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

Campus Name: GORZYCKI MIDDLE Campus ID: 227901062 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		Econ	Special	•
			Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Éduc	Former)
Academic Performance (At Meets	D 15 /FL A	Baseline 2016-17	4.40/	000/	070/	000/	400/	7.40/	450/	500 /	000/	400/	000/
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22 2022-23 through 2026-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		27 2027-28 through 2031-	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		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 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27 2027-28 through 2031-	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		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 2021-											41%
		22 2022-23 through 2026-											42%
		27											44%
		2027-28 through 2031- 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-											
		22 2022-23 through 2026-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	27 2027-28 through 2031	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	
		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

											or		Non									
					African			Americar	1	Pacific		Econ									Foster	
		State	District	Campus	American	Hispanio	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female!	/ligrantHo	meless	Care I	Military
CTAAD Dawaant	-4 4		C																			
STAAR Percent Grade 6	at Appro	acnes	Grade	Level of	Above																	
Reading	All	68%	69%	94%	89%	87%	97%	_	91%	_	100%	56%	96%	63%	97%	*	96%	92%	_	_	_	*
	Students					/-																
	CWD	35%	32%	63%	-	*	71%	-	*	-	-	*	69%	63%	-	*	89%	*	-	-	-	-
	CWOD		73%	97%	89%	91%	99%	-	97%	-	100%	67%	98%	-	97%	*	97%	97%	-	-	-	*
	EL	42%	40%	*	*	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	63%	65%	96%	100%	88%	98%	-	100%	-	4000/	67%	98%	89%	97%	*	96%	-	-	-	-	*
	Female	12%	72%	92%		85%	96%	-	82%	-	100%		95%		97%		-	92%	-	-	-	
Mathematics	ΔII	76%	73%	93%	89%	91%	94%	_	94%	_	100%	63%	95%	60%	97%	60%	95%	91%	_	_	_	*
	Students	. 0 / 0	. 0 / 0	0070	0070	0.70	0.70		0.70		.0070	0070	0070	0070	0.70	00,0	0070	0.70				
	CWD	50%	44%	60%	-	62%	57%	-	*	-	*	*	65%	60%	-	*	66%	47%	-	-	-	-
	CWOD	79%	77%	97%	89%	96%	97%	-	100%	-	100%	83%	98%	-	97%	*	98%	96%	-	-	-	*
	EL	61%	53%	60%	*	*	*	-	*	-	-	*	*	*	*	60%	*	*	-	-	-	-
	Male	76%	74%	95%	100%	91%	95%	-	100%	-	*	70%	96%	66%	98%	*	95%	-	-	-	-	-
	Female	77%	71%	91%	*	90%	92%	-	88%	-	100%	56%	93%	47%	96%	*	-	91%	-	-	-	*
Grade 7																						
Reading	All	73%	72%	95%	*	96%	95%	_	94%	_	95%	81%	96%	76%	97%	70%	96%	95%	_	*	_	*
