	-	-	-	*	*	*	_	*	_	*	*	-	*	*
	CWOD		57%	28%	23%	27%	*	-	-	-	*	27%	36%	-	28%	9%	-	28%	-	*	*	-
	EL Male	19% 51%	19% 53%	7% -	_	7%	-	-	-	-	_	6%	_	_	9%	7%	-	7%	_	-	-	_
	Female		53%	23%	17%	23%	*	-	-	-	*	22%	33%	*	28%	7%	-	23%	*	*	*	*
End of Course																						
Algebra I	All	53%	66%	76%	*	77%	*	-	-	-	-	72%	*	-	76%	57%	-	76%	-	-	-	-
	Students CWD	19%	28%	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD		71%	76%	*	77%	*	-	-	-	-	72%	*	-	76%	57%	-	76%	-	-	-	-
	EL	29%	40%	57%	-	57%	-	-	-	-	-	50%	*	-	57%	57%	-	57%	-	-	-	-
	Male Female	49% 58%	63% 69%	- 76%	*	- 77%	*	-	-	-	-	- 72%	*	-	76%	- 57%	-	76%	-	-	-	-
STAAR Percent	at Maste	rs Gra	de Leve	el																		
Grade 6	A.II	100/	050/	= 0/	E 0/	20/	*		*		*	20/	250/	*	5 0/	20/		F 0/		*		
Reading	All Students	18%	25%	5%	5%	2%		-		-		3%	25%		5%	3%	-	5%	-		-	-
	CWD	8%	8%	*	*	*	-	-	-	-	-	*	*	*	-	*	-	*	-	-	-	-
	CWOD EL	20% 4%	28% 5%	5% 3%	6% *	2% 3%	_	-	*	-	_	4% 3%	29%	*	5% 3%	3% 3%	-	5% 3%	-	*	-	-
	Male	15%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	22%	27%	5%	5%	2%	*	-	*	-	*	3%	25%	*	5%	3%	-	5%	-	*	-	-
Mathematics		18%	16%	1%	4%	0%	*	-	*	-	*	1%	0%	0%	1%	0%	-	1%	-	*	-	-
	Students CWD		8%	0%	*	0%						0%	*	00/	_	*		0%				
	CWD	9% 19%	8% 18%	0% 1%	5%	0% 0%	*	-	*	-	*	0% 1%	0%	0% -	- 1%	0%	-	0% 1%	-	*	-	-
	EL	6%	4%	0%	*	0%	-	-	*	-	-	0%	*	*	0%	0%	-	0%	-	*	-	-
	Male Female	18%	18% 15%	- 1%	- 4%	- 0%	-	-	- *	-	- *	- 1%	- 0%	- 0%	- 1%	- 0%	-	- 1%	-	- *	-	-
	i cillale	11/0	13 /0	1 /0	-1 /0	U /0		-		-		1 /0	U /0	U /0	1 /0	U 70	-	1 /0	-		-	-
Grade 7 Reading	ΔΙΙ	28%	34%	11%	0%	14%	*	_	*	_	_	12%	*	*	13%	7%	_	11%	_	*	_	_
	All Students	20%	J 4 70					-		-	-				13%	1 70	-	1170	-		-	-
	CWOD		10% 37%	* 13%	*	* 15%	*	-	-	-	-	* 13%	*	*	- 13%	* 90/	-	* 13%	-	*	-	-
	CWOD	JU %	J1 70	1370	U 7/0	10%		-		-	-	13%		-	13%	8%	-	13%	-		-	-

