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

Campus Name: BARANOFF EL Campus ID: 227901182 District Name: AUSTIN ISD

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

Part (i)(1) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

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

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

										Two			EL
			All	African			American		Pacific	or More	Econ	Special	(Current and
			Students	American I	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets		Baseline 2016-17							.=.,				
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22 2022-23 through 2026-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-											
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026- 27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-											
		32	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66%	69% 77%	57% 68%	48%	59% 70%
		2032-33 Baseline 2016-17	13%	00%	70%	80%	13%	91%	75%	11%	68%	62%	70%
EL Progress		Rates											41%
		2017-18 through 2021- 22											42%
		2022-23 through 2026- 27											44%
		2027-28 through 2031-											44 /0
Our develors Bets 4 Versil an elfordiscal		32											46%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-		0070		0070	0070	0070	0070		0070	. 0 / 0	. = //
		22 2022-23 through 2026-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 tillough 2026- 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%
		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);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two											
					African			America	n	Pacific	or	Fcon	Non Econ								Foster	
		State	District	Campus	American	nHispani								CWD	CWOE	EL	Male	FemaleM	ligrantH			
STAAR Percent	t at Appro	aches	s Grade	Level or	Above																	
Grade 3 Reading	All	77%	79%	95%	100%	90%	98%	*	100%	_	100%	85%	97%	69%	97%	91%	92%	97%	_	*	*	*
reading	Students				10070				10070		10070				37 70	3170						
	CWD	51%	52%	69%	4000/	70%	*	*	-	-	*	67%	71%	69%	- 070/	*	67%	71%	-	*	-	-
	CWOD EL	79% 70%	82% 70%	97% 91%	100%	94%	99%	-	100% 100%	-	100%	92%	98% 100%	*	97% 90%	90% 91%		99% 89%	-	_	_	_
	Male	74%	76%	92%	*	79%	100%	*	*	_	100%	81%	95%	67%	96%	*	92%	-	_	_	*	*
	Female		82%	97%	*	97%	95%	-	100%	-	*	89%	99%	71%	99%	89%		97%	-	*	-	-
Mathematics	s All Students	77%	78%	96%	*	92%	100%	*	100%	-	100%	88%	99%	75%	99%	100%	97%	96%	-	*	*	*
	CWD	52%	48%	75%	-	60%	*	*	-	-	*	56%	100%	75%	-	*	89%	*	-	*	-	-
	CWOD		82%	99%	*	98%	100%	-	100%	-	100%	100%	98%	-		100%			-	*	*	*
	EL	74%	72%	100%	-	*	*	-	100%	-	-	*	100%	*		100%		100%	-	-	-	-
	Male Female	77%	77% 78%	97% 96%	*	96% 89%	100% 100%	•	100%	-	100%	94% 83%	98% 99%	89%	99%	100%	97%	96%	-	*	•	•
	remale	7070	7070	30 /0		09 /0	100 /6	-	100 /6	-		03 /0	99 /0		99 /0	100 /0) -	90 /0	-		-	-
