Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: JORDAN EL Campus ID: 227901178 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);

			All Students	African American	Hispanic	White	American Indian		Pacific Islander		Econ Disadv	Special Educ	EL (Current and Former)
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
,		2017-18 through											
		2021-22 2022-23 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2026-27 2027-28 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		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 2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates 2017-18 through											41%
		2021-22 2022-23 through											42%
		2026-27 2027-28 through											44%
		2031-32											46%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2021-22 2022-23 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2026-27 2027-28 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		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%
C C	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 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	Distric	tCampus	African Americar	Hispanio		America Indian		Pacific Islander				CWD	cwoi	D EL Male	Female	Migrantl		Foster Care	
STAAR Percent	at Annro			-														J			
Grade 3	at Appro	Jache	s Graue	e Level OI	ADOVE																
Reading	All		79%	73%	80%	72%	*	-	-	-	-	73%	*	*	75%	74% 70%	75%	-	*	-	-
	Students	51%	52%	*	-	*						*		*		* *	*				
	CWD CWOD				- 80%	74%	-	-	-	-	-	75%	- *		-	76%71%	78%	-	-	-	-
		79%		75% 74%		74%		-	-	-	-		*	-				-	*	-	-
	EL Male	70%	70% 76%	74%	- *	74%	-	-	-	-	-	75% 69%	*	*		74%73% 73%70%	74%	-		-	-
	Female			70%	86%	70%	-	-	-	-	-	76%	*	*		73%70% 74% -	- 75%	-	-	-	-
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Mathematics	All	77%	78%	75%	80%	74%	*	-	-	-	-	74%	*	*	77%	74%73%	77%	-	*	-	-
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	CWD	52%	48%	*	-	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD	80%	82%	77%	80%	76%	*	-	-	-	-	75%	*	-	77%	74%71%		-	*	-	-
	EL	74%	72%	74%	-	74%	-	-	-	-	-	73%	*	*	74%	74% 69%	77%	-	*	-	-
	Male	77%	77%	73%	*	73%	-	-	-	-	-	72%	*	*	71%	69%73%	-	-	-	-	-
	Female	78%	78%	77%	86%	75%	*	-	-	-	-	76%	*	*	80%	77% -	77%	-	*	-	-
Grade 4																					
Reading	All	72%	74%	69%	69%	70%	*	*	-	-	-	67%	100%	*	75%	68%62%	74%	-	*	-	-
	Students																				
	CWD	46%	46%	*	*	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD			75%	73%	76%	*	*	-	-	-	74%	100%	-	75%	74%66%	82%	-	*	-	-
	EL	60%		68%	*	70%	-	*	-	-	-	66%	*	*		68% 57%		-	_	-	-
	Male	70%	72%	62%	*	66%	-	*	-	-	-	60%	*	*		57% 62%	-	-	-	-	-
	Female			74%	83%	72%	*	_	_	_	-	72%	*	*		74% -	74%	_	*	_	_
	i emaie	, 1070	1070	7 4 70	00%	1270						12/0			02 /0	/ 4/0 -	1 - 10				
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	EL	72%	72%	82%		84%	-		-	-	-	81%	î.	50%	87%		81%	-	-	-	-
	Male	77%		82%	71%	87%	-	*	-	-	-	81%	*			82% 82%	-	-	-	-	-
	Female	e 78%	78%	79%	83%	80%	*	-	-	-	-	78%	*	*	86%	81% -	79%	-	*	-	-
Grade 5																					
Reading	All	83%	85%	62%	46%	67%	*	*	-	-	-	61%	*	*	65%	66% 62%	62%	-	*	-	-
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	EL	73%		66%	*	69%	*	*	-	-	-	66%	*	*		66% 65%	67%	-	-	-	-
	Male	81%	83%	62%	*	66%	*	-	-	-	-	60%	*	*		65% 62%	-	-	*	-	-
	Female	86%	87%	62%	*	68%	*	*	-	-	-	62%	-	*	68%	67% -	62%	-	-	-	-
Mathematics	All	90%	91%	84%	79%	91%	*	*	-	-	*	85%	*	65%	88%	91% 84%	84%	-	*	-	-
	Students																				
	CWD	70%	78%	65%	*	64%	-	-	-	-	*	65%	-	65%	-	60% 70%	*	-	-	-	-
	CWOD		93%	88%	70%	95%	*	*	-	-	-	89%	*	-	88%		89%	-	*	-	-
	EL	86%	87%	91%	*	93%	*	*	-	-	-	90%	*	60%	96%	91% 96%	86%	-	-	-	-
	Male	89%	90%	84%	83%	94%	*	-	-	-	*	85%	*	70%		96% 84%	_	-	*	-	-
	Female			84%	75%	88%	*	*	-	-	-	84%	-	*		86% -	84%	-	-	-	-
Science	All		76%	70%	79%	71%	*	*	-	-	*	70%	*	50%	75%	71%68%	73%	-	*	-	-
	Students		E00/	E09/	*	*					*	E00/		E00/		* 560/	*				
	CWD			50%			-	-	-	-		50%	- *	50%		* 56%		-	- *	-	-
	CWOD			75%	70%	76%	-	-	-	-	-	75%	-	-		75% 71%		-		-	-
	EL	62%		71%	*	73%	×	*	-	-	-	70%	*			71% 72%		-	-	-	-
	Male	76%		68%	*	72%	-	-	-	-	*	67%	*	56%		72%68%		-	*	-	-
	Female	e 75%	76%	73%	88%	71%	*	*	-	-	-	73%	-	*	77%	70% -	73%	-	-	-	-
STAAR Percent	at Meets	Grad	le Leve	l or Ahov	e																
Grade 3																					
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	CWD				-		-	-	-	-	-		-		-			-	-	-	-
	CWOD			41%	30%	41%	î	-	-	-	-	40%	<u>.</u>	-		42% 29%		-	-	-	-
	EL	32%		42%	-	42%	-	-	-	-	-	41%	*	*		42% 31%		-	*	-	-
	Male	40%		30%	*	30%	-	-	-	-	-	31%	*	*		31% 30%		-	-	-	-
	Female	9 45%	52%	46%	29%	48%	*	-	-	-	-	45%	*	*	48%	49% -	46%	-	*	-	-

