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

Campus Name: ALLISON EL Campus ID: 227901101 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 or			EL (Current
			All	African			American		Pacific	More		Special	and
Academia Derformance (At Moste		Baseline 2016-17	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
,		2017-18 through 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%
		2027-28 through 2031-		1270	1070	0070	0170	1070	0070	0270	1070	0170	0070
		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%
		2017-18 through 2021-											
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 tillough 2020-	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-											
		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%	0076	70%	00%	1370	9170	75%	1170	00%	0270	70%
EL Progress		Rates											41%
		2017-18 through 2021-											400/
		22 2022-23 through 2026-											42%
		27											44%
		2027-28 through 2031-											400/
Graduation Rate:4-Year Longitudinal		32 Baseline 2016-17											46%
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-				/	/	/			/	/	
		22 2022-23 through 2026-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-											
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be 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											
											or		Non									
		State	District	Campus	African Americar	Hispanie		Americai Indian		Pacific Islande					CWOD) FL I	MaleF	emal	e Migrant	Homeless	Foster Care	
				•		порат		maian	Aoiai	ilolaliao.	114000	, Diouu	Diouu				····	oa.	omigrani		, ouro	y
STAAR Percent Grade 3	at Appro	aches	Grade	Level o	r Above																	
Reading	All	77%	79%	61%	63%	62%	-	-	-	-	-	62%	*	*	61%	64%	53%	73%	_	*	-	_
	Students																					
	CWD	51%	52%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-
	CWOD		82%	61%	*	61%	-	-	-	-	-	61%	*	*	61%	59%		71%	-	*	-	-
	EL	70%	70%	64%	*	63%	-	-	-	-	-	65%	*	*	59%	64%		75%	-	-	-	-
	Male	74%	76%	53%	*	55%	-	-	-	-	-	53%	*	*	53%	53%		720/	-	*	-	-
	Female	19%	82%	73%		71%	-	-	-	-	-	72%			71%	75%	-	73%	-		-	-
Mathematics	All	77%	78%	61%	63%	61%	-	-	-	-	-	61%	*	50%	63%	61%	56%	67%	-	*	-	_
	Students																					
	CWD	52%	48%	50%	*	50%	-	-	-	-	-	50%	-	50%	-	*	*	*	-	*	-	-
	CWOD	80%	82%	63%	*	63%	-	-	-	-	-	63%	*	-	63%	59%	58%	68%	-	*	-	-
	EL	74%	72%	61%	*	59%	-	-	-	-	-	61%	*	*	59%	61%	59%	63%	-	-	-	-
	Male	77%	77%	56%	*	58%	-	-	-	-	-	56%	*	*	58%	59%	56%	-	-	*	-	-
	Female	78%	78%	67%	*	65%	-	-	-	-	-	66%	*	*	68%	63%	-	67%	-	*	-	-
Cando 4																						
Grade 4 Reading	All	72%	74%	76%	*	77%						77%	*	67%	77%	68%	700/	71%		*		
	Students	12/0	74/0	10/0		11/0	-	-	-	-	-	11/0		07 /6	11/0	00 /0	19/0	1 1 /0	-		-	-
	CWD	46%	46%	67%	*	71%	_	_	_	_	_	71%	*	67%	_	*	70%	*	_	*	_	_
	CWOD		78%	77%	*	78%	_	_	_	_	_	78%	*	-	77%	70%		73%	_	*	_	_
	EL	60%	61%	68%	_	68%	_	_	_	_	_	67%	*	*	70%	68%		65%	_	*	_	_
	Male	70%	72%	79%	*	82%	_	_	_	_	_	81%	*	70%	83%	67%		-	_	*	_	_
	Female		76%	71%	*	74%	_	_	_	_	_	72%	*	*	73%	65%		71%	_	_	_	_
		, .	. 0 70	, 0		, 0						/ 0			. 070	0070		, 0				
Mathematics	All	77%	78%	75%	*	77%	-	-	-	-	-	78%	*	81%	74%	68%	82%	69%	-	*	-	-
	Students																					
	CWD	49%	49%	81%	*	87%	-	-	-	-	-	87%	*	81%	-		82%	*	-	*	-	-
	CWOD		83%	74%	*	73%	-	-	-	-	-	76%	*	-	74%	70%		67%	-	*	-	-
	EL	72%	72%	68%	-	68%	-	-	-	-	-	67%	*	*	70%	68%		59%	-	*	-	-
	Male	77%	78%	82%	*	87%	-	-	-	-	-	88%	*	82%	83%	73%		-	-	*	-	-
	Female	78%	78%	69%	*	68%	-	-	-	-	-	69%	*	*	67%	59%	-	69%	-	-	-	-
Grade 5																						
Reading	All	83%	85%	84%	83%	84%	_	_	_	_	_	83%	*	56%	92%	75%	81%	87%	_	*	_	_
	Students	0070	0070	0.70	0070	0.70						0070		0070	0270	. 0 , 0	0.70	0. 70				
	CWD	54%	58%	56%	*	50%	_	_	_	_	_	56%	_	56%	_	*	*	63%	_	_	_	_
	CWOD		89%	92%	*	94%	-	-	-	-	-	92%	*	-	92%	91%		96%	_	*	_	_
	EL	73%	76%	75%	*	78%	-	-	-	-	-	75%	-	*	91%	75%		77%	_	-	_	_
	Male	81%	83%	81%	*	80%	-	-	-	-	-	81%	-	*	89%	69%		-	_	*	-	-
	Female	86%	87%	87%	*	88%	-	-	-	-	-	87%	*	63%	96%	77%		87%	-	*	-	-
Mathematics		90%	91%	92%	*	95%	-	-	-	-	-	92%	*	94%	92%	96%	94%	90%	-	*	-	-
	Students	700/	700/	0.40/	*	000/						0.40/		0.40/		4000/	000/	4000/				
	CWD	70%	78%	94%	*	93%	-	-	-	-	-	94%	*	94%	-	100%		100%	-	*	-	-
	CWOD EL	86%	93% 87%	92%	*	96% 100%	-	-	-	-	-	92% 96%	_	1000/	92%	95%		87% 92%	-		-	-
			90%	96%	*		-	-	-	-	-		-	100%		96% ! 93% !		9270	-	*	-	-
	Male Female	89%	92%	94% 90%	*	94% 96%	-	-	-	-	-	94% 90%	*	88% 100%	96%	92%		90%	-	*	-	-
	i ciliale	9170	32 /0	30 /6		30 /0	_	_	_	_	_	30 /0		100 /0	01 /0	32 /0	-	30 /0	_		_	_
Science	All	75%	76%	73%	83%	72%	-	-	-	_	-	74%	*	33%	85%	63%	71%	75%	-	*	-	-
	Students																					
	CWD		50%	33%	*	*	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-
	CWOD	78%	80%	85%	*	85%	-	-	-	-	-	86%	*	-	85%	77%	82%	88%	-	*	-	-
	EL	62%	63%	63%	*	65%	-	-	-	-	-	63%	-	*	77%			62%	-	-	-	-
	Male	76%	76%	71%	*	71%	-	-	-	-	-	71%	-	*	82%	60%	71%	-	-	*	-	-
	Female	75%	76%	75%	*	74%	-	-	-	-	-	77%	*	*	88%	62%	-	75%	-	*	-	-
STAAR Percent	at Meets	Grad	e Level	or Ahov	/e																	
Grade 3	at 1110013	- Grau	c v c i	J. ADU																		
Reading	All	43%	48%	24%	25%	25%	-	-	-	-	-	23%	*	*	22%	36%	20%	30%	-	*	-	-
	Students																					
	CWD	28%	26%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-
	CWOD		51%	22%	*	23%	-	-	-	-	-	20%	*	-	22%	31%		29%	-	*	-	-
	EL	32%	32%	36%	*	34%	-	-	-	-	-	35%	*	*	31%	36%		50%	-	-	-	-
	Male	40%	45%	20%	*	18%	-	-	-	-	-	19%	*	*	17%	24%		-	-	*	-	-
	Female	45%	52%	30%	*	32%	-	-	-	-	-	28%	*	*	29%	50%	-	30%	-	*	-	-