					African			Americar			Two or More										Foster	
			District 6%		American *		cWhite	Indian	Asianl	slande	rRaces		Disad	CWD			Male		/ligrant	Homeless	Care	Milita
	EL Male	6% 24%	30%	7% -	-	8%	-	-	_	-	-	7% -	-	_	8% -	7% -	-	7% -	-	-	-	-
	Female	33%	38%	11%	0%	14%	*	-	*	-	-	12%	*	*	13%	7%	-	11%	-	*	-	-
Mathematics	ΔΙΙ	18%	11%	0%	0%	0%	*	_	*	_	_	0%	*	*	0%	0%	_	0%	_	*	_	_
	Students	10 /0	1170	0 /0	0 /0	0 70						0 /0			0 70	0 70		070				
	CWD	7%	7%	*	*	*	*	-	-	-	-	*	*	*	-	*	-	*	-	*	-	-
	CWOD EL	19% 5%	12% 3%	0% 0%	0%	0% 0%	*	-	*	-	-	0% 0%	*	*	0% 0%	0% 0%	-	0% 0%	-	_	-	-
		17%	12%	-	-	-	-	-	-	-	_	-	-	-	-	-	_	-	-	-	-	-
	Female	18%	10%	0%	0%	0%	*	-	*	-	-	0%	*	*	0%	0%	-	0%	-	*	-	-
Grade 8																						
Reading	All	26%	33%	9%	12%	8%	*	-	-	-	*	8%	14%	0%	10%	0%	-	9%	*	*	*	*
5	Students	00/	100/	00/	*	*						00/	*	00/		*		00/	*		*	*
	CWD CWOD	8% 28%	10% 35%	0% 10%	17%	8%	*	-	-	-	*	0% 9%	15%	0%	10%	0%	-	0% 10%	_	*	*	_
	EL	4%	4%	0%	*	0%	-	-	-	-	*	0%	*	*	0%	0%	-	0%	*	-	-	*
	Male Female	22%	28% 38%	- 9%	- 12%	- 8%	-	-	-	-	- *	- 8%	- 14%	- 0%	- 10%	- 0%	-	9%	*	- *	-	-
	гептан	30%	30%	970	1270	070		-	-	-		070	1470	076	10%	076	-	970				
Mathematics		15%	16%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	*	*	*	*
5	Students CWD	00/	00/	*	*	*						*	*	*		*		*	*		*	*
	CWD	9% 16%	9% 17%	0%	0%	0%	*	-	*	-	*	0%	0%	_	0%	0%	-	0%	_	*	*	_
	EL	6%	3%	0%	*	0%	-	-	-	-	*	0%	*	*	0%	0%	-	0%	*	-	-	*
	Male Female	14%	17% 16%	- 0%	- 0%	- 0%	- *	-	*	-	- *	- 0%	- 0%	- *	- 0%	- 0%	-	- 0%	- *	- *	- *	-
	гетнате	10%	10%	U %	U%	U%		-		-		U%	U%		U%	U %	-	U%		•	-	
Science	All	27%	32%	7%	0%	7%	*	-	-	-	*	6%	20%	*	9%	0%	-	7%	*	*	*	*
Ç	Students CWD	8%	9%	*	*	*		_	_	_	_	*	*	*	_	*	_	*	*	_	*	*
	CWD		35%	9%	0%	8%	*	-	-	-	*	7%	21%	-	9%	0%	-	9%	-	*	*	_
	EL	6%	6%	0%	*	0%	-	-	-	-	*	0%	*	*	0%	0%	-	0%	*	-	-	*
	Male	29%	34%	- 7 0/	- 00/	- 70/	-	-	-	-	-	- 60/	200/	-	- 00/	- 00/	-	- 7%	- *	- *	-	-
	Female	25%	30%	7%	0%	7%		-	-	-		6%	20%		9%	0%	-	1%				
nd of Course																						
Algebra I	All	31%	35%	28%	*	27%	*	-	-	-	-	20%	*	-	28%	14%	-	28%	-	-	-	-
	Students CWD	7%	9%	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD	34%	39%	28%	*	27%	*	-	-	-	-	20%	*	-	28%	14%	-	28%	-	-	-	-
	EL	12%	15%	14%	-	14%	-	-	-	-	-	17%	*	-	14%	14%	-	14%	-	-	-	-
	Male Female	28%	33% 37%	- 28%	*	- 27%	*	-	-	-	-	20%	*	-	28%	14%	-	28%	-	-	-	-