											Two or		Non								
					African			Americar		Pacific	More		Econ							Foster	
Mathematics		StateD 46%		Campus 36%	American 40%	Hispanio 35%	White	Indian	Asian	Islander	Races	Disadv 36%	Disadv	/CWD		D EL Male 35% 39%		ligrantHo	meless *	Care	Milita
	Students	4070	0070	00/0	4070	0070						0070			0070	00/000/0	0070				
	CWD	30%	28%	*	-	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD EL	48% 39%	53% 39%	36% 35%	40%	34% 35%	*	-	-	-	-	35% 35%	*	- *		34% 35% 35% 42%	36% 31%	-	*	-	-
	Male	39 <i>%</i> 47%	59 % 50%	39%	*	40%	-	-	-	-	-	41%	*	*		42% 39%	-	-	-	-	-
	Female		49%	35%	43%	32%	*	-	-	-	-	33%	*	*		31% -	35%	-	*	-	-
Grade 4																					
Reading	All	45%	49%	34%	38%	34%	*	*	-	-	-	35%	20%	*	36%	34% 27%	39%	-	*	-	-
	Students																				
	CWD CWOD	28%	27% 53%	* 36%	* 36%	* 37%	-	- *	-	-	-	* 37%	- 20%	*	- 36%	36% 28%	* 41%	-	- *	-	-
	EL	29%	32%	34%	*	35%	-	*	-	-	-	34%	20 /0	*	36%	34% 18%	44%	-	-	-	-
	Male	43%	48%	27%	*	21%	-	*	-	-	-	29%	*	*		18% 27%	-	-	-	-	-
	Female	47%	51%	39%	17%	42%	*	-	-	-	-	39%	*	*	41%	44% -	39%	-	*	-	-
Mathematics	All	48%	50%	40%	38%	41%	*	*	-	-	-	39%	60%	21%	43%	41%37%	42%	-	*	-	-
1	Students																				
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	CWOD EL	38%	53% 39%	43% 41%	36% *	40%	-	*	-	-	-	42% 40%	60% *	- 20%		41%32%	45% 47%	-	-	-	-
	Male	48%	51%	37%	43%	37%	-	*	-	-	-	36%	*	*	41%	32% 37%	-	-	-	-	-
	Female	47%	49%	42%	33%	44%	*	-	-	-	-	41%	*	*	45%	47% -	42%	-	*	-	-
Grade 5																					
Reading	All	53%	57%	33%	23%	36%	*	*	-	-	-	34%	*	*	33%	37% 28%	36%	-	*	-	-
:	Students	300/	200/	*	*	*						*		*		* *	*				
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	EL	35%	36%	37%	*	39%	*	*	-	-	-	38%	*	*	37%	37% 38%	36%	-	-	-	-
	Male	50%	54%	28%	*	34%	*	-	-	-	-	31%	*	*		38% 28%	-	-	*	-	-
	Female	56%	60%	36%	^	38%	î	Ŷ	-	-	-	36%	-	•	39%	36% -	36%	-	-	-	-
Mathematics	All	57%	60%	57%	29%	65%	*	*	-	-	*	58%	*	35%	62%	70% 52%	61%	-	*	-	-
:	Students	0.40/	070/	0.5%	*	450/						0.50/		0.50/		500/ 000/					
	CWD CWOD	34% 60%	37% 64%	35% 62%	30%	45% 69%	*	- *	-	-	_	35% 64%	- *	35%	- 62%	50% 30% 74% 59%	64%	-	- *	-	-
	EL	46%	47%	70%	*	72%	*	*	-	-	-	70%	*	50%		70%74%	68%	-	-	-	-
	Male	57%	60%	52%	17%	65%	*	-	-	-	*	55%	*	30%		74% 52%	-	-	*	-	-
	Female	58%	60%	61%	38%	66%	î	Ŷ	-	-	-	61%	-	^	64%	68% -	61%	-	-	-	-
Science	All	40%	42%	33%	29%	34%	*	*	-	-	*	33%	*	25%	35%	34% 33%	33%	-	*	-	-
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	EL		24%	34%	*	34%	*	*	-	_	-	34%	*	*		34% 44%	27%	-	-	_	-