Two

											Two or		Non									
					African			Americar	1	Pacific		Econ									Foster	
NA-46	A.II				American	•	White	Indian	Asian	Islander	Races		Disadv						ligrantH	lomeless	Care	Military
Mathematics	AII Students	46%	50%	25%	25%	25%	-	-	-	-	-	24%		25%	25%	33%	33%	15%	-	-	-	-
	CWD	30%	28%	25%	*	20%	-	-	-	-	-	25%	-	25%	-	*	*	*	-	*	-	-
	CWOD		53%	25%	*	26%	-	-	-	-	-	24%	*	-	25%		33%	14%	-	*	-	-
	EL	39%	39%	33%	*	31%	-	-	-	-	-	32%	*	*	28%		41%	25%	-	-	-	-
	Male Female	47%	50% 49%	33% 15%	*	33% 16%	-	-	-	-	-	33% 13%	*	*	33% 14%	25%	33%	15%	-	*	-	-
	i cinaic	, 40 /0	7570	1070		1070						1070			1-70	20 /0		1570				
Grade 4																						
Reading	All	45%	49%	39%	*	42%	-	-	-	-	-	39%	*	67%	30%	23%	42%	34%	-	*	-	-
	Students CWD	28%	27%	67%	*	71%	_	_	_	_	_	71%	*	67%	_	*	70%	*	_	*	_	_
	CWOD		53%	30%	*	33%	-	-	-	-	-	29%	*	-	30%	23%	30%	30%	-	*	-	-
	EL	29%	32%	23%	-	23%	-	-	-	-	-	20%	*	*	23%		27%	18%	-	*	-	-
	Male	43%	48%	42%	*	50%	-	-	-	-	-	45%	*	70%	30%		42%	-	-	*	-	-
	Female	4/%	51%	34%	•	35%	-	-	-	-	-	31%	•	•	30%	18%	-	34%	-	-	-	-
Mathematics	All	48%	50%	48%	*	50%	_	-	_	-	_	48%	*	69%	42%	35%	56%	40%	_	*	_	_
5	Students																					
	CWD	29%	27%	69%	*	73%	-	-	-	-	-	73%	*	69%	-		73%	*	-	*	-	-
	CWOD EL	50% 38%	53% 39%	42% 35%	*	43% 35%	-	-	-	-	-	41% 33%	*	*	42% 37%		48% 40%	37% 29%	-	*	-	-
	Male	48%	51%	56%	*	60%	-	-	-	-	-	59%	*	73%	48%		56%	29 /0	-	*	-	-
	Female		49%	40%	*	41%	-	-	-	-	-	38%	*	*	37%	29%		40%	-	-	-	-
0																						
Grade 5 Reading	ΔΙΙ	53%	57%	37%	50%	36%	_	_	_	_	_	38%	*	13%	45%	200/	36%	39%	_	*	_	_
	All Students		J1 70	J1 /0	JU /0	JU /0	-	-	-	-	-	JU 70		1070	1 070	∠370	JU 70	J3 /0	-		-	-
	CWD	30%	29%	13%	*	7%	-	-	-	-	-	13%	-	13%	-	*	*	25%	-	-	-	-
	CWOD		61%	45%	*	45%	-	-	-	-	-	46%	*	-	45%		46%	43%	-	*	-	-
	EL	35%	36%	29%	*	30%	-	-	-	-	-	29%	-	*	36%		25%	31%	-	-	-	-
	Male Female	50%	54% 60%	36% 39%	*	37% 35%	-	-	-	-	-	36% 40%	*	25%	46% 43%	25% 31%	36%	39%	-	*	-	-
	remaie	30 /0	00 /6	39/0		33 /6	-	-	-	-	-	40 /0		25/0	4370	31/0	-	39 /6	-		-	-
Mathematics	All	57%	60%	62%	*	62%	-	-	-	-	-	62%	*	50%	66%	59%	49%	77%	-	*	-	-
\$	Students																					
	CWD	34%	37%	50%	*	43%	-	-	-	-	-	50%	- *	50%	-		25%	75%	-	-	-	-
	CWOD	46%	64% 47%	66% 59%	*	67% 62%	-	-	-	-	-	65% 59%	_	33%	66% 67%		56% 47%	78% 69%	-	_	-	-
	Male	57%	60%	49%	*	47%	_	_	_	_	_	49%	_	25%	56%		49%	-	_	*	_	_
	Female	58%	60%	77%	*	81%	-	-	-	-	-	77%	*	75%	78%	69%	-	77%	-	*	-	-