AAR Percent	at Appro	aches	Grade	Level o	r Above																	
All Grades																						
All Subjects	All Students	77%	77%	55%	43%	57%	85%	-	*	-	94%	54%	75%	25%	60%	45%	-	55%	*	63%	*	*
`	CWD	45%	48%	25%	26%	25%	*	-	-	-	-	23%	63%	25%	-	29%	_	25%	*	*	*	*
	CWOD	80%	81%	60%	49%	61%	91%	-	*	-	94%	58%	76%	-	60%	47%	-	60%	-	71%	*	-
	EL Malo	60% 74%	60% 75%	45% -	*	47%	*	-	*	-	*	44%	58%	29%	47%	45%	-	45%	*	*	-	*
	Male Female		80%	55%	43%	- 57%	85%	-	*	-	94%	54%	75%	25%	60%	45%	-	55%	*	63%	*	*
Reading	All Students	73%	75%	59%	53%	60%	*	-	*	-	100%	58%	78%	32%	63%	48%	-	59%	*	*	*	*
,		39%	43%	32%	38%	29%	*	-	-	-	-	31%	*	32%	-	46%	-	32%	*	*	*	*
	CWOD	77%	79%	63%	57%	63%	*	-	*	-	100%	61%	83%	-	63%	49%	-	63%	-	*	*	-
	EL Male	52% 69%	53% 71%	48% -	*	49% -	-	-	*	-	*	47%	75%	46%	49%	48%	-	48%	*	*	-	*
	Female		71%	- 59%	53%	60%	*	-	*	-	100%	58%	78%	32%	63%	48%	-	59%	*	*	*	*
NA-46 **							0001		_										_	740	_	
Mathematics	All Students	80%	80%	54%	38%	56%	86%	-	*	-	86%	51%	83%	27%	58%	46%	-	54%	*	71%	*	*
	CWD	52%	53%	27%	*	26%	*	-	-	-	-	21%	*	27%	-	25%	-	27%	*	*	*	*
			84%	58%	42%	60%	83%	-	*	-	86%	56%	80%	-	58%	48%	-	58%	-	83%	*	-
	CWOD		69%	46% -	*	48%	*	-	*	-	*	45%	70%	25%	48%	46%	-	46%	*	*	-	*
	EL	70% 78%	70%		38%	56%	86%	-	*	-	86%	51%	83%	27%	- 58%	46%	-	54%	*	71%	*	*
		78%	79% 81%	54%			_				*	400/	500 /	_	0/	000/		100/	*	_	_	
S	EL Male Female	78% 82%	81%	54%		=00/		-	-	-	•	49%	53%	•	57%	32%	-	49%	•	•	•	•
Science	EL Male Female	78% 82%			28%	50%	-					*	*	*	_	*	_	*				
Science	EL Male Female All Students CWD	78% 82% 79% 48%	81% 79% 51%	54% 49% *	28%	*	-	-	-	-	-								*	-	*	*
Science	EL Male Female All Students CWD CWOD	78% 82% 79% 48% 82%	81% 79% 51% 83%	54% 49% * 57%	28% * 38%	* 57%	- *	- -	-	-	- *	57%	57% *	- *	57%	36%	-	57%	* - *	- *	*	-
Science	EL Male Female All Students CWD CWOD EL	78% 82% 79% 48% 82% 58%	81% 79% 51% 83% 59%	54% 49% *	28%	*	- * -	-	- - -	- - -	- * *		57% * -	- * -	57% 36%	36% 32%	-		* - *	- * -	* * -	* - *
Science	EL Male Female All Students CWD CWOD EL	78% 82% 79% 48% 82% 58% 78%	81% 79% 51% 83%	54% 49% * 57% 32%	28% * 38% *	* 57% 33%	- * - - *	- - - -	- - - -	- - - -	- * * - *	57%	57% * - 53%	- * - *			- - -	57%	* - * - *	- * - - *	* * - - *	* - * - *
Science	EL Male Female All Students CWD CWOD EL Male	78% 82% 79% 48% 82% 58% 78%	81% 79% 51% 83% 59% 79%	54% 49% * 57% 32%	28% * 38% * -	* 57% 33% -	- * - - *	- - - -	-	-	- * * - *	57% 34% -	*	- * - *	36%	32%	- - -	57% 32% -	* - * - *	- * - *	* - - *	* - * - *