	Male	42%	45%	33%	*	41%	-	-	-	-	*	33%	*	22%		44% 33%	-	-	*	-	-
	Female	38%	39%	33%	50%	29%	*	*	-	-	-	33%	-	*	34%	27% -	33%	-	-	-	-
AAR Percent	at Maste	rs Gra	de Leve	el																	
Grade 3 Reading	All	24%	29%	19%	20%	18%	*	-	-	-	-	17%	*	*	20%	17% 15%	21%	-	*	-	-
	Students		2070		2070										2070						
	CWD	9%	9%	*	-	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD EL		32% 14%	20% 17%	20%	19% 17%	*	-	-	-	-	18% 16%	*	- *		18% 16% 17% 12%	22% 21%	-	*	-	-
	Male		27%	15%	*	13%	-	-	-	-	-	16%	*	*		12% 15%	21/0	-	-	-	-
	Female		32%	21%	14%	20%	*	-	-	-	-	18%	*	*		21% -	21%	-	*	-	-
Mathematics	ΔII	22%	26%	16%	0%	18%	*	_	_	_	_	15%	*	*	17%	15% 15%	17%	_	*	_	_
	Students	<u> </u>	20 /0		070	10 /0		-	-	-	-				17 /0		1770	-		-	-
	CWD		11%	*	-	*	-	-	-	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD		27% 18%	17% 15%	0%	19% 15%	*	-	-	-	-	16%	*	- *		16% 16% 15% 15%		-	*	-	-
	EL Male		18% 27%	15% 15%	- *	15% 17%	-	-	-	-	-	14% 16%	*	*		15% 15% 15% 15%	15% -	-	-	-	-
	Female			17%	0%	18%	*	-	-	-	-	14%	*	*		15% -	17%	-	*	-	-
rade 4																					
Reading	All	23%	28%	9%	15%	8%	*	*	-	-	-	9%	0%	*	9%	8% 11%	7%	-	*	-	-
	Students																				
	CWD	9% 25%	11%	*	*	*	- *	- *	-	-	-	*	-	*	-	* *	*	-	- *	-	-
	CWOD EL		30% 13%	9% 8%	9% *	9% 9%	-	*	-	-	-	9% 9%	0% *	- *	9% 10%	10% 9% 8% 7%	8% 9%	-	-	-	-
	Male	22%	26%	11%	*	7%	-	*	-	-	-	11%	*	*	9%	7% 11%	-	-	-	-	-
	Female	25%	30%	7%	0%	8%	*	-	-	-	-	7%	*	*	8%	9% -	7%	-	*	-	-
		26%	28%	20%	23%	20%	*	*	-	-	-	19%	40%	7%	22%	18% 16%	23%	-	*	-	-
Mathematics	All	/											.070		/0		_3/3				
	Students			7%	*	0%	-	-	-	-	-	7%	-	7%	-	0% *	*	-	-	-	-
	Students CWD		11%			24%	~	•	-	-	-	21%	40% *	-		21% 16%	27%	-	-		-
	Students CWD CWOD	28%	30%	22%	18% *		-	*	-	-	-				21%	18% /%	26%	-	-	-	-
	Students CWD	28% 18%				19% 10%	-	*	-	-	-	18% 17%	*	0% *		18% 7% 7% 16%	26% -	-	-	-	-
	Students CWD CWOD EL	28% 18% 27%	30% 18%	22% 18%	*	19%	- - *	* -	-	- - -	- -			0% * *	16%			- - -	- - *	-	-
	Students CWD CWOD EL Male	28% 18% 27%	30% 18% 30%	22% 18% 16%	* 43%	19% 10%	- - *	* -	- -	- -	-	17%		0% * *	16%	7% 16%	-	- -	- - *	- - -	- -
rade 5 Reading	Students CWD CWOD EL Male Female	28% 18% 27%	30% 18% 30% 26%	22% 18% 16%	* 43%	19% 10%	- * *	* * - *	-	-	-	17%		*	16% 27%	7% 16%	- 23%	-	- - *	-	-
ade 5 Reading	Students CWD CWOD EL Male Female	28% 18% 27% 25%	30% 18% 30% 26%	22% 18% 16% 23%	* 43% 0%	19% 10% 26%	- - *	* * - *	-	-	-	17% 20%	*	0% * *	16% 27%	7% 16% 26% -	- 23%	-	- *	-	-