Science	All Students	40%	42%	33%	67%	30%	-	-	-	-	-	34%	*	20%	37%	26%	23%	44%	-	*	-	-
	CWD	25%	23%	20%	*	*	_	_	_	_	_	20%	_	20%	_	*	*	*	_	_	_	_
	CWOD		45%	37%	*	35%	-	-	_	_	_	38%	*	-	37%	32%	25%	50%	-	*	-	-
	EL	24%	24%	26%	*	27%	-	-	-	-	-	26%	-	*	32%	26%	20%	31%	-	-	-	-
	Male	42%	45%	23%	*	21%	-	-	-	-	-	23%	-	*	25%		23%	-	-	*	-	-
	Female	38%	39%	44%	-	41%	-	-	-	-	-	47%		-	50%	31%	-	44%	-	-	-	-
TAAR Percent	at Maste	ers Gra	ade Lev	/el																		
Grade 3	All	240/	29%	11%	13%	11%						12%	*	*	9%	210/	10%	13%		*		
Reading	Students		29/0	11/0	13/0	11/0	-	-	-	-	-	12 /0			9 /0	21/0	10 /6	13 /0	-		-	-
	CWD	9%	9%	*	*	*	-	-	-	-	-	*	-	*	-	*	*	*	-	*	-	-
	CWOD		32%	9%	*	9%	-	-	-	-	-	10%	*	-	9%	17%		11%	-	*	-	-
	EL	15%	14%	21%	*	22%	-	-	-	-	-	23%	*	*	17%		18%	25%	-	-	-	-
	Male Female	22%	27% 32%	10% 13%	*	9% 14%	-	-	-	-	-	11% 14%	*	*	8% 11%	18% 25%	10%	13%	-	*	-	-
	remaie	20 /0	JZ /0	13/0		14 /0	-	-	-	-	-	14 /0			11/0	25 /0	-	13 /0	-		-	-
Mathematics	All	22%	26%	12%	0%	13%	-	-	-	-	-	10%	*	17%	11%	21%	9%	15%	-	*	-	-
S	Students		4401	4701		000/						4701		470		+		*				
	CWD	12% 24%	11% 27%	17% 11%	*	20% 12%	-	-	-	-	-	17% 8%	*	17%	- 11%	17%	80%	14%	-	*	-	-
	EL	17%	18%	21%	*	22%	-	-	-	-	-	8% 19%	*	*	17%		18%		-	_	-	-
	Male	23%	27%	9%	*	11%	-	-	-	-	-	8%	*	*	8%		9%	-	-	*	-	_
	Female		24%	15%	*	16%	-	-	-	-	-	13%	*	*	14%	25%		15%	-	*	-	-
Grade 4																						
Grade 4 Reading	All	23%	28%	15%	*	16%	_	_	_	_	_	13%	*	20%	13%	10%	15%	14%	_	*	_	_
	Students		_0 /0	. 5 /0		.070						. 0 /0		_0 /0	. 5 /0	. 5 70	. 5 /0	. 1 /3				
	CWD	9%	11%	20%	*	21%	-	-	-	-	-	21%	*	20%	-	*	30%	*	-	*	-	-
	CWOD		30%	13%	*	14%	-	-	-	-	-	10%	*	-	13%		9%	17%	-	*	-	-
	EL Male	12% 22%	13% 26%	10% 15%	*	10% 18%	-	-	-	-	-	7% 16%	*	30%	10% 9%		7% 15%	12%	-	*	-	-
	Female		30%	14%	*	15%	-	-	-	-	-	9%	*	30%	17%	12%		14%	-	-	-	-
Mathematics			28%	25%	*	25%	-	-	-	-	-	23%	*	19%	26%	26%	24%	26%	-	*	-	-
\$	Students CWD	11%	11%	19%	*	20%		_		_	_	20%	*	19%	_	*	18%	*	_	*	_	_
	CWD		30%	26%	*	20% 27%	-	-	-	-	-	24%	*	19%	26%		26%	27%	-	*	-	-
	EL	18%	18%	26%	-	26%	-	-	-	-	-	23%	*	*	27%			24%	_	*	-	_
	Male	27%	30%	24%	*	23%	-	-	-	-	-	25%	*	18%	26%	27%	24%	-	-	*	-	-
	Female	25%	26%	26%	*	26%	-	-	-	-	-	22%	*	*	27%	24%	-	26%	-	-	-	-
Grade 5																						
Reading	All	26%	31%	12%	0%	13%	-	-	-	-	-	12%	*	0%	16%	11%	19%	3%	-	*	-	-
•	Students																					
	CWD	9%	9%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	2/%	34%	16%	•	17%	-	-	-	-	-	16%	•	-	16%	14%	25%	4%	-	•	-	-