Grade 4	A.II	700/	740/	000/	*	000/	050/		*		020/	750/	000/	C 7 0/	020/	EE0/	000/	040/				*
Reading	All Students	72%	74%	90%		80%	95%	-		-	93%	75%	92%	67%	93%	55%	89%	91%	-	-	-	
	CWD	46%	46%	67%	-	*	69%	-	*	-	*	*	75%	67%	-	*	69%	*	-	-	-	*
	CWOD	75%	78%	93%	*	80%	99%	-	*	-	100%	87%	94%	-	93%	63%	94%	93%	-	-	-	*
	EL	60%	61%	55%	-	*	*	-	*	-	-	*	*	*	63%	55%		*	-	-	-	-
	Male	70%	72%	89%	*	85%	93%	-	*	-	83%	83%	90%	69%	94%	*	89%	- 040/	-	-	-	*
	Female	75%	76%	91%		76%	98%	-	-	-	100%	63%	94%		93%		-	91%	-	-	-	
Mathematics	Students	77%	78%	86%	*	75%	91%	-	*	-	93%	65%	89%	48%	91%	64%	85%	87%	-	-	-	*
	CWD	49%	49%	48%	*	*	54%	-	*	-	*	*	56%	48%	- 040/	*	56%	*	-	-	-	*
	CWOD EL	72%	83% 72%	91% 64%		78% 71%	96% *	-	*	-	100%	80%	93% 75%	*	91% 75%	75% 64%	91%	92%	-	-	-	
	Male	77%	78%	85%	*	81%	87%	_	*	_	83%	67%	88%	56%	91%	*	85%	_	-	-	-	*
	Female		78%	87%	*	68%	95%	-	-	-	100%	63%	90%	*	92%	*	-	87%	-	-	-	*
Grade 5 Reading	All Students	83%	85%	96%	*	95%	96%	*	100%	-	100%	93%	97%	78%	99%	*	99%	93%	-	*	*	*
	CWD	54%	58%	78%	-	77%	80%	-	-	-	-	83%	76%	78%	-	*	100%		-	*	-	-
	CWOD		89%	99%	*	100%	98%	*	100%	-	100%	95%	99%	-	99%	*	99%	99%	-	-	*	*
	EL	73%	76%	*	-	4000/	× 000/	-	4000/	-	-	4000/	~	4000/	~	*	000/	*	-	-	-	-
	Male Female	81% 86%	83% 87%	99% 93%	*	100% 89%	98% 93%	_	100%	-	100% 100%	100% 85%	99% 94%	100% 58%	99% 99%	*	99%	93%	-	*	*	*
Mathematics	s All Students	90%	91%	97%	*	93%	98%	*	100%	-	100%	93%	97%	78%	99%	*	98%	95%	-	*	-	*
	CWD	70%	78%	78%	_	69%	90%	_	-	_	_	*	82%	78%	_	*	91%	67%	_	*	_	_
	CWOD	92%	93%	99%	*	100%	99%	*	100%	-	100%	100%	99%	-	99%	*	99%	100%	-	-	-	*
	EL	86%	87%	*	-	*	*	-	*	-	.	*	*	*	*	*	*	*	-	-	-	-
	Male	89%	90%	98%	*	100%	96%	*	100%	-	100%	93%	99%	91%	99%	*	98%	-	-	-	-	-
	Female	91%	92%	95%		86%	100%	-		-	100%	92%	96%	67%	100%		-	95%	-		-	
Science	All Students	75%	76%	92%	*	85%	94%	*	100%	-	100%	82%	94%	59%	96%	*	96%	87%	-	*	*	*
	CWD	48%	50%	59%	-	46%	78%	-	-	-	-	*	63%	59%	-	*	90%	*	-	*	-	-
	CWOD EL	78% 62%	80% 63%	96% *	•	96%	95% *	•	100%	-	100%	91%	97%	*	96%	*	97%	96%	-	-	•	•
	Male		76%	96%	*	94%	96%	*	100%	_	100%	100%	95%	90%	97%	*	96%	_	-	-	-	-
	Female			87%	*	75%	91%	-	*	-	100%		92%	*	96%	*	-	87%	-	*	*	*
STAAR Percent	t at Meets	Grad	e Level	or Abov	e																	
Grade 3	A.II	4007	4007	7401	0001	000/	0001	_	750/		0001	470/	700/	4007	700/	450/	7400	7001				
Reading	All Students	43%	48%	71%	60%	62%	83%	•	75%	-	22%	47%	76%	19%	76%	45%	/1%	70%	-	•	•	•
	CWD	28%	26%	19%	-	20%	*	*	-	-	*	22%	14%	19%	-	*	22%	14%	-	*	-	_
	CWOD		51%	76%	60%	71%	85%	-	75%	-	25%	56%	80%	-	76%	50%			-	*	*	*
	EL	32%	32%	45%	-	*	*	-	67%	-	-	*	43%	*	50%			44%	-	-	-	-
	Male	40%	45%	71%	*	54%	86%	*	*	-	20%	50%	76%		77%	*	71%		-	-	*	*
	Female	45%	52%	70%	*	68%	79%	-	60%	-	*	44%	77%	14%	75%	44%	-	70%	-	•	-	-
Mathematics	Students	46%		66%	*	54%	76%	*	88%	-	44%	59%	68%		69%	82%		63%	-	*	*	*
	CWD	30%	28%	44%	-	30%	*	*	-	-	*	44%	43%	44%	-	*	56%	*	-	*	-	-