		State	District	Campus	African American I	lisnania		Americar Indian		Pacific				CWD	CWOF) FI Mal	Female	Migrant	lomeles	Foster	
	CWOD			15%	10%	17%	*	*	Asiaii -	-	-	16%	*	-		20% 15%		-	*	-	-
	EL	12%	12%	18%	*	19%	*	*	-	-	-	18%	*	*		18% 19%		-	-	-	-
	Male Female	24%	29% 33%	13% 14%	*	16% 15%	*	- *	-	-	-	14% 14%	*	*		19% 13% 17% -	, - 14%	-	*	-	-
	i emaie	20 /0	5570	14 /0		1370						1-+70			10 /0	1770 -	1470				
Mathematic		30%	32%	18%	0%	23%	*	*	-	-	*	19%	*	0%	22%	25% 16%	20%	-	*	-	-
	Students CWD	120/	120/	0%	*	0%					*	0%		0%		0% 0%	*				
	CWD	13% 31%	13% 35%	0% 22%	0%	0% 27%	*	*	-	-	-	23%	- *	0% -	- 22%	30% 21%	23%	-	-	-	-
	EL	19%	20%	25%	*	26%	*	*	-	-	-	25%	*	0%		25% 26%		-	-	-	-
	Male	29%	33%	16%	0%	21%	*	-	-	-	*	18%	*	0%		26% 16%		-	*	-	-
	Female	30%	30%	20%	0%	24%	*	*	-	-	-	20%	-	*	23%	24% -	20%	-	-	-	-
Science	All	16%	18%	5%	0%	7%	*	*	-	-	*	6%	*	0%	7%	8% 8%	4%	-	*	-	-
00101100	Students			• / •	0,0							0,0		0,0	. /0	0,0 0,0	.,,				
	CWD	9%	7%	0%	*	*	-	-	-	-	*	0%	- *	0%	-	* 0%	*	-	-	-	-
	CWOD EL	17% 7%	20% 7%	7% 8%	0%	8% 8%	*	*	-	-	-	7% 8%	*	-	7% 9%	9% 10% 8% 12%		-	*	-	-
	Male	18%	20%	8%	*	9%	-	-	-	-	*	8%	*	0%		12% 8%	- 576	-	*	-	
	Female		16%	4%	0%	5%	*	*	-	-	-	4%	-	*	5%	5% -	4%	-	-	-	
TAAR Percer All Grades	nt at Appro	aches	Grade	Level o	r Above																
All Subjects	s All Students	77%	77%	74%	72%	75%	55%	*	-	-	*	73%	87%	46%	77%	75% 72%	75%	-	83%	-	-
	CWD	45%		46%	67%	43%	-	-	-	-	*	46%	-	46%	-	47% 59%		-	-	-	-
	CWOD		81%	77%	74% *	79%	55% *	*	-	-	-	77%	87%	-				-	83% *	-	•
	EL Male	60% 74%	60% 75%	75% 72%	65%	77% 76%	*	*	-	-	- *	74% 71%	92% 83%	47% 59%		75% 74% 74% 72%		-	* 100%	-	
	Female		80%	75%	78%	75%	71%	*	-	-	-	74%	92%		80%		, - 75%	-	*	-	-
Reading	All	73%	75%	68%	64%	69%	*	*	-	-	-	67%	85%	32%	72%	69%64%	70%	-	*	-	-
rioddinig	Students CWD		43%	32%	*	35%	_	_	_	_	-	32%	-	32%	-	38% 50%		_	_	_	
	CWOD		79%	72%	71%	73%	*	*	_	-	-	71%	85%	-	72%	73% 66%		-	*	-	
	EL	52%	53%	69%	*	71%	*	*	-	-	-	69%	83%	38%		69% 65%		-	*	-	
	Male	69%	71%	64%	53%	67%	*	*	-	-	-	63%	86%	50%		65% 64%		-	*	-	
	Female	11%	78%	70%	71%	71%	Ŷ	^	-	-	-	70%	83%	^	76%	72% -	70%	-	Ŷ	-	-
Mathematic	cs All Students	80%	80%	80%	78%	83%	*	*	-	-	*	79%	92%	54%	84%	82% 80%	80%	-	*	-	-
	CWD	52%	53%	54%	83%	52%	-	-	-	-	*	54%	-	54%	-	57%67%		-	-	-	-
	CWOD		84%	84%	77% *	87%	*	*	-	-	-	83%	92%	-		85% 82%		-	*	-	-
	EL Male	70% 78%	69% 79%	82% 80%	75%	84% 85%	*	*	-	-	- *	81% 80%	100% 86%	57% 67%		82% 83% 83% 80%		-	*	-	-
	Female		81%	80%	81%	81%	*	*	-	-	-	79%	100%		85%		80%	-	*	-	-
Science	All	79%	79%	70%	79%	71%	*	*	_	_	*	70%	*	50%	75%	71%68%	73%	-	*	-	-
Colenide	Students				*	*					*	50%			1070						
	CWD CWOD	48% 82%		50% 75%	70%	76%	*	*	-	-	-	50% 75%	*	50% -	- 75%	* 56% 75% 71%		-	*	-	
	EL	58%	59%	71%	*	73%	*	*	-	-	-	70%	*	*		71% 72%		-	-	-	
		78%		68%	*	72%	-	-	-	-	*	67%	*	56%		72%68%		-	*	-	-
	Female	80%	80%	73%	88%	71%	*	*	-	-	-	73%	-	*	77%	70% -	73%	-	-	-	-
TAAR Percei	nt at Meets	Grad	e Level	or Abov	'e																
All Grades All Subjects	s All	47%	51%	39%	32%	41%	36%	*	-	-	*	39%	33%	28%	41%	42% 36%	42%	-	8%	-	
	Students	000/	050/	000/	070/	0.00/						000/		000/		0.40/ 0.40/	05%				
	CWD CWOD			28% 41%	27% 33%	30% 42%	- 36%	-	-	-	-	28% 41%	- 33%	28%	- 41%	34% 31% 43% 36%		-	- 8%	-	
	EL		27%	42%	*	43%	*	*	-	_	-	42%	46%	34%		42% 40%		-	*	-	_
		45%	49%	36%	27%	39%	*	*	-	-	*	37%	17%	31%	36%	40% 36%	- (-	0%	-	-