											Two											
					African			Americar	า	Pacific	or More	Econ	Non Econ								Foster	•
					American		White	Indian	Asian	IslanderF	Races		/Disadv	CWD					ligrantl	Homeless	Care	Militar
	EL Male	12% 24%	12% 29%	11% 19%	*	11% 20%	-	-	-	-	-	11% 19%	-	*	14% 25%	11% 13%		8%	-	*	-	-
	Female		33%	3%	*	4%	-	-	-	-	-	3%	*	0%	4%	8%	-	3%	-	*	-	-
		000/	000/		_	000/						0.40/	_	00/	400/	070/	000/	000/		_		
Mathematics	Students	30%	32%	32%	-	30%	-	-	-	-	-	31%		6%	40%	37%	26%	39%	-	-	-	-
	CWD	13%	13%	6%	*	0%	-	-	-	-	-	6%	-	6%	-	0%	13%	0%	-	-	-	-
	CWOD		35%	40%	*	39%	-	-	-	-	-	39%	*	-	40%	48%		52%	-	*	-	-
	EL Male	19% 29%	20% 33%	37% 26%	*	38% 24%	-	-	-	-	-	37% 26%	-	0% 13%	48% 30%	37% 33%		38%	-	*	-	-
	Female		30%	39%	*	38%	-	-	-	-	-	37%	*	0%	52%	38%	-	39%	-	*	-	-
Science	All Students	16%	18%	1%	0%	2%	-	-	-	-	-	2%	*	7%	0%	0%	0%	3%	-	*	-	-
	CWD	9%	7%	7%	*	*	_	-	_	-	_	7%	_	7%	_	*	*	*	_	-	_	_
	CWOD	17%	20%	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	EL	7%	7%	0%	*	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male Female	18%	20% 16%	0% 3%	*	0% 4%	-	-	-	-	-	0% 3%	*	*	0% 0%	0% 0%	0%	3%	-	*	-	-
	Torrido	1070	1070	070		170						0 70			0 70	0 70		070				
-			0		• • • • • • • • • • • • • • • • • •																	
AAR Percent All Grades	t at Appro	acnes	Grade	Level o	r Above																	
All Subjects	All	77%	77%	74%	68%	75%	-	-	-	-	-	75%	58%	65%	76%	70%	73%	76%	-	47%	-	-
	Students																					
	CWD	45%	48%	65%	67%	65%	-	-	-	-	-	67%	* 640/	65%	- 760/		63%	68%	-	*	-	-
	CWOD EL	80% 60%	81% 60%	76% 70%	69% *	78% 71%	-	-	-	-	-	77% 70%	64% *	- 52%	76% 73%	73% 70%		77% 70%	-	42%	-	-
	Male	74%	75%	73%	61%	75%	-	-	-	-	-	74%	42%	63%	76%	70%		-	-	45%	-	-
	Female		80%	76%	76%	76%	-	-	-	-	-	76%	75%	68%	77%	70%	-	76%	-	*	-	-
Deading	ΔII	720/	750/	740/	600/	7/10/						740/	649/	640/	760/	68%	700/	770/		*		
Reading	All Students	73%	75%	74%	68%	74%	-	-	-	-	-	74%	64%	64%	76%	00%	10%	77%	-		-	-
	CWD	39%	43%	64%	*	65%	-	-	-	-	-	66%	*	64%	-	45%	62%	67%	-	*	-	-
	CWOD		79%	76%	71%	76%	-	-	-	-	-	76%	70%	-	76%	72%		79%	-	*	-	-
	EL	52%	53%	68%	*	69%	-	-	-	-	-	69%	*	45%	72%		65%		-	*	-	-
	Male Female	69% 77%	71% 78%	70% 77%	64% 75%	72% 77%	-	-	-	-	-	72% 77%	*	62% 67%	72% 79%	65% 72%	70%	- 77%	-	*	-	-
	romaio	1170	7070	,0	1070	1170						1170		01 70	7070	/0		1170				
Mathematics		80%	80%	75%	63%	77%	-	-	-	-	-	77%	55%	77%	75%	74%	76%	75%	-	*	-	-
	Students CWD	52%	53%	77%	*	79%						79%	*	77%		020/	73%	83%		*		
	CWD		84%	75%	64%	76%	_	-	-	-	-	76%	60%	-	75%	73%		73%	-	*	-	-
	EL	70%	69%	74%	*	74%	-	-	-	-	-	74%	*	82%	73%	74%		70%	-	*	-	-
	Male	78%	79%	76%	55%	79%	-	-	-	-	-	78%	*	73%	77%	78%			-	*	-	-
	Female	82%	81%	75%	75%	75%	-	-	-	-	-	74%	*	83%	73%	70%	-	75%	-	*	-	-
Science	All	79%	79%	73%	83%	72%	-	-	_	-	_	74%	*	33%	85%	63%	71%	75%	_	*	_	-
	Students																					
	CWD CWOD	48%	51% 83%	33% 85%	*	* 85%	-	-	-	-	-	33% 86%	-	33%	- 85%	* 770/	*	*	-	*	-	-
	EL	58%	59%	63%	*	65%	-	-	-	-	-	63%	_	*	77%	77% 63%		62%	-	_	-	-
	Male	78%	79%	71%	*	71%	-	-	-	-	-	71%	-	*	82%	60%		-	-	*	-	-
	Female	80%	80%	75%	*	74%	-	-	-	-	-	77%	*	*	88%	62%	-	75%	-	*	-	-
TAAR Percent	t at Meets	Grad	e Level	or Abov	re																	
All Grades																						