	Students	1070	1270	0070		0070	0070		0170		0070	0170	0070	1070	01 /0	1070	0070	0070				
	CWD	37%	37%	76%	-	86%	78%	-	*	-	*	*	81%	76%	-	*	79%	*	-	-	-	*
	CWOD	77%	77%	97%	*	97%	97%	-	97%	-	100%	92%	97%	-	97%	88%	98%	96%	-	*	-	*
	EL	44%	37%	70%	*	*	*	-	*	-	-	*	75%	*	88%	70%	*	*	-	-	-	-
	Male	69%	68%	96%	*	96%	97%	-	90%	-	90%	86%	96%	79%	98%	*	96%	-	-	-	-	*
	Female	79%	77%	95%	*	97%	93%	-	100%	-	100%	78%	96%	*	96%	*	-	95%	-	*	-	*
Mathematics	All	71%	58%	93%	*	90%	94%	*	100%	_	93%	69%	95%	78%	96%	QQ0/.	96%	90%		*		*
	Students	1 1 /0	30 /6	93/0		90 /0	94 /0		100 /6	-	9370	0970	95/6	10/0	90 /0	09 /0	90 /0	90 /0	-		-	
	CWD	42%	37%	78%	*	82%	77%	*	*	_	*	*	84%	78%	_	*	85%	55%	_	_	_	*
	CWOD		62%	96%	*	91%	98%	-	100%	-	100%	89%	97%	-	96%	100%		93%	-	*	-	*
	EL	52%	38%	89%	*	*	*	-	*	-	-	*	100%	*	100%	89%	*	*	-	-	-	-
	Male	69%	56%	96%	*	97%	95%	-	100%	-	86%	83%	96%	85%	99%	*	96%	-	-	-	-	*
	Female	73%	59%	90%	*	81%	93%	*	*	-	100%	60%	93%	55%	93%	*	-	90%	-	*	-	-
0 1 0																						
Grade 8	ΛII	0.50/	0.50/	00%	*	000/	000/		069/	*	1000/	0.50/	000/	0.50/	1000/	010/	000/	000/		*		*
Reading	All Students	85%	85%	99%		98%	99%	-	96%		100%	95%	99%	0070	100%	9170	90%	99%	-		-	
	CWD	49%	50%	85%	*	80%	88%	_	*	_	*	83%	86%	85%	_	*	84%	89%	_	_	_	_
	CWOD		89%	100%	*	100%	100%	-	95%	*	100%	93%	100%	-	100%	89%			-	*	-	*
	EL	58%	58%	91%	-	*	*	-	83%	-	*	*	89%	*	89%	91%	*	88%	-	-	-	-
	Male	82%	82%	98%	*	96%	99%	-	100%	-	100%	94%	99%		100%	*	98%	-	-	*	-	*
	Female	88%	88%	99%	*	100%	99%	-	91%	*	100%	*	99%	89%	100%	88%	-	99%	-	-	-	-
Mathamatica	AII	0.50/	0.20/	000/	*	070/	000/		1000/	*	1000/	000/	000/	740/	1000/	4000/	070/	000/		*		*
Mathematics	All Students	85%	83%	98%		97%	98%	-	100%		100%	92%	98%	1 1 70	100%	100%	9170	98%	-		-	
	CWD	53%	48%	71%	*	79%	61%	_	*	_	*	71%	71%	71%	_	*	74%	58%	_	_	_	_
	CWOD		88%	100%	*	100%	100%	-	100%	*	100%	94%	100%	-	100%				-	*	-	*
	EL	73%	62%	100%	-	*	*	-	100%	-	*	*	100%	*	100%	100%	*	100%	-	-	-	-
	Male	82%	81%	97%	*	96%	97%	-	100%	-	100%	89%	98%		100%	*	97%	-	-	*	-	*
	Female	87%	85%	98%	*	98%	98%	-	100%	*	100%	86%	98%	58%	100%	100%	-	98%	-	-	-	*
Caianaa	AII	750/	740/	000/	4000/	0.40/	000/		000/	*	1000/	040/	070/	700/	000/	750/	070/	000/		*		*
Science	All Students	75%	74%	96%	100%	94%	98%	-	88%		100%	81%	97%	13%	99%	75%	97%	96%	-		-	
		39%	37%	73%	*	62%	75%	_	*	_	*	*	76%	73%	_	*	82%	50%	_	_	_	_
	CWOD		79%	99%	*	99%	99%	-	91%	*	94%	87%	99%	-	99%	80%		99%	-	*	-	*
	EL	46%	42%	75%	*	*	*	-	*	-	*	*	90%	*	80%	75%	*	75%	-	-	-	-
		74%		97%	*	94%	97%	-	100%	-	100%	88%	98%	82%		*	97%	-	-	*	-	*
	Female	76%	76%	96%	*	94%	98%	-	73%	*	91%	*	97%	50%	99%	75%	-	96%	-	-	-	-
End of Course																						
End of Course Algebra I	All	82%	QQ0/	100%	*	100%	100%		100%		100%	*	100%	*	100%	*	1000/	100%				