Science	EL Male Female All Students CWD CWOD EL Male Female	78% 82% 79% 48% 82% 58% 78%	81% 79% 51% 83% 59% 79% 80%	54% 49% * 57% 32% - 49%	28% * 38% * - 28%	* 57% 33% -	- * - *	- - - -			- * * - *	57% 34% -	*	- * - *	36%	32%	- - -	57% 32% -	* - * - *	- * - *	* - - *	* - * - *
Science S	EL Male Female All Students CWD CWOD EL Male Female	78% 82% 79% 48% 82% 58% 78% 80%	81% 79% 51% 83% 59% 79% 80%	54% 49% * 57% 32% - 49% or Abov	28% * 38% * - 28%	* 57% 33% - 50%	- * - *	- - - - -		- - - -	*	57% 34% - 49%	* - 53%	- * - *	36% - 57%	32% - 32%	-	57% 32% - 49%	* - * - *	-	* - - *	* - * - *
Science S SAAR Percent : All Grades All Subjects	EL Male Female All Students CWD CWOD EL Male Female	78% 82% 79% 48% 82% 58% 78%	81% 79% 51% 83% 59% 79% 80%	54% 49% * 57% 32% - 49%	28% * 38% * - 28%	* 57% 33% -	- * - - *			-	- * * - *	57% 34% -	*	3%	36% - 57%	32%		57% 32% -	* - * - *	38%	* *	* - *
Science SAAR Percent all Grades All Subjects	EL Male Female All Students CWD CWOD EL Male Female at Meets All Students	78% 82% 79% 48% 82% 58% 78% 80% Grade	81% 79% 51% 83% 59% 79% 80% Level 51%	54% 49% * 57% 32% - 49% or Abov 21%	28% * 38% * - 28% 7e	57% 33% - 50%	- * - * * 54%	-	*	-	*	57% 34% - 49%	* - 53%		36% - 57%	32% - 32% 11%		57% 32% - 49% 21%	* - * * *	38%	* *	* - * *
Science S SAAR Percent : All Grades All Subjects	EL Male Female All Students CWD CWOD EL Male Female at Meets All Students CWD CWOD	78% 82% 79% 48% 82% 58% 78% 80% Grade 47% 23% 50%	81% 79% 51% 83% 59% 79% 80% 51% 25% 55%	54% 49% * 57% 32% - 49% or Abov 21% 3% 24%	28% * 38% * 28% re 14% 9% 16%	57% 33% - 50% 21% 0% 23%	* 64%	-	*	-	53% - 53%	57% 34% - 49% 20% 3% 22%	* - 53% 35% 0% 40%	3%	36% - 57% 24% - 24%	32% - 32% 11% 0% 12%	-	57% 32% - 49% 21% 3% 24%	* - * - *	* 43%	* * - * *	* - *
Science SAAR Percent all Grades All Subjects	EL Male Female All Students CWD CWOD EL Male Female at Meets All Students CWD	78% 82% 79% 48% 82% 58% 78% 80% Grade 47% 23%	81% 79% 51% 83% 59% 79% 80% E-Level 51%	54% 49% * 57% 32% - 49% or Abov 21% 3%	28% * 38% * - 28% re 14% 9%	57% 33% - 50% 21% 0%	*	-	*	-	- * 53% -	57% 34% - 49% 20% 3%	* - 53% 35% 0%	3%	36% - 57% 24%	32% - 32% 11% 0%	-	57% 32% - 49% 21% 3%	* - * * * * - *	*	* * - * * *	* - *