All Subjects	All		51%	38%	36%	38%	-	-	-	-	-	38%	38%	42%	37%	34%	36%	40%	-	12%	-	-
	Students CWD	23%	25%	42%	58%	40%	_	_	_	_	_	43%	*	42%	_	30%	41%	44%	_	*	_	_
	CWOD	50%	55%	37%	28%	38%	-	-	-	-	-	37%	41%	-	37%	35%	35%	39%	-	0%	-	-
	EL	26%	27%	34%	*	34%	-	-	-	-	-	33%	*	30%	35%		33%	35%	-	*	-	-
	Male Female	45% 50%	49% 53%	36% 40%	30% 43%	37% 39%	-	-	-	-	-	37% 39%	17% 58%	41% 44%	35% 39%	33% 35%	36%	40%	-	18%	-	-
	i ciliale	30 /0	3370	40 /6	4370	3370	_	_	_	_	-	J3 /0	JO 70		J3 /0	JJ /0	-	40 /0	_		-	_
Reading	All	46%	51%	33%	26%	34%	-	-	-	-	-	33%	36%	42%	32%	29%	32%	34%	-	*	-	-
	Students	/																				
	CWD CWOD	22%	24% 54%	42% 32%	* 21%	42% 33%	-	-	-	-	-	43% 31%	40%	42%	32%	27% 30%	43%	40% 33%	-	*	-	-
	EL	21%	23%	29%	Z 170 *	29%	-	-	-	-	-	28%	40 % *	- 27%	30%		26%	33%	-	*	-	-
	Male	41%	47%	32%	18%	34%	-	-	-	-	-	33%	*	43%	30%	26%		-	-	*	-	-
	iviaic	50%	55%	34%	38%	34%	-	-	-	-	-	33%	*	40%	33%	33%	-	34%	-	*	-	-
	Female			44%	37%	45%						44%	45%	50%	43%	12%	15%	13%		*		
Mathematics	Female	100/	E 10/	44 /0	31 /0	45/0	-	-	-	-	-	44 /0	45 /0	30 /6	43 /0	42 /0	40 /0	43 /0	-		-	-
Mathematics	Female	48%	51%				_	-	-	-	-	51%	*	50%	-		46%	56%	-	*	-	-
	Female All Students CWD	26%	26%	50%	*	49%			-	-	-	42%	50%	-	43% 41%	41%		41%	-	*	_	-
	Female S All Students CWD CWOD	26% 51%	26% 55%	43%	29%	44%	-	-				4401			/1 T U/-		4 40'	2007				
	Female S All Students CWD CWOD EL	26% 51% 33%	26% 55% 34%	43% 42%	29%	44% 42%	-	- - -	-	-	-	41% 46%	*	45% 46%			44% 45%	39%	-	*	-	-
	Female S All Students CWD CWOD	26% 51% 33% 47%	26% 55%	43%	29%	44%	- - -	- - -	-	-	-	41% 46% 41%		45% 46% 56%	44% 41%	42% 44% 39%		39% - 43%	-	* *	- - -	- - -
	Female S All Students CWD CWOD EL Male Female	26% 51% 33% 47% 49%	26% 55% 34% 51% 51%	43% 42% 45% 43%	29% * 36% 38%	44% 42% 46% 44%	-	- - -	- - -	- - -		46% 41%	*	46% 56%	44% 41%	44% 39%	45% -	43%	-	* *	- - -	- - -
Science	Female S All Students CWD CWOD EL Male Female	26% 51% 33% 47%	26% 55% 34% 51%	43% 42% 45%	29% * 36%	44% 42% 46%		-	- - -	-		46%	*	46% 56%	44%	44% 39%	45% -	-	-	* * *	- - -	-
Science	Female Students CWD CWOD EL Male Female All Students	26% 51% 33% 47% 49%	26% 55% 34% 51% 51%	43% 42% 45% 43%	29% * 36% 38%	44% 42% 46% 44%	-	-	-	-		46% 41% 34%	*	46% 56% 20%	44% 41%	44% 39%	45% -	43%	-	* * *	-	-
Science	Female S All Students CWD CWOD EL Male Female	26% 51% 33% 47% 49% 49%	26% 55% 34% 51% 51%	43% 42% 45% 43%	29% * 36% 38% 67%	44% 42% 46% 44%	-	-	-	-		46% 41%	* *	46% 56%	44% 41%	44% 39%	45% - 23% *	43% 44%	-	* * * * *	-	-
Science	Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL CWOD EL	26% 51% 33% 47% 49% 49% 23% 52% 21%	26% 55% 34% 51% 51% 53% 25% 57% 22%	43% 42% 45% 43% 33% 20% 37% 26%	29% * 36% 38% 67% * *	44% 42% 46% 44% 30% * 35% 27%	-	-	-		-	46% 41% 34% 20% 38% 26%	* *	46% 56% 20% 20%	44% 41% 37% - 37% 32%	44% 39% 26% * 32% 26%	45% - 23% * 25% 20%	43% 44% *	-	* * * *	- - - -	- - - -
Science	Female S All Students CWD CWOD EL Male Female All Students CWD CWOD	26% 51% 33% 47% 49% 49% 23% 52% 21% 50%	26% 55% 34% 51% 51% 53% 25% 57% 22% 54%	43% 42% 45% 43% 33% 20% 37%	29% * 36% 38% 67%	44% 42% 46% 44% 30% * 35%	-	-	-	-	-	46% 41% 34% 20% 38%	* * * *	46% 56% 20% 20%	44% 41% 37% - 37%	44% 39% 26% * 32% 26% 20%	45% - 23% * 25% 20%	43% 44% *	-	*	-	-