	Male		53%	42%	36%	43%	57%	*	-	-	-	41%	58%	25%	44%	43% -	42%	-	*	-	-
	Female	50%					*	*	-	-	-	36%	23%	25%	37%	37% 28%	40%	-	*	-	-
Reading			51%	35%	31%	37%															
Reading	Female All Students	46%													-	29% 33%					-
Reading	Female All Students CWD	46% 22%	24%	25%	*	26%	-	- *	-	-	-	25% 37%	- 23%	25%				-	- *	-	
Reading	Female All Students CWD CWOD	46% 22% 48%	24% 54%	25% 37%		26% 38%	- * *	- * *	- -	- -	-	37%	23%	-	37%	38% 28%	43%	-	- * *	-	
Reading	Female All Students CWD	46% 22%	24% 54% 23%	25%	* 32%	26%	- * *	- * *	- - -	- - -				- 29%	37% 38%		43% 43%	- - -	- * *	- - -	
Reading	Female All Students CWD CWOD EL	46% 22% 48% 21% 41%	24% 54% 23% 47%	25% 37% 37%	* 32% *	26% 38% 38%	- * *	- * * *	- - -	- - - -		37% 38%	23% 33%	- 29%	37% 38% 28%	38% 28% 37% 29%	43% 43%	- - - -	- * * *	- - -	-
Reading	Female All Students CWD CWOD EL Male Female	46% 22% 48% 21% 41% 50%	24% 54% 23% 47%	25% 37% 37% 28%	* 32% * 33%	26% 38% 38% 29%	- * * *	- * * *	- - - -	- - - -	-	37% 38% 30%	23% 33% 0% 50%	- 29% 33% *	37% 38% 28% 43%	38% 28% 37% 29% 29% 28%	43% 43% - 40%	- - - -	- * * *	- - -	-
-	Female All Students CWD CWOD EL Male Female Cs All Students	46% 22% 48% 21% 41% 50% 48%	24% 54% 23% 47% 55% 51%	25% 37% 37% 28% 40% 45%	* 32% * 33% 29% 35%	26% 38% 38% 29% 43% 47%	- * * *	- * * *	- - -	- - - -	-	37% 38% 30% 40% 45%	23% 33% 0% 50% 46%	- 29% 33% * 31%	37% 38% 28% 43%	38% 28% 37% 29% 29% 28% 43% - 49% 43%	43% 43% 40% 40%	-	- * * *	- - - -	
-	Female All Students CWD CWOD EL Male Female Cs All Students CWD	46% 22% 48% 21% 41% 50% 48% 26%	24% 54% 23% 47% 55% 51% 26%	25% 37% 28% 40% 45% 31%	* 32% * 33% 29% 35% 33%	26% 38% 38% 29% 43% 47% 33%	- * * *	- * * * * * * - *			-	37% 38% 30% 40% 45% 31%	23% 33% 0% 50% 46%	- 29% 33% *	37% 38% 28% 43% 47%	38% 28% 37% 29% 29% 28% 43% - 49% 43% 39% 33%	43% 43% 40% 40% 46% 29%	-	- * * * *		
·	Female All Students CWD CWOD EL Male Female Cs All Students	46% 22% 48% 21% 41% 50% 48% 26% 51%	24% 54% 23% 47% 55% 51% 26%	25% 37% 37% 28% 40% 45%	* 32% * 33% 29% 35%	26% 38% 38% 29% 43% 47%	- * * * * - * *	- * * * * - * *			- - * *	37% 38% 30% 40% 45%	23% 33% 0% 50% 46%	29% 33% * 31% 31%	37% 38% 28% 43% 47%	38% 28% 37% 29% 29% 28% 43% - 49% 43%	43% 43% 40% 40% 46% 29% 48%	-	- * * * * *		• • • • • •
	Female All Students CWD EL Male Female Cs All Students CWD CWDD EL Male	46% 22% 48% 21% 50% 48% 26% 51% 33% 47%	24% 54% 23% 47% 55% 51% 26% 55% 34% 51%	25% 37% 28% 40% 45% 31% 47% 49% 43%	* 32% * 33% 29% 35% 33% 35% * 31%	26% 38% 29% 43% 47% 33% 49% 49% 48%	- * * * *	- * * * * - * * *	-		- - * -	37% 38% 30% 40% 45% 31% 47% 48% 44%	23% 33% 0% 50% 46% - 46% 67% 29%	- 29% 33% * 31% 31% - 39% 33%	37% 38% 28% 43% 47% - 47% 50% 45%	38% 28% 37% 29% 29% 28% 43% - 49% 43% 39% 33% 50% 45% 49% 49%	 43% 43% 40% 46% 29% 48% 48% 48% - 	-	-****	-	
·	Female All Students CWD EL Male Female Cs All Students CWD CWOD EL	46% 22% 48% 21% 50% 48% 26% 51% 33% 47%	24% 54% 23% 47% 55% 51% 26% 55% 34% 51%	25% 37% 28% 40% 45% 31% 47% 49%	* 32% * 33% 29% 35% 33% 35% *	26% 38% 29% 43% 47% 33% 49% 49%	- * * * - * * *	- * * * * * * * *			- - * *	37% 38% 30% 40% 45% 31% 47% 48%	23% 33% 0% 50% 46% - 46% 67% 29%	- 29% 33% * 31% 31% - 39% 33%	37% 38% 28% 43% 47% - 47% 50% 45%	38% 28% 37% 29% 29% 28% 43% - 49% 43% 39% 33% 50% 45% 49% 49%	 43% 43% 43% 40% 46% 29% 48% 48% 	-	-***	-	