											Two											
											or		Non									
				_	African			American		Pacific											Foste	
		State	District	Campus	Americar	ıHispani	cWhite	Indian	Asian	Islander	Races	Disadv	Disad	vCWD	CWOE) EL	Male	Female	Migrant	Homeless	Care	Military
Reading	All	46%	51%	26%	18%	26%	*	-	*	-	71%	25%	41%	3%	29%	14%	-	26%	*	*	*	*
	Students																					
	CWD	22%	24%	3%	8%	0%	*	-	-	-	-	3%	*	3%	-	0%	-	3%	*	*	*	*
	CWOD		54%	29%	20%	29%	*	-	*	-	71%	28%	46%	-	29%	15%	-	29%	-	*	*	-
	EL	21%	23%	14%	*	14%	-	-	*	-	*	14%	25%	0%	15%	14%	-	14%	*	*	-	*
	Male	41%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	50%	55%	26%	18%	26%	*	-	*	-	71%	25%	41%	3%	29%	14%	-	26%	*	*	*	*
Mathematics		48%	51%	15%	10%	15%	43%	-	*	-	43%	14%	31%	4%	17%	9%	-	15%	*	29%	*	*
	Students	000/	000/	407	*	00/	_					407	*	407		00/		407	_	_	_	_
	CWD	26%	26%	4%		0%		-	-	-	-	4%		4%	-	0%	-	4%	•			^
	CWOD		55%	17%	10%	16%	50%	-		-	43%	15%	36%	-	17%	9%	-	17%	-	33%	•	-
	EL	33%	34%	9%	*	9%	*	-	*	-	*	8%	20%	0%	9%	9%	-	9%	*	*	-	*
	Male	47%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	*	-	-	-
	Female	49%	51%	15%	10%	15%	43%	-	*	-	43%	14%	31%	4%	17%	9%	-	15%	*	29%	*	*
Science	All	49%	53%	23%	17%	23%	*	-	-	-	*	22%	33%	*	28%	7%	-	23%	*	*	*	*
	Students	220/	250/	*	*	*						*	*	*		*		*	*		*	*
	CWD	23%	25%			27%	*	-	-	-	*	270/			200/		-	200/		*	*	
	CWOD EL	21%	57% 22%	28% 7%	23%	7%		-	-	-	*	27% 6%	36%	*	28% 9%	9% 7%	-	28% 7%	*			*
				-		7 70	-	-	-	-		070			970	1 70	-	1 70		-	-	
	Male	50%	54%		470/		-	-	-	-	*	-	-	-	-	70/	-	-	*	-	-	-
	Female	49%	52%	23%	17%	23%		-	-	-	-	22%	33%	-	28%	7%	-	23%	-	-		-
All Subjects	All Students	21%	25%	5%	3%	5%	31%	-	*	-	18%	5%	14%	0%	6%	2%	-	5%	*	13%	*	*
	CWD	8%	9%	0%	0%	0%	*	_	_	_	_	0%	0%	0%	_	0%	_	0%	*	*	*	*
	CWOD		27%	6%	4%	6%	36%	_	*	_	18%	5%	16%	-	6%	2%	_	6%	_	14%	*	_
	EL	9%	10%	2%	*	2%	*	_	*	_	*	2%	0%	0%	2%	2%	_	2%	*	*	_	*
	Male	20%	24%		_	-	_	_	_	_	_	-	-	-			_		_	_	_	_
	Female		26%	5%	3%	5%	31%	-	*	-	18%	5%	14%	0%	6%	2%	-	5%	*	13%	*	*
Reading	All	19%	25%	8%	5%	8%	*		*		29%	8%	15%	0%	9%	3%	_	8%	*	*	*	*
	Students		25 /6	0 /0	3 /0	0 /0		-		-	29 /0	0 /0	13 /0	0 /6	9 /0	3 /0	-	0 /0				
	CWD	7%	8%	0%	0%	0%	*	_	_	_	_	0%	*	0%	_	0%	_	0%	*	*	*	*
	CWOD		27%	9%	6%	8%	*	_	*	_	29%	9%	17%	-	9%	4%	_	9%	_	*	*	_
	EL	7%	8%	3%	*	3%	_	_	*	_	*	3%	0%	0%	4%	3%	_	3%	*	*	_	*
	Male	16%	22%	-	-	-	_	-	-	-	-	-	-	-	-	-	_	-	-	-	_	_
	Female		28%	8%	5%	8%	*	-	*	-	29%	8%	15%	0%	9%	3%	-	8%	*	*	*	*
Mathematics	: All	23%	25%	2%	1%	2%	14%		*		0%	2%	10%	0%	3%	1%	_	2%	*	0%	*	*
	Students						14 /0	-		-	0 /0				3 /0		-					
	CWD	10%	10%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	-	0%	*	*	*	*
	CWOD		27%	3%	2%	3%	17%	-	*	-	0%	2%	12%	-	3%	1%	-	3%	-	0%	*	-
	EL	13%	14%	1%	*	1%	*	-	*	-	*	1%	0%	0%	1%	1%	-	1%	*	*	-	*
	Male	23%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	24%	24%	2%	1%	2%	14%	-	*	-	0%	2%	10%	0%	3%	1%	-	2%	*	0%	*	*
Science	All	22%	26%	7%	0%	7%	*	-	-	-	*	6%	20%	*	9%	0%	-	7%	*	*	*	*
	Students																					
	CWD	7%	8%	*	*	*	-	-	-	-	-	*	*	*	-	*	-	*	*	-	*	*
	CWOD		29%	9%	0%	8%	*	-	-	-	*	7%	21%	-	9%	0%	-	9%	-	*	*	-
	EL	5%	6%	0%	•	0%	-	-	-	-	^	0%	•	•	0%	0%	-	0%		-	-	•
	Male Female	23%	28% 25%	- 7%	0%	- 7%	-	-	-	-	-	- 6%	20%	-	9%	- 0%	-	- 7%	-	*	-	-
	remale	. / 1 %	/3%	170	U%	/ */0		-	-	-		D 7/n	/117/0		9%	U//n	-	/ */0		**		