Two or

Non Pacific More Econ Econ African American Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL MaleFemaleMigrantHomeless Care Military

		State	District	Campus	Americai	піврапіс	vviiite	mulan	Asian	isianuei	Races	Disauv	Disau	CVVD	CVVOL	, EL	water	emale	wiigrani	nomeres	s Care	wiiitary
STAAR Percen	t at Maste	rs Gra	ade Lev	el																		
All Grades	A.II	240/	25%	4 50/	440/	400/						450/	200/	420/	400/	400/	4.50/	100/		00/		
All Subjects			25%	15%	11%	16%	-	-	-	-	-	15%	29%	13%	16%	18%	15%	16%	-	0%	-	-
	Students CWD	8%	9%	13%	8%	13%						13%	*	13%	_	15%	1 = 0/	10%		*		
	CWD		9% 27%				-	-	-	-	-		220/	1370	16%	19%		18%	-	00/	-	-
		23% 9%	10%	16%	13%	16%	-	-	-	-	-	15%	32%	450/		18%		19%	-	0%	-	-
	EL Molo	20%	24%	18%		19%	-	-	-	-	-	17%		15%	19% 14%			19%	-	00/	-	-
	Male			15%	13%	15%	-	-	-	-	-	15%	8%	15%		17%		100/	-	0%	-	-
	Female	22%	26%	16%	10%	17%	-	-	-	-	-	14%	50%	10%	18%	19%	-	16%	-		-	-
Reading	All	19%	25%	13%	5%	14%	-	-	-	-	-	12%	18%	14%	13%	14%	15%	10%	-	*	-	-
	Students																					
	CWD	7%	8%	14%	*	16%	-	-	-	-	-	14%	*	14%	-	18%	19%	7%	-	*	-	-
	CWOD	20%	27%	13%	7%	13%	-	-	-	-	-	12%	20%	-	13%	14%	14%	11%	-	*	-	-
	EL	7%	8%	14%	*	14%	-	-	-	-	-	13%	*	18%	14%	14%	13%	15%	-	*	-	-
	Male	16%	22%	15%	9%	16%	-	-	-	-	-	16%	*	19%	14%	13%	15%	-	-	*	-	-
	Female	22%	28%	10%	0%	11%	-	-	-	-	-	9%	*	7%	11%	15%	-	10%	-	*	-	-
Mathematic	s All	23%	25%	22%	21%	23%	_	_	_	_	_	21%	45%	14%	25%	27%	19%	26%	_	*	_	_
	Students																					
	CWD	10%	10%	14%	*	13%	_	_	_	_	_	14%	*	14%	_	18%	15%	11%	_	*	_	_
	CWOD		27%	25%	21%	25%	_	_	_	_	_	23%	50%	-	25%	29%		30%	_	*	_	_
	EL	13%	14%	27%	*	28%	_	_	_	_	_	26%	*	18%	29%	27%		28%	_	*	_	_
	Male	23%	25%	19%	18%	19%	_	_	_	_	_	19%	*	15%		27%			_	*	_	_
	Female			26%	25%	26%	-	-	-	-	-	23%	*	11%	30%	28%	-	26%	-	*	-	-
Science	All	22%	26%	1%	0%	2%						2%	*	7%	0%	0%	0%	3%		*		
Science	Students		2070	1 /0	0 /0	2 /0						2 /0		1 /0	0 /0	0 /0	0 /0	J /0				
	CWD	7%	8%	7%	*	*					_	7%	_	7%		*	*	*				
	CWOD		29%	0%	*	0%	_		_	_	_	0%	*	-	0%	0%	0%	0%	_	*	_	_
	EL	5%	6%	0%	*	0%	_		_	_	_	0%	_	*	0%	0%	0%	0%	_		_	_
	Male	23%	28%	0%	*	0%	_		_	_	_	0%	-	*	0%	0%	0%	-	_	*	-	_
	Female		25%	3%	*	4%	_		_	_	_	3%	*	*	0%	0%	-	3%	_	*	_	_
	i ciliale	1/0	20/0	J /0		- 70	-	_	_	-	-	J /0			0 /0	0 /0	_	J /0			-	_