·	Female All Students CWD CWOD EL Male Female CS All CWOD EL Male Female All	46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49%	24% 54% 23% 47% 55% 51% 26% 55% 34% 51%	25% 37% 28% 40% 45% 31% 47% 49% 43%	* 32% * 33% 29% 35% 33% 35% * 31%	26% 38% 29% 43% 47% 33% 49% 49% 48%	- * * * * - * * *	- * * * * *	-		- - * -	37% 38% 30% 40% 45% 31% 47% 48% 44%	23% 33% 0% 50% 46% - 46% 67% 29%	29% 33% * 31% 31% 39% 39% 33% 29%	37% 38% 28% 43% 47% 50% 45% 48%	38% 28% 37% 29% 29% 28% 43% - 49% 43% 39% 33% 50% 45% 49% 49%	 43% 43% 43% 40% 46% 29% 48% 48% 46% 	-	- * * * * * * * *	-	· · · ·
Mathematic	Female All Students CWD CWOD EL Male Female CS All Students CWD EL Male Female All Students	46% 22% 48% 21% 50% 48% 26% 51% 33% 47% 49%	24% 54% 23% 47% 55% 51% 26% 55% 34% 51% 51% 51%	25% 37% 28% 28% 40% 45% 31% 47% 49% 43% 46% 33%	* 32% * 33% 29% 35% 33% 35% * 31% 38% 29%	26% 38% 29% 43% 47% 33% 49% 49% 48% 47% 34%	- * * * * -* * * *	- * * * * *	-	-	- - * -	37% 38% 30% 40% 45% 31% 47% 48% 44% 45% 33%	23% 33% 0% 50% 46% 67% 29% 67% *	29% 33% * 31% 31% - 39% 33% 29% 25%	37% 38% 28% 43% 47% 50% 45% 48% 35%	38% 28% 37% 29% 29% 28% 43% - 49% 43% 39% 33% 50% 45% 49% 49% 49% 43% 48% - 34% 33%	 43% 43% 43% 40% 46% 29% 48% 48% 46% 33% 	-	- * * * * * * * *	-	-
Mathematic	Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD	46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49% 49% 23%	24% 54% 23% 47% 55% 51% 26% 55% 34% 51% 51% 51% 53% 25%	25% 37% 28% 40% 45% 31% 45% 43% 46% 33% 25%	* 32% * 33% 29% 35% 33% 35% * 31% 38% 29% *	26% 38% 29% 43% 47% 33% 49% 49% 49% 48% 47% 34%	-****	- * * * * * * *	-	-	- - * -	37% 38% 30% 40% 45% 31% 47% 48% 44% 45% 33% 25%	23% 33% 0% 50% 46% 67% 29% 67%	29% 33% * 31% 31% 39% 39% 33% 29%	37% 38% 28% 43% 47% 50% 45% 48% 35%	38% 28% 37% 29% 29% 28% 43% - 49% 43% 39% 33% 50% 45% 49% 49% 49% 43% 48% - 34% 33% * 22%	 43% 43% 43% 40% 46% 29% 48% 48% 46% 33% * 	-	- * * * * * * * * *	-	-
Mathematic	Female All Students CWD CWOD EL Male Female CS All Students CWD EL Male Female All Students	46% 22% 48% 21% 50% 48% 26% 51% 33% 47% 49% 49% 23% 52%	24% 54% 23% 47% 55% 51% 26% 55% 34% 51% 51% 51% 53% 25%	25% 37% 28% 28% 40% 45% 31% 47% 49% 43% 46% 33%	* 32% * 33% 29% 35% 33% 35% * 31% 38% 29%	26% 38% 29% 43% 47% 33% 49% 49% 48% 47% 34%	- * * * * - * * * - * *	- * * * * * * * *	-	-	- - * * * *	37% 38% 30% 40% 45% 31% 47% 48% 44% 45% 33%	23% 33% 0% 50% 46% 67% 29% 67% *	- 29% 33% * 31% 31% - 39% 33% 29% 25% 25%	37% 38% 28% 43% 47% 50% 45% 45% 48% 35%	38% 28% 37% 29% 29% 28% 43% - 49% 43% 39% 33% 50% 45% 49% 49% 49% 43% 48% - 34% 33%	 43% 43% 40% 46% 29% 48% 48% 46% 33% * 34% 		- * * * * * * * * * *	-	-
Mathematic	Female All Students CWD CWOD EL Male Female Students CWD EL Male Female All Students CWD CWOD	46% 22% 48% 21% 50% 48% 26% 51% 33% 47% 49% 49% 23% 52%	24% 54% 23% 55% 51% 26% 55% 51% 51% 51% 53% 53% 25% 57% 22%	25% 37% 28% 40% 45% 31% 47% 49% 43% 46% 33% 25% 35%	* 32% * 33% 29% 35% 33% 35% * 31% 38% 29% * 30%	26% 38% 29% 43% 47% 33% 49% 49% 49% 48% 47% 34% * 35%	_*** * _*** * _**	- + + + + + + + + + + + + + + + + + + +	-		- - * - * - * -	37% 38% 30% 40% 45% 31% 47% 48% 44% 45% 33% 25% 35%	23% 33% 0% 50% 46% 67% 29% 67% *	29% 33% * 31% 31% 39% 33% 29% 25% 25%	37% 38% 28% 43% 47% 50% 45% 48% 35% 35% 34% 35%	38% 28% 37% 29% 29% 28% 43% - 49% 43% 39% 33% 50% 45% 49% 49% 49% 43% 48% - 34% 33% * 22% 34% 35%	 43% 43% 43% 40% 46% 29% 46% 48% 46% 33% * 34% 27% 	-	- * * * * * * *	-	· · · · ·