											Two											
					African			American	1	Pacific	or More	Econ	Non Econ								Foster	
		State	District	Campus	American	Hispanio								CWD	CWOD			Female	MigrantH	omeless	Care I	Militar
	CWOD		53%	69%	*	59%	76%	-	88%	-	38%	64%	70%	-	69%		73%	65%	-	*	*	*
	EL	39%	39%	82%	*	* C70/	*	-	83%	-	400/	*	71%	*	80%	82%		78%	-	-	-	-
	Male Female	47%	50% 49%	71% 63%	*	67% 46%	77% 74%	_	80%	_	40% *	63% 56%	73% 64%	56% *	73% 65%	78%	71%	63%	-	*	_	_
	i ciliale	75/0	4370	03 /8		40 /0	7 - 70		00 /0			30 /0	0+70		03 /0	1070	_	0370				
Grade 4																						
Reading	All	45%	49%	67%	*	51%	73%	-	*	-	86%	40%	70%	38%	71%	18%	62%	72%	-	-	-	*
	Students CWD	28%	27%	38%	_	*	31%	_	*	_	*	*	44%	38%	_	*	38%	*	_	_	_	*
	CWD		53%	71%	*	48%	80%	-	*	-	100%	47%	74%	-	71%	13%		74%	_	-	-	*
	EL	29%	32%	18%	-	*	*	-	*	-	-	*	*	*	13%	18%		*	_	-	-	_
	Male	43%	48%	62%	*	65%	62%	-	*	-	67%	33%	67%	38%	68%	*	62%	-	-	-	-	*
	Female	47%	51%	72%	*	36%	88%	-	-	-	100%	50%	75%	*	74%	*	-	72%	-	-	-	*
Mathematics		48%	50%	61%	*	41%	69%	-	*	-	64%	45%	63%	24%	66%	27%	60%	62%	-	-	-	*
	Students CWD	29%	27%	24%	_	*	31%		*		*	*	31%	24%		*	31%	*				*
	CWOD		53%	66%	*	43%	75%	_	*	-	75%	60%	67%	-	66%	38%		66%	_	_	_	*
	EL	38%	39%	27%	-	14%	*	-	*	-	-	*	38%	*	38%	27%		*	-	-	-	-
	Male	48%	51%	60%	*	54%	62%	-	*	-	50%	50%	62%	31%	66%	*	60%	-	-	-	-	*
	Female	47%	49%	62%	*	28%	79%	-	-	-	75%	38%	65%	*	66%	*	-	62%	-	-	-	*
o																						
Grade 5 Reading	All	53%	57%	82%	*	80%	81%	*	90%	_	91%	64%	85%	35%	89%	*	85%	79%	_	*	*	*
reauling	Students		J1 /0	UZ /0		OO /0	01/0		JU /0	-	J 1 /0	U -1 /0	00 /0	JJ /0	09/0		00/0	13/0	-			
	CWD	30%	29%	35%	-	31%	40%	-	-	_	-	17%	41%	35%	-	*	64%	8%	-	*	-	_
	CWOD		61%	89%	*	94%	85%	*	90%	-	91%	77%	91%	-	89%	*	88%	90%	-	-	*	*
	EL	35%	36%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	50%	54%	85%	*	88%	83%	*	86%	-	83%	73%	87%	64%	88%	*	85%	-	-	-	-	-
	Female	56%	60%	79%	*	71%	78%	-	*	-	100%	54%	83%	8%	90%	*	-	79%	-	*	*	*
Mathamatic	6 AII	570/	600/	700/	*	720/	760/	*	1000/		1000/	E20/	020/	350/	040/	*	700/	770/		*		*
Mathematics	s All Students	57%	60%	78%		72%	76%		100%	-	100%	52%	83%	35%	84%	-	79%	77%	-		-	
	CWD	34%	37%	35%	_	38%	30%	_	_	_	_	*	47%	35%	_	*	55%	17%	_	*	_	_
	CWOD		64%	84%	*	81%	82%	*	100%	-	100%	67%	87%	-	84%	*	82%	88%	_	-	-	*
	EL	46%	47%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	57%	60%	79%	*	75%	75%	*	100%	-	100%	47%	85%	55%	82%	*	79%	-	-	-	-	-
	Female	58%	60%	77%	*	68%	78%	-	*	-	100%	58%	81%	17%	88%	*	-	77%	-	*	-	*
0 :		400/	400/	000/	_	500 /	000/	_	4000/		700/	500 /	000/	400/	700/	_	700/	500 /		_	_	_
Science	All	40%	42%	66%	*	58%	68%	*	100%	-	73%	50%	69%	18%	73%	*	72%	59%	-	*	*	*
	Students CWD	25%	23%	18%	_	15%	22%	_	_	_	_	*	25%	18%	_	*	40%	*	_	*	_	_
	CWOD		45%	73%	*	70%	73%	*	100%	_	73%	64%	74%	-	73%	*	76%	68%	_	_	*	*
	EL	24%	24%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	42%	45%	72%	*	69%	71%	*	100%	-	67%	53%	76%	40%	76%	*	72%	-	-	-	-	-