Two

-7%

0%

Female 21% 25%

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			•								
Reading											
All Students	63	55	64	*	-	*	-	*	62	54	61
CWD	54	54	52	*	-	-	-	-	50	54	58
CWOD	64	55	65	*	-	*	-	*	63	-	61
EL	61	*	61	-	-	*	-	-	60	58	61
Male	-	-	-	-	-	-	-	-	-	-	-
Female	63	55	64	*	-	*	-	*	62	54	61
Mathematics											
All Students	49	41	49	*	-	*	-	*	47	41	43
CWD	41	38	41	*	-	-	-	-	39	41	53
CWOD	50	42	51	*	-	*	-	*	49	-	42
EL	43	*	43	*	-	*	-	*	42	53	43
Male	-	-	-	-	-	-	-	-	-	-	-
Female	49	41	49	*	-	*	-	*	47	41	43

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Gra	duation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
200	40	20%

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			n Hispanic e: STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	27	*	28	*	-	*	-	*	26	*	19
School Quality (College, Career	, and Military	Readines	ss Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

^{&#}x27;" Indicates results are masked due to small numbers to protect student confidentiality.
'" Indicates there are no students in the group.
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	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status	Ottudents	American	mopanic	vviiito	maian	Asian	isianaci	Naces	Disauv	OHD	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	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
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	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

English Learner Language Proficiency Status

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

Indicates zero observations reported for this group.