Two	
or	

Non Pacific More Econ Econ

African American Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL MaleFemaleMigrantHomeless Care Military

STAAR	Percent a	t Masters	Grade	Level

All Grades																					
All Subjects	All	21%	25%	14%	9%	15%	18%	*	-	-	*	14%	20%	3%	16%	16% 13%	15%	-	0%	-	-
	Students																				
	CWD	8%	9%	3%	13%	0%	-	-	-	-	*	3%	-	3%	-	0% 5%	0%	-	-	-	-
	CWOD	23%	27%	16%	8%	17%	18%	*	-	-	-	16%	20%	-	16%	18% 15%	17%	-	0%	-	-
	EL	9%	10%	16%	*	16%	*	*	-	-	-	15%	23%	0%	18%	16% 14%	17%	-	*	-	-
	Male	20%	24%	13%	16%	13%	*	*	-	-	*	14%	0%	5%	15%	14% 13%	-	-	0%	-	-
	Female	22%	26%	15%	4%	17%	29%	*	-	-	-	14%	50%	0%	17%	17% -	15%	-	*	-	-
Reading	All	19%	25%	13%	14%	13%	*	*	-	-	-	13%	15%	4%	15%	14% 13%	14%	-	*	-	-
	Students																				
	CWD	7%	8%	4%	*	0%	-	-	-	-	-	4%	-	4%	-	0% 8%	*	-	-	-	-
	CWOD	20%	27%	15%	13%	15%	*	*	-	-	-	15%	15%	-	15%	16% 13%	15%	-	*	-	-
	EL	7%	8%	14%	*	15%	*	*	-	-	-	14%	17%	0%	16%	14% 13%	15%	-	*	-	-
	Male	16%	22%	13%	20%	12%	*	*	-	-	-	14%	0%	8%	13%	13% 13%	-	-	*	-	-
	Female	22%	28%	14%	10%	14%	*	*	-	-	-	13%	33%	*	15%	15% -	14%	-	*	-	-
Mathematics	s All	23%	25%	18%	8%	20%	*	*	-	-	*	18%	31%	3%	20%	20% 16%	20%	-	*	-	-
	Students																				
	CWD	10%	10%	3%	17%	0%	-	-	-	-	*	3%	-	3%	-	0% 6%	0%	-	-	-	-
	CWOD	25%	27%	20%	6%	23%	*	*	-	-	-	20%	31%	-	20%	22% 18%	22%	-	*	-	-
	EL	13%	14%	20%	*	20%	*	*	-	-	-	19%	33%	0%	22%	20% 16%	22%	-	*	-	-
	Male	23%	25%	16%	19%	16%	*	*	-	-	*	17%	0%	6%	18%		-	-	*	-	-
	Female	24%	24%	20%	0%	23%	*	*	-	-	-	18%	67%	0%	22%	22% -	20%	-	*	-	-
Science	All	22%	26%	5%	0%	7%	*	*	-	-	*	6%	*	0%	7%	8% 8%	4%	-	*	-	-
	Students																				
	CWD	7%	8%	0%	*	*	-	-	-	-	*	0%	-	0%	-	* 0%	*	-	-	-	-
	CWOD	24%	29%	7%	0%	8%	*	*	-	-	-	7%	*	-	7%	9% 10%	5%	-	*	-	-
	EL	5%	6%	8%	*	8%	*	*	-	-	-	8%	*	*	9%	8% 12%	5%	-	-	-	-
	Male	23%	28%	8%	*	9%	-	-	-	-	*	8%	*	0%	10%	12% 8%	-	-	*	-	-
	Female	21%	25%	4%	0%	5%	*	*	-	-	-	4%	-	*	5%	5% -	4%	-	-	-	-

1*1 Indicates results are masked due to small numbers to protect student confidentiality.