	Female	38%	39%	59%	*	46%	65%	-	*	-	80%	46%	61%	*	68%	*	-	59%	-	*	*	*
TAAR Percent	t at Maste	rs Gr	ade Lev	el																		
Grade 3																						
Reading	All	24%	29%	49%	40%	31%	67%	*	63%	-	0%	24%	56%	13%	53%	27%	52%	47%	-	*	*	*
	Students																					
	CWD	9%	9%	13%	-	10%	*	*	-	-	*	11%	14%	13%	-	*	11%	14%	-	*	-	-
	CWOD		32%	53%	40%	35%	70%	-	63%	-	0%	28%	58%	*			57%	50%	-	-	-	-
	EL Male	15% 22%	14% 27%	27% 52%	*	29%	73%	*	50% *	-	0%	25%	14% 59%	11%	30% 57%	27%	52%	33%	-	-	*	*
	Female		32%	47%	*	32%	62%	_	60%	_	*	22%	53%	14%	50%	33%		47%	_	*	_	_
			0270	,0		0270	0270		00,0				0070	, 0	0070	00,0		,0				
Mathematics	s All	22%	26%	35%	*	21%	42%	*	88%	-	22%	24%	38%	31%	35%	55%	41%	30%	-	*	*	*
	Students																					
	CWD	12%	11%	31%	-	20%	*	*	-	-	*	33%	29%	31%	-	*	44%	*	-	*	-	-
	CWOD		27%	35%	*	22%	41%	-	88%	-	13%	20%	38%	*			40%	31%	-	*	*	*
	EL Male	17% 23%	18% 27%	55% 41%	*	25%	50%	*	83%	-	20%	25%	57% 44%	44%	50% 40%	55% *	41%	44%	-	-	*	*
	Female			30%	*	19%	33%	_	80%	_	*	22%	32%	*		44%		30%	-	*	_	_
	. Onlaid	_ 1 /0	/0	20/0		. 0 /0	JU /0		20 /0			/0	J_ /0		J 1 /0	/0		2070				
Grade 4																						
Reading	All	23%	28%	45%	*	29%	49%	-	*	-	71%	30%	47%	14%	50%	9%	38%	54%	-	-	-	*
	Students		4401	4 40.		_	4=~-		_		_	_	4001	4 401		_	4001	_				
	CWD	9%	11%	14%	-	*	15%	-	*	-	*	*	13%	14%	-	*	19%	*	-	-	-	*
	CWOD		30%	50%	*	30%	54% *	-	*	-	83%	33%	51% *	-	50%		42%	58% *	-	-	-	*
	EL Male	12% 22%	13% 26%	9% 38%	*	38%	35%	-	*	-	50%	25%	40%	19%	13% 42%	9%	38%	_	-	-	-	*
	Female		30%	54%	*	20%	67%	_	_	-	88%	38%	56%	*	58%	*	-	54%	_	_	_	*
	· Omale	_0 /0	20,0	/0		_0 /0	3. 70				-0/0	/0	_ 0 / 0		- 0 /0			2.70				
Mathematics			28%	37%	*	22%	42%	-	*	-	50%	5%	41%	10%	40%	9%	34%	39%	-	-	-	*
	Students																					
	CWD	11%	11%	10%	- *	*	15%	-	*	-	*	*	13%	10%	-	*	13%	* 400′	-	-	-	*
	CWOD		30%	40%	•	24%	46% *	-	*	-	58%	7% *	44%	*	40%	13%	39%	42%	-	-	-	*
	EL Male	18% 27%	18% 30%	9% 34%	*	0% 27%	35%	-	*	-	- 50%	8%	13% 38%	13%	13% 39%	9%	34%	_	-	-	-	*
	Female		30% 26%	34% 39%	*	27% 16%	51%	-	_	-	50%	8% 0%	38% 44%	13%	39% 42%	*	34%	39%	-	-	-	*
	· Ciliale		20 /0	JJ /6		10/0	J 1 /0	_	_	_	JU /0	J /0	i 7 /0		· <u>~</u> /0		_	JJ /0	-	-	_	
Grade 5		26%	31%	57%	*	47%	60%	*	90%	-	64%	32%	62%	0%	65%	*	57%	58%	-	*	*	*
Grade 5 Reading	All																					
	Students																					
	Students CWD	9%	9%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	Students CWD CWOD	9% 27%	34%	65%	- *	0% 60%	67%	*	90%	-	- 64%	0% 41%	0% 69%	0% -	- 65%	*	0% 64%	0% 67%	-	*	- *	- *
Grade 5 Reading	Students CWD CWOD EL	9% 27% 12%	34% 12%	65% *	- * -	60%	67% *	- * -	*	- - -	64% -	41%	69% *	*	65% *	* * *	64% *		-	* - -	- * -	*
	Students CWD CWOD	9% 27% 12% 24%	34%	65%	- * - *		67%	- * - *	90% * 86%	- - -						* * * *			- - -	* - - - *	- * - - *	- * - - *

or Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Mathematics All 30% 30% 32% 90% 53% 56% 45% Students ጻ% CWD 13% 10% 0% 18% **CWOD** 31% 35% 56% 38% 55% 90% 82% 38% 58% 56% 58% 53% FΙ 19% 20% 38% 54% 27% 58% 18% 54% 86% 83% 58% Male 29% 33% 54% 45% Female 30% 30% 45% 25% 47% 80% 33% 47% 0% 53% ΑII 60% 41% 5% 40% Science 16% 18% 38% 25% 43% 45% 25% 43% 36% Students CWD 0% 6% 10% CWOD 17% 20% 60% 45% 32% 43% 43% 32% 47% 45% 43% 42% EL 7% 7% Male 18% 20% 40% 31% 41% 57% 33% 33% 41% 10% 43% 40% Female 15% 16% 36% 18% 46% 60% 15% 40% 42% 36% STAAR Percent at Approaches Grade Level or Above All Grades ΑII 88% 96% 96% 97% 84% 95% 68% 97% 73% 94% 78% 100% All Subjects 77% 77% 93% 97% 92% Students CWD 45% 68% 64% 75% 57% 73% 68% 36% 78% **CWOD 80%** 81% 97% 97% 93% 98% 100% 100% 93% 97% 97% 86% 96% 97% 100% 60% 73% 58% 89% 59% 79% 36% 86% 73% 74% 73% 60% 77% Male 74% 75% 94% 89% 91% 95% 95% 95% 89% 95% 78% 96% 74% 94% 73% Female 79% 80% 92% 100% 84% 96% 100% 100% 79% 95% 53% 97% 92% 78% 100% Reading ΑII 73% 75% 94% 100% 89% 96% 96% 97% 85% 95% 72% 97% 73% 94% 94% 100% Students 39% 75% 74% 65% CWD 43% 72% 75% 72% 78% 63% CWOD 77% 100% 92% 100% 100% 92% 97% 97% 80% 96% 97% 79% 97% 98% 53% 73% 64% 89% 63% 78% 80% 73% 67% 76% 78% Male 69% 89% 97% 93% 94% 88% 95% 96% 67% 94% Female 77% 100% 100% 63% 97% 76% 94% 78% 95% 100% 82% 80% Mathematics All 80% 93% 92% 87% 96% 96% 97% 84% 95% 67% 97% 77% 93% 93% 100% Students CWD 52% 53% 67% 61% 74% 50% 75% 67% 75% 54% 90% CWOD 83% 92% 100% 100% 97% 84% 97% 92% 98% 95% 97% 96% 97% 70% 63% 90% EL 69% 64% 83% 89% 83% 77% 78% 76% 77% 78% 94% 93% 94% 86% 75% 78% 93% Male 79% 93% 93% 95% 96% Female 82% 100% 100% 95% 54% 97% 76% 93% 81% 93% 98% 100% 82% 82% 85% 100% 59% 96% Science ΑII 79% 92% 94% 100% 82% 94% 96% 87% Students CWD 48% 51% 59% 46% 78% 63% 90% 97% 96% CWOD 82% 83% 96% 96% 95% 100% 100% 91% 96% 97% FΙ 58% 59% 90% Male 78% 79% 96% 94% 96% 100% 100% 100% 95% 97% 96% Female 80% 80% 87% 75% 91% 100% 62% 92% 96% 87% STAAR Percent at Meets Grade Level or Above All Grades 70% 75% 88% 71% 52% 30% 76% 33% 83% All Subjects ΑII 70% 60% 74% 41% 72% Students CWD 23% 25% 30% 30% 33% 17% 36% 30% 14% 43% 13% CWOD 50% 55% 76% 70% 67% 79% 91% 75% 63% 78% 76% 50% 76% 75% 80% EL 26% 27% 41% 17% 38% 74% 35% 44% 14% 50% 41% 53% 35% 67% 63% Male 45% 49% 72% 68% 73% 89% 53% 75% 43% 76% 53% 72% 13% 69% 33% 88% Female 50% 53% 69% 71% 53% 77% 84% 79% 50% 72% 75% 35% ΑII 69% 78% 100% 46% 51% 73% 65% 79% 71% 51% 77% 32% 79% 31% 73% 74% Reading Students CWD 22% 24% 32% 36% 20% 38% 32% CWOD 48% 54% 79% 69% 71% 84% 82% 77% 61% 81% 79% 35% 78% 80% 21% 31% 18% 67% 25% 33% 35% 31% 44% 24% 23% Male 41% 47% 73% 71% 76% 80% 59% 53% 77% 42% 78% 44% Female 50% 74% 78% 60% 82% 75% 82% 49% 78% 17% 80% 24% 74% 55% 85% 54% 70% 80% Mathematics All 48% 51% 69% 56% 74% 91% 71% 53% 72% 33% 73% 67% Students 26% 33% 32% 37% 20% 40% 17% CWD 26% 33% 44% CWOD 51% 55% 73% 85% 61% 78% 95% 74% 64% 75% 73% 65% 74% 73% 33% 54% 18% 83% 78% 50% 56% 65% 54% 56% 53% EL 34% 47% 65% 44% Male 70% 66% 71% 93% 53% 73% 74% 56% 70% 89% Female 49% 48% 77% 88% 76% 53% 70% 17% 73% 67% Science ΑII 49% 53% 66% 58% 68% 100% 73% 50% 69% 18% 73% 72% 59% Students CWD 23% 25% 18% 15% 22% 25% 18% 40% CWOD 52% 100% 64% 73% 68% 57% 73% * 70% 73% 73% 74% 76% 21% EL 22% 72% 69% 71% 100% 67% 53% 76% 40% 76% Male 50% 54% 72%