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

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	е																
All Subjects	All Students	100%	99%	100%	100%	_	100%	_	100%	100%	100%	100%	100%	100%	_	100%	*
7 III Gabjooto	CWD	100%	100%	100%	*	_	-	_	-	100%	100%	100%	-	100%	_	100%	*
	CWOD	100%	99%	100%	100%	_	100%	_	100%	100%	100%	-	100%	100%	_	100%	_
	EL	100%	100%	100%	*	_	100%	_	*	100%	100%	100%	100%	100%	_	100%	*
	Male	-	-	10070	_	_	10070	_	_	10070	-	10070	-	10070	_	10070	_
	Female	100%	99%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	*
Reading	All Students		100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	*
	CWD	100%	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	-	100%	*
	CWOD	100%	100%	100%	*	-	100%	-	100%	100%	100%	-	100%	100%	-	100%	-
	EL	100%	100%	100%	-	-	*	-	*	100%	100%	100%	100%	100%	-	100%	*
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	100%	100%	100%	100%	_	100%	-	100%	100%	100%	100%	100%	100%	-	100%	*
	CWD	100%	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	-	100%	*
	CWOD	100%	100%	100%	100%	_	100%	_	100%	100%	100%	-	100%	100%	_	100%	-
	EL	100%	100%	100%	*	_	*	_	*	100%	100%	100%	100%	100%	_	100%	*
	Male	-	-	-	_	_	_	_	_	-	-	-	-	-	_	-	_
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	99%	94%	100%	*	_	_	_	*	99%	100%	100%	99%	100%	_	99%	*
Colorido	CWD	100%	100%	100%	_	_	_	_	_	100%	*	100%	-	100%	_	100%	*
	CWOD	99%	92%	100%	*	_	_	_	*	99%	100%	-	99%	100%	_	99%	_
	EL	100%	*	100%					*	100%	100%	100%	100%	100%	_	100%	*
	Male	100 /6	_	10070	_	_	_	_	_	10070	100 /0	10070	-	10070		10070	_
	Female	99%	94%	100%	*				*	99%	100%	100%	99%	100%	_	99%	*
Non-Participation		33 /6	3470	10070						9970	100 /0	10070	3370	10070		9970	
All Subjects	All Students	0%	1%	0%	0%	_	0%	_	0%	0%	0%	0%	0%	0%	_	0%	*
All Oubjects	CWD	0%	0%	0%	*	_	-	_	-	0%	0%	0%	-	0%		0%	*
	CWOD	0%	1%	0%	0%		0%		0%	0%	0%	-	0%	0%		0%	
	EL	0%	0%	0%	*	_	0%	_	*	0%	0%	0%	0%	0%		0%	*
	Male	-	0 70	0 70		_	0 70			0 70	0 70	0 70	0 70	0 70		0 70	
	Female	0%	1%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	0%	0%	0%	0%	_	0%	-	0%	0%	0%	0%	0%	0%	_	0%	*
ŭ	CWD	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	-	0%	*
	CWOD	0%	0%	0%	*	-	0%	_	0%	0%	0%	-	0%	0%	-	0%	-
	EL	0%	0%	0%	-	-	*	-	*	0%	0%	0%	0%	0%	-	0%	*
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	0%	0%	0%	_	0%	_	0%	0%	0%	0%	0%	0%	_	0%	*
Mathematico	CWD	0%	0%	0%	*	_	-	_	-	0%	*	0%	-	0%	_	0%	*
	CWOD	0%	0%	0%	0%	_	0%	_	0%	0%	0%	-	0%	0%	_	0%	_
	EL	0%	0%	0%	*	_	*	_	*	0%	0%	0%	0%	0%	_	0%	*
	Male	-	-	-	_	_	_	_	_	-	-	-	-	-	_	-	_
	Female	0%	0%	0%	0%	_	0%	-	0%	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	1%	6%	0%	*	_	_	_	*	1%	0%	0%	1%	0%	_	1%	*
Ociciloc	CWD	0%	0%	0%	_	_	_	_	_	0%	*	0%	-	0%	_	0%	*
	CWOD	1%	8%	0%	*	_	_	-	*	1%	0%	-	1%	0%	_	1%	_
	EL	0%	*	0%	_	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*
	Male	U /0	_	0%	-	-	-	-	-	U /0 _	U /0	0 %	0%	0%	-	U /0	_
	Female	- 1%	6%	0%	*	-	-	-	*	1%	0%	0%	1%	0%		1%	*
	i ciliale	1 /0	U /0	U /0		-	-	-		1 /0	U /0	U /0	1 /0	U /0	-	1 /0	

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

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	Students with visabilities ection 504)
Students Without Disabilities In-School Suspensions												
concer caspendions	Male	*	*	*	*	*	*	*	*	*		
	Female	22	14	8	*	*	*	*	*	5		
	Total	22	14	8	*	*	*	*	*	5		
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male .	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
W	Total	•	_	_	_	_	_	•	_	_		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Total Male	*	*	*	*	*	*	*	*	*		
Officer Zero Toleratice Folicies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	10141											
2011001 1 (0101007 1110010	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	19	11	8	*	*	*	*	*	5		
	Total	19	11	8	*	*	*	*	*	5		
Students With Disabilities In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	7	5	*	*	*	*	*	*	*		5
	Total	7	5	*	*	*	*	*	*	*		5
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	Mala											
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
G.146. 26.6 16.6.4.166 1 6.16.66	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement										_		
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
All Official and a	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	36	11	23	*	*	*	*	*	11	8	*
	Total	36	11	23	*	*	*	*	*	11	8	*

	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	18
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	21
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs									1		
	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 8.5	Percent 22.9%
Teachers Teaching with Emergency or Provisional Credentials	4.5	13.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.6	23.0%

'-' 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	0.040	40/	404	00/		
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%	-	-

	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 6 Reading	5,678	1%	96	2%	*	*
Mathematics	5,677	1%	96	2%	*	*
Grade 7 Reading	5,298	1%	73	1%	*	*
Mathematics	5,294	1%	73	2%	*	*
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%	7	1%
Reading	43,730	1%	688	1%	*	*
Mathematics	39,178	1%	607	2%	*	*
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	oove Basic	% At or Abov	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
	Ü	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
	Mathematics	Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disady	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	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

			% Belo	w Basic	% At or At	ove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		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.