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

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	Ulanania	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	Students	American	піѕрапіс	wille	Illulali	ASIAII	isianuer	Races	Disauv	CVVD	EL
Reading											
All Students	73	82	72	-	-	-	-	-	75	73	73
CWD	73	*	74	-	-	-	-	-	76	73	*
CWOD	73	88	71	-	-	-	-	-	75	-	72
EL	73	*	72	-	-	-	-	-	72	*	73
Male	75	*	77	-	-	-	-	-	78	71	70
Female	70	100	67	-	-	-	-	-	72	75	75
Mathematics											
All Students	76	68	77	-	-	-	-	-	77	78	77
CWD	78	*	80	-	-	-	-	-	81	78	100
CWOD	76	69	76	-	-	-	-	-	76	-	74
EL	77	*	79	-	-	-	-	-	77	100	77
Male	71	*	73	-	-	-	-	-	73	68	83
Female	82	83	81	-	-	-	-	-	82	92	72

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 G	raduation 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 zero observations reported for this group.

Indicates there are no students in the group.

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
179	26	15%

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

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

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

Student Success (Student Achie			n Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	42	38	43	-	-	-	-	-	43	40	41
School Quality (College, Career	, and Militar	/ Readines	ss Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	_

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

- Indicates there are no students in the group.
- 'n/a' Indicates the student group is not applicable to this report.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	Υ	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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
Mathematics	100/	0.40/	100/	500 /	450/	000/	500/	5 40/	000/	000/	400/
Interim Goals (2018-2022) Target Met	46% Y	31%	40% Y	59%	45%	82%	50%	54%	36% Y	23% Y	40% Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						Υ	Υ	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	Υ	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status	nciency Statu	s									42% Y 44% Y 46% Y 46% Y
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	99%	100%	100%	*	-	-	-	-	99%	100%	99%	99%	98%	98%	100%	-
-	CWD	99%	100%	99%	-	-	-	-	-	99%	*	99%	-	100%	98%	100%	-
	CWOD	99%	100%	100%	*	-	-	-	-	99%	100%	-	99%	97%	98%	100%	-
	EL	98%	100%	100%	*	-	-	-	-	98%	100%	100%	97%	98%	95%	100%	-
	Male	98%	100%	100%	*	-	-	-	-	98%	100%	98%	98%	95%	98%	-	-
	Female	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students		100%	99%	*	-	-	-	-	98%	100%	97%	99%	98%	97%	100%	-
	CWD	97%	100%	97%	-	-	-	-	-	97%		97%	-	100%	95%	100%	-
	CWOD	99%	100%	100%	*	-	-	-	-	99%	100%	-	99%	98%	98%	100%	-
	EL	98%		100%		-	-	-	-	98%		100%	98%	98%	96%	100%	-
	Male	97%	100%	99%	*	-	-	-	-	97%	100%	95%	98%	96%	97%	.	-
	Female	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students CWD	99% 100%	100% 100%	100% 100%	*	-	-	-	-	99% 100%	100%	100%	99%	98% 100%	98% 100%	100% 100%	-
					*	-	-	-			4000/	100%					-
	CWOD	99%	100%	100%	*	-	-	-	-	99%	100%	4000/	99%	98%	98%	100%	-
	EL	98%		100%	*	-	-	-	-	98%		100%	98%	98%	96%	100%	-
	Male	98%	100%	100%	•	-	-	-	-	98%	100%	100%	98%	96%	98%	-	-
	Female	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	99%	100%	100%	*	-	-	-	-	98%	*	100%	98%	96%	97%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	98%	*	100%	*	-	-	-	-	98%	*	-	98%	96%	97%	100%	-
	EL	96%	*	100%	*	-	-	-	-	96%	-	100%	96%	96%	93%	100%	-
	Male	97%	*	100%	*	-	-	-	_	97%	-	100%	97%	93%	97%	-	-
	Female	100%	100%	100%	-	-	-	-	_	100%	*	100%	100%	100%	-	100%	-
Non-Participation	n Rate																
All Subjects	All Students	1%	0%	0%	*	_	_	_	_	1%	0%	1%	1%	2%	2%	0%	_
7 til Gabjeoto	CWD	1%	0%	1%	_	_	_	_	_	1%	*	1%	-	0%	2%	0%	_
	CWOD	1%	0%	0%	*	_	_	_	_	1%	0%	-	1%	3%	2%	0%	_
	EL	2%	0%	0%	*	_	_	_	_	2%	0%	0%	3%	2%	5%	0%	_