59%

Two

Female 49%

52%

59%

46%

65%

80%

46%

61%

68%

											or		Non									
					African		-	American	1	Pacific	More	Econ	Econ								Foste	
		State	District(Campus	Americanh	lispanio	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female N	ligrantH	omeless	Care	Military
All Subjects	All	21%	25%	45%	40%	30%	50%	*	75%	-	51%	25%	48%	11%	49%	23%	45%	44%	-	11%	*	42%
	Students																					
	CWD	8%	9%	11%	-	7%	14%	*	*	-	*	11%	10%	11%	-	7%	16%	3%	-	*	-	*
	CWOD		27%	49%	40%	34%	54%	*	78%	-	53%	29%	52%	-	49%	29%	49%	49%	-	*	*	30%
	EL	9%	10%	23%	-	0%	8%	-	63%	-	-	24%	23%	7%	29%	23%	32%	19%	-	-	-	-
	Male	20%	24%	45%	33%	35%	48%	*	73%	-	45%	27%	48%	16%			45%	-	-	-	*	*
	Female	22%	26%	44%	43%	25%	54%	-	79%	-	56%	22%	48%	3%	49%	19%	-	44%	-	11%	*	25%
Reading	All	19%	25%	51%	38%	36%	59%	*	74%	-	50%	28%	55%	8%	56%	19%	49%	53%	-	*	*	60%
	Students																					
	CWD	7%	8%	8%	-	7%	11%	*	*	-	*	10%	8%	8%	-	*	11%	4%	-	*	-	*
	CWOD	20%	27%	56%	38%	42%	64%	*	77%	-	55%	34%	60%	-	56%	25%	54%	58%	-	*	*	*
	EL	7%	8%	19%	-	0%	*	-	56%	-	-	25%	17%	*	25%	19%	22%	18%	-	-	-	-
	Male	16%	22%	49%	*	41%	52%	*	73%	-	41%	30%	52%	11%	54%	22%	49%	-	-	-	*	*
	Female	22%	28%	53%	44%	31%	66%	-	75%	-	59%	26%	58%	4%	58%	18%	-	53%	-	*	*	*
Mathematics	All Students	23%	25%	41%	46%	25%	45%	*	83%	-	53%	21%	44%	15%	44%	31%	43%	38%	-	*	*	40%
	CWD	10%	10%	15%	-	11%	19%	*	*	-	*	15%	15%	15%	-	*	22%	4%	-	*	-	*
	CWOD	25%	27%	44%	46%	28%	48%	*	86%	-	55%	23%	47%	-	44%	35%	46%	41%	-	*	*	*
	EL	13%	14%	31%	-	0%	17%	-	78%	-	-	25%	33%	*	35%	31%	44%	24%	-	-	-	-
	Male	23%	25%	43%	*	30%	46%	*	80%	-	53%	21%	47%	22%	46%	44%	43%	-	-	-	*	*
	Female	24%	24%	38%	56%	20%	44%	-	88%	-	53%	21%	41%	4%	41%	24%	-	38%	-	*	-	*
Science	All Students	22%	26%	38%	*	25%	43%	*	60%	-	45%	25%	41%	5%	43%	*	40%	36%	-	*	*	*
	CWD	7%	8%	5%	-	0%	11%	-	-	-	-	*	6%	5%	-	*	10%	*	-	*	-	-
	CWOD	24%	29%	43%	*	32%	47%	*	60%	-	45%	32%	45%	-	43%	*	43%	42%	-	-	*	*
	EL	5%	6%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	23%	28%	40%	*	31%	41%	*	57%	-	33%	33%	41%	10%	43%	*	40%	-	-	-	-	-
	Female	21%	25%	36%	*	18%	46%	-	*	-	60%	15%	40%	*	42%	*	-	36%	-	*	*	*

Two

Part (iii): Academic Growth and Graduation Rate

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

	All Students	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	Students	American	Tilispaniic	vviiite	iliulali	Asiaii	isianuei	Naces	Disauv	CVID	