•	Students	UZ /0	OO /0	100 /0		100 /0	100 /0	-	100 /0	-	100 /0		100 /0		100 /0		100 /0	100/0	-	-	-	-
		47%	60%	*	-	-	*	-	_	_	_	_	*	*	_	_	*	-	-	_	-	_
	CWOD		92%	100%	*	100%	100%	-	100%	-	100%	*	100%	-	100%	*	100%	100%	-	-	-	-
	EL	67%	76%	*	-	-	-	-	*	-	-	-	*	-	*	*	*	*	-	-	-	-
		78%	85%	100%	-	100%	100%	-	100%	-	*	*	100%	*	100%	*	100%		-	-	-	-
	Female	8/%	91%	100%	*	100%	100%	-	100%	-	*	-	100%	-	100%	*	-	100%	-	-	-	-

Two

											Two or		Non								
		.		_	African			Americar		Pacific										Foster	
Reading	All		District 44%	Campus 76%	American 56%	Hispani 71%	cwnite 77%	Indian	Asiani 79%	slander	Races 78%	39%	Disadv 77%			EL *		75%	igrantHomeless	Care	Military *
	Students		4470	1070	3070	7 1 70	7 7 70		1370		1070	00 /0	1170	50 /0	1070		1070	7570			
	CWD	22%	22%	50%	-	*	62%	-	*	-	-	*	54%	50%	-	*	67%	*		-	-
	CWOD		47%	78%	56%	76%	78%	-	84%	-	78%	42%	79%	-	78%	*	77%	79%		-	*
	EL	14%	14%	*	*	* 700/	* 770/	-	* O40/	-	*	4.40/	*	*	* 770/	*	*	*		-	-
	Male Female	34%	42% 47%	76% 75%	60%	70% 73%	77% 77%	-	94% 65%	-	83%	44% *	78% 77%	67% *	77% 79%	*	76%	- 75%		-	*
	i ciriaic	, 1 2/0	41 /0	1070		7570	7 7 70		0070		0070		1170		1570			7570			
Mathematics	All	43%	41%	71%	56%	63%	72%	-	86%	-	70%	32%	73%	38%	75%	20%	77%	64%		-	*
:	Students																				
	CWD	23%		38%	-	23%	40%	-	*	-	*	*	43%	38%	-	*	45%	26%		-	-
	CWOD		44%	75%	56% *	70%	75% *	-	90%	-	67%	42%	76%	-	75%	*	81%	68%		-	*
	EL Male	24% 44%	17% 43%	20% 77%	60%	68%	78%	-	100%	-	*	40%	79%	45%	81%	20%	77%	_		-	-
	Female			64%	*	57%	65%	_	71%	_	71%	22%	66%	26%	68%	*	-	64%	_	_	*
		,	0070	• 1,0		0.70	0070		, 0		, 0		0070	_0,0	0070			0.70			
Grade 7																					
Reading	All	47%	52%	82%	*	74%	85%	-	84%	-	90%	69%	83%	62%	84%	50%	81%	84%	- *	-	*
;	Students	220/	240/	620/		710/	670/		*		*	*	600/	620/		*	710/	*			*
	CWD	23%	24% 55%	62% 84%	*	71% 74%	67% 87%	-	87%	-	100%	85%	69% 84%	62%	84%	63%	71%	86%	- *	-	*
	EL	16%	15%	50%	*	/ 4 /0 *	*	-	*	-	-	*	50%	*	63%	50%	*	*		-	_
	Male	42%	48%	81%	*	72%	84%	_	85%	_	90%	57%		71%	83%	*	81%	_		_	*
	Female		56%	84%	*	76%	87%	-	83%	-	91%	78%	84%	*	86%	*	-	84%	- *	-	*
Mathematics		39%	27%	71%	*	67%	74%	*	73%	-	73%	38%	73%	51%	75%	78%	74%	68%	- *	-	*
;	Students		4007	E40/	_	0.407	E00/	_	+		*	*	F00/	E40/		_	000/	4001			
	CWD	20%	18%	51%	*	64%	58%	•	700/	-			58%	51%	- 750/	*	62%	18%		-	*
	CWOD EL	41% 17%	29% 10%	75% 78%	*	68% *	77% *	-	78% *	-	92%	56% *	76% 86%	*	75% 100%		10%	73% *	- "	-	_
	Male	38%	28%	76% 74%	*	72%	76%	-	71%	-	71%	33%		62%	78%	1070	74%	_		-	*
	Female			68%	*	61%	70%	*	*	-	75%	40%		18%		*	-	68%	*	-	_
																		· -			
Grade 8																					