	Male	2%	0%	0%	*					2%	0%	2%	2%	5%	2%	0 70	
	Female	0%	0%	0%		_	_	_	_	0%	0%	0%	0%	0%	2 /0	0%	_
					-	-	-	-	-								-
Reading	All Students	1%	0%	1%	*	-	-	-	-	2%	0%	3%	1%	2%	3%	0%	-
	CWD	3%	0%	3%	-	-	-	-	-	3%	*	3%	-	0%	5%	0%	-
	CWOD	1%	0%	0%	*	-	-	-	-	1%	0%	-	1%	2%	2%	0%	-
	EL	2%	*	0%	*	-	-	-	-	2%	*	0%	2%	2%	4%	0%	-
	Male	3%	0%	1%	*	-	-	-	-	3%	0%	5%	2%	4%	3%	-	-
	Female	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	0%	0%	*	_	_	_	_	1%	0%	0%	1%	2%	2%	0%	_
	CWD	0%	0%	0%	_	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	0%	0%	*	_	_	_	_	1%	0%	-	1%	2%	2%	0%	_
	EL	2%	*	0%	*	_	_	_	_	2%	*	0%	2%	2%	4%	0%	_
	Male	2%	0%	0%	*	_	_	_	_	2%	0%	0%	2%	4%	2%	-	_
	Female	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	0%	0%	*	-	_	-	-	2%	*	0%	2%	4%	3%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	2%	*	0%	*	-	_	_	_	2%	*	-	2%	4%	3%	0%	_
	EL	4%	*	0%	*	-	_	_	_	4%	_	0%	4%	4%	7%	0%	_
	Male	3%	*	0%	*	-	_	_	_	3%	_	0%	3%	7%	3%	-	_
	Female	0%	0%	0%	_	_	_	_	_	0%	*	0%	0%	0%	-	0%	_
	. 5	- , ,	0,0	0,0						• , •		0,0	0,0	• , •		• , ,	

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.

Students Without Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
In-School Suspensions											
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions											
·	Male	6	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	6	*	*	*	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL		Students with Disabilities Section 504)
	Total	*	*	*	*	*	*	*	*	*		•
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
·	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
•	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	34	*	32	*	*	*	*	*	5	8	5
	Female	25	*	23	*	*	*	*	*	*	*	*
	Total	59	*	55	*	*	*	*	*	7	10	5

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	*
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	*
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	*

Total

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
. reconcer regiume	Male	44	*	44	*	*	*	*	*	20	5
	Female	42	*	38	*	*	*	*	*	23	*
	Total	86	*	82	*	*	*	*	*	43	7
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

			Indian or					Students
Total	African		Alaska		Pacific	Two or More		with
students	American Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities

- 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 6.0	Percent 16.0%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the	1.2	3.4%

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	104	2%	5	7%
Mathematics	6,020	1%	104	2%	5	7%
Grade 4 Reading	6,061	1%	102	2%	10	14%
Mathematics	6,056	1%	102	2%	10	14%
Grade 5 Reading	6,162	2%	103	2%	*	*
Mathematics	6,160	1%	103	2%	*	*
Science	6,164	1%	103	2%	*	*
Grade 6 Reading	5,678	1%	96	2%	-	-
Mathematics	5,677	1%	96	2%	-	-
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	State Number of ALT2 4,884	State Rate of ALT2 1%	District Number of ALT2 68	District Rate of ALT2 1%	Campus Number of ALT2	Campus Rate of ALT2
Biology	4,861	1%	72	1%		-
All Grades All Subjects	99,020	1%	1,531	1%	36	7%
Reading	43,730	1%	688	1%	17	8%
Mathematics	39,178	1%	607	2%	17	8%
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 A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	Ŭ	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disady	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
		English Language Learners	03	00	23	23		O	'	'
	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
		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
		33310.0					•	-	•	•

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;*' '-'

Grade Subject Student Group %

'*' Indicates reporting standards not met.'n/a' Indicates data reporting is not applicable for this group.

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.

Texas Education Agency | Academics | Performance Reporting

December 2018