Reading											
All Students	78	75	69	81	*	88	-	82	74	73	50
CWD	73	-	81	73	-	*	-	*	91	73	*
CWOD	78	75	67	83	*	96	-	85	69	-	*
EL	50	-	*	*	-	*	-	-	*	*	50
Male	76	*	75	76	*	88	-	77	74	71	*
Female	79	*	63	88	-	*	-	86	75	76	*
Mathematics											
All Students	74	81	70	74	*	100	-	82	58	73	80
CWD	73	-	86	64	-	*	-	*	73	73	*
CWOD	74	81	66	75	*	100	-	85	53	-	75
EL	80	-	67	*	-	*	-	-	*	*	80
Male	74	*	68	72	*	100	-	91	56	62	79
Female	75	*	72	77	-	*	-	73	61	91	81

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates			Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care	
	raduation Rate	(Gr 9-12):	Class of 20	17										
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	
EL	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	
Famala			_	_	_	_	_		_	_	_		_	

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

Part (iv): English Language Proficiency

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

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.

- '*' 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 Achiev		African American nain Score		White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	69	69	59	74	*	86	-	73	54	36	46
School Quality (College, Career, a	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	_	-	-	-	-	-

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates the student group is not applicable to this report.

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ		Υ	Υ				Υ	Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ		Υ	Υ				Υ	Υ	Υ	Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Υ		Υ	Υ				Υ	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Υ		N	N				N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met `	Υ		Υ	Υ				Υ	Υ	Υ	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met `	Υ		Υ	Υ				Υ	Υ	N	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met `	Υ		N	Υ				Υ	N	N	Υ
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N				N	N	N	Υ
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.40/	0.407
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

^{&#}x27;+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

					I WO OI		NOII							
African		American		Pacific	More	Econ	Econ							
Campus American Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female I	Migrant	