2 Indicates zero observations reported for this group.

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	66	52	71	*	*	-	-	-	66	69	77
CWD	69	*	77	-	-	-	-	-	69	69	75
CWOD	65	55	70	*	*	-	-	-	65	-	77
EL	77	*	77	*	*	-	-	-	77	75	77
Male	73	60	77	*	*	-	-	-	71	71	85
Female	61	46	66	*	*	-	-	-	62	67	71
Mathematics											
All Students	82	80	83	*	*	-	-	*	82	85	83
CWD	85	*	81	-	-	-	-	*	85	85	79
CWOD	81	76	83	*	*	-	-	-	82	-	84
EL	83	*	83	*	*	-	-	-	83	79	83
Male	76	73	77	*	*	-	-	*	76	86	77
Female	87	88	86	*	*	-	-	-	87	85	88

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates 4-year Longitudinal Cohort Gi			Hispanic Class of 20	White 17	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
All Students	-	- '	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

1*1 Indicates results are masked due to small numbers to protect student confidentiality.

₂ 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
386	26	7%

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

'-' Indicates zero observations reported for this group.

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

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

Student Success (Student Achie		African American main Score		White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	42	38	44	*	*	-	-	*	42	*	44
School Quality (College, Career,	and Militar	y Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ 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	Y						Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	Ν	Ν
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	Ν	Ν
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	Y						Y	Ν	Y
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	Ν	Ν						Ν	Ν	Ν

English Learner Language Proficiency Status

Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% N 44% N 46% N 46% N
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) 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

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 Ra	ite	oumpus	American	inspane	Winte	maian	Asian	Islander	Nucco	DISUUV	Distav	0112	CHOD		Maic	remaie	Migrant
All Subjects	All Students	100%	100%	100%	100%	100%	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	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%	100%	100%	-
	Male	100%	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	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%	100%	-
	CWOD	100%	100%	100%	100%	*	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	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	100%	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	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%	-
	EL	100%	*	100%	*	*	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	-	-	-	-	*	100%	*	100%	100%	100%	100%	-	-
Non-Participatio	Female	100%	100%	100%	*	*	-	-	-	100%	-	100%	100%	100%	-	100%	-
All Subjects	All Students	0%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	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%	0%	0%	-
	Male	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	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	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	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	0%	0%	0%	*	*	_	_	*	0%	0%	0%	0%	0%	0%	-	_
	Female	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	*	*	-	-	*	0%	*	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	*	-	-	-	0%	*	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	*	-	-	_	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	-	-	-	-	*	0%	*	0%	0%	0%	0%	-	-
	Female	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. 1*1

2

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	Stud wi Students Disab with (Sec Disabilities 50	th ilities tion
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
·	Male	14	*	10	*	*	*	*	*	*		

	Famala	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	with Disabilities (Section 504)
	Female Total	16	6	10	*	*	*	*	*	*		
Expulsions	IUlai	10	0	10								
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
With Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	TOLAT											
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	TOLAT											
Releffais to Law Efforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
Students With Disabilities	TOLAT	0										
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	<u>.</u>	*			<u>^</u>		*	<u>.</u>	Ĵ		
	Female	*	*	*	*	*			*	*		*
Only and Delete of Arms at a	Total	^	Ŷ	Ŷ	Ŷ	^	•	Ŷ	^	^		Ŷ
School-Related Arrests			*		*			*	*			
	Male	<u>.</u>	*	*	*	*	*	*	*	Ĵ		
	Female	*	*	*	*	*	*	*	*	*		*
	Total	^	Ŷ	Ŷ	Ŷ	^	•	Ŷ	^	^		Ŷ
Referrals to Law Enforcement					*				*			
	Male		*	*	*	*	*	*	*	Ĵ		<u>.</u>
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	×	*	*	*	*	*		*
All Students												
Chronic Absenteeism			•		*		*	*	*		*	
	Male	24	8	14	*	*	*	*	*	11		- -
	Female	27	8	17	*	*	*	*	*	11	5	*
	Total	51	16	31	*	*	*	*	*	22	7	×

Students

	Total
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	22
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	*

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.

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	66	5	59	*	*	*	*	*	47	8
	Female	45	8	35	*	*	*	*	*	29	*
	Total	111	13	94	*	*	*	*	*	76	10
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 2.6	Percent 5.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.3	2.8%

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,019	1%	104	2%	*	*
Mathematics	6,020	1%	104	2%	*	*
Grade 4						
Reading	6,061	1%	102	2%	*	*
Mathematics	6,056	1%	102	2%	*	*
Grade 5						
Reading	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%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
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%	22	3%
Reading	43,730	1%	688	1%	9	3%
Mathematics	39,178	1%	607	2%	9	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	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	US
Grade 4	Reading	Overall .	40	32	32	31	23	27	5	9
	0	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 11	8	1	1
		Linglish Language Learners	05		25				I	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
0.0000	rioddinig	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	*	ĩ
		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
		2 0 0								

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

'*' 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.

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