		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
All Subjects	All Students	100%	100%	100%	100%	100%	100%	_	100%	100%	100%	100%	100%	100%	100%	100%	_
,	CWD	100%	-	100%	100%	*	*	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	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%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	100%	*	4000/	-	4000/	100%	100%	100%	-	100%	100%	100%	-
	CWOD EL	100% 100%	100%	100% 100%	100% 100%	_	100% 100%	-	100%	100% 100%	100% 100%	100%	100% 100%	100% 100%	100% 100%	100% 100%	-
	Male	100%	*	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	_	100%	-	100%	100 %	100%	100%	100%	100%	100 /6	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100% 100%	4000/	100%	100%	*	4000/	-	1000/	100%	100%	100%	4000/	100%	100% 100%	100% 100%	-
	EL	100% 100%	100%	100% 100%	100% 100%	_	100% 100%	-	100%	100% 100%	100% 100%	100%	100% 100%	100% 100%	100%	100%	-
	Male	100%	*	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	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	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-
	Male	100%	*	100%	100%	*	100%	-	100%	100%	100%	100%	100%	*	100%	-	-
Non-Participation	Female n Rate	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	*	-	100%	-
All Subjects	All Students	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	*	*	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD EL	0% 0%	0%	0% 0%	0% 0%	_	0% 0%	-	0%	0% 0%	0% 0%	0%	0% 0%	0% 0%	0% 0%	0%	-
		0% 0%	0%	0% 0%	0% 0%	0%	0% 0%	-	0%	0% 0%	0% 0%	0%	0% 0%	0% 0%	0% 0%	0%	-
	Male Female	0% 0%	0%	0%	0%	U% -	0%	-	0%	0%	0%	0%	0%	0%	U% -	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	•	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	- 00/	0%	0%	0%	0%	0%	0%	0%	-
	Male	0% 0%	00/	0%	0%	_	0%	-	0%	0%	0%	0%	0%	0%	0%	- 00/	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	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%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	*	0%	0%	*	0%	-	0%	0%	0%	0%	0%	*	0%	0%	-
	CWOD	0% 0%	*	0%	0%	*	-	-	- 00/	0%	0%	0%	- 00/	*	0%	0%	-
	CWOD EL	0% *	-	0% *	0%	_	0% *	-	0% -	0% *	0% *	*	0%	*	0% *	0% *	-
	Male	0%	*	0%	0%	*	0%	_	0%	0%	0%	0%	0%	*	0%	-	-
	Female	0%	*	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	8	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	8	*	*	*	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
School-Related Arrests											
	Male	*	*	*	*	*	*	*	*	*	

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL *	Students	Students with Disabilities ection 504)
	Female	*	*	*	*	*	*	*	*	*		
5.4.4.5.6.4	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement		*	_	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Otrodonto Mitto Dischillero	Total	•	•	•	•	•	•	•	•	•		
Students With Disabilities												
In-School Suspensions	Mala	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		*
Out of Cohool Cuppensions	Total											
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	IUlai											
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Willi Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Officer Zero folerance i officies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Iotai											
Concor related / tiresto	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	15	*	8	5	*	*	*	*	*	*	*
	Female	13	*	8	5	*	*	*	*	*	*	*
	Total	28	*	16	10	*	*	*	*	*	*	*

	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	6
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 bullving	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*
on the basis of disability	

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs		*	*		*	*	*			*	
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	6	*	*	*	*	*	*	*	*	*
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.

blank cell indicates the student group is not applicable to this repor

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.

Low Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 5.1	Percent 8.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.5	0.8%

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	104	2%	-	-
Mathematics	6,020	1%	104	2%	-	-
Grade 4 Reading	6,061	1%	102	2%	-	-
Mathematics	6,056	1%	102	2%	-	-
Grade 5 Reading	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	4,884	1%	68	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Biology	4,861	1%	72	1%	-	-
All Grades All Subjects	99,020	1%	1,531	1%	-	-
Reading	43,730	1%	688	1%	-	-
Mathematics	39,178	1%	607	2%	-	-
Science	16,112	1%	236	1%	-	-

^{&#}x27;*' '_' 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 Ab	ove 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
OlddC 4	reading		44	49	34	31	19	17	3	3
		Black								
		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
	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
			*	31	*	44	*	21	*	3
		American Indian	•						0.4	
		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
0.000	. todag	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1 1	i
									•	-
		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 Disady	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
	Maniemanes			53		34			1	
		Black	44		41		13	11	•	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 Disady	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
			61	71	32	23	7	5	1	1
		English Language Learners	01	/ 1	32	23	,	5	ı	ļ

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

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

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