Reading	All	48%	54%	85%	*	80%	88%	-	84%	*	81%	60%	86%	44%	88%	55%	82%	87%	- *	-	*
;	Students		0.40/	4.407		400/	470/		_		_	500/	400/	4.407		_	400/	000/			
	CWD	23%		44%	*	40%	47%	-	*	- *	*	50%	43%	44%	-	*	48%	33%		-	-
	CWOD EL	13%	58% 14%	88% 55%	-	84%	90%	-	86% 67%	-	89%	60%	89% 67%	- *	88% 67%	67% 55%	8/%	90% 63%	- "	-	-
	Male	44%	50%	82%	*	72%	87%	-	86%	-	80%	63%	84%	48%	87%	*	82%	-	*		*
	Female		59%	87%	*	89%	89%	_	82%	*	82%	*	88%	33%	90%	63%	-	87%		_	_
Mathematics	All	50%	52%	84%	*	84%	83%	-	91%	*	86%	71%	85%	50%	87%	80%	84%	84%	- *	-	*
;	Students																				
	CWD	25%	22%	50%	*	50%	44%	-	*	*	*	29%	55%	50%	-	*	59%	25%		-	-
	CWOD EL	30%	57%	87% 80%	•	90%	86%	-	93% 80%	_	83%	83%	87% 100%	*	87% 88%	88% 80%	87%	87% 88%	- ^	-	•
	Male	48%	23% 50%	84%	*	83%	82%	-	100%	-	100%	78%	85%	59%	87%	OU 70 *	84%	0070	*	-	*
	Female		55%	84%	*	86%	85%	_	79%	*	73%	43%	85%	25%	87%	88%	-	84%		_	*
Science	All	50%	53%	87%	60%	82%	90%	-	84%	*	80%	67%	88%	53%	91%	67%	89%	85%	- *	-	*
:	Students																				
	CWD	23%		53%	*	46%	50%	-	*	-	*	*	58%	53%	-	*	64%	25%		-	-
	CWOD			91% 67%	*	88%	93%	-	86%	•	72%	80%	91%	- *		70%	93%	89% 63%	- ^	-	•
	EL Male	19% 51%		67% 89%	*	87%	89%	-	100%	-	100%	75%	80% 90%	64%	70% 93%	67% *	89%	63%	*	-	*
	Female			85%	*	77%	91%	-	64%	*	55%	*			89%		-	85%		-	_
	. 5	70	2070	2070		/0	3.70		/0		/0		_ 0 / 0	_0 /0	_ 5 / 0	-0/0		/0			
End of Course																					
Algebra I	All		66%	100%	*	100%	100%	-	100%	-	100%	*	100%	*	100%	*	100%	100%		-	-
;	Students																				
	CWD	19%		* 400%	- *	1000/	* 1000/	-	1000/	-	1000/	- *	*	*	1000/	-	*	1000/		-	-
	CWOD EL	58% 29%	71% 40%	100% *	_	100%	100%	-	100%	-	100%	-	100%	-	100%	*	100%	100%	-	-	-
	Male	49%	40% 63%	100%	-	100%	100%	-	100%	-	*	*	100%	*	100%	*	100%	_		-	-
	Female			100%	*	100%	100%	-	100%	-	*	_	100%	_	100%	*	-	100%	_	_	_
		/3		/0		-3,0			, - , 0				/5		/3						
AAR Percent	at Maste	rs Gr	ade Lev	rel																	
Grade 6	Δ.	100/	250/	4007	220/	400/	400/		E00/		220/	470/	400/	220/	4.407	*	4407	400/			*
Reading	All Students		25%	42%	22%	40%	42%	-	56%	-	33%	17%	43%	22%	44%	•	44%	40%		-	•
,	CWD	8%	8%	22%	_	*	29%	_	*	_	_	*	27%	22%	_	*	28%	*		_	_
	CWOD		28%	44%	22%	43%	43%	_	61%	_	33%	25%	45%	-	44%	*	45%	42%		_	*
	EL	4%	5%	*	*	*	*	-	*	-	-	*	*	*	*	*	*	*		-	-
	Male	15%	23%	44%	40%	42%	44%	-	53%	-	*	11%	45%	28%	45%	*	44%	-		-	-
	Female	22%	27%	40%	*	38%	40%	-	59%	-	33%	*	41%	*	42%	*	-	40%		-	*
Math "	Δ	4007	4001	2001	0007	0001	0.407		0001		2001	4401	070	4307	2001	1001	4407	200/			
Mathematics		18%	16%	36%	22%	30%	34%	-	69%	-	30%	11%	37%	17%	38%	10%	41%	30%		-	•
,	Students CWD	9%	8%	17%	_	8%	17%	_	*	_	*	*	18%	17%	_	*	24%	5%	_	_	_
	CWD		8% 18%	17% 38%	22%	8% 34%	36%	-	71%	-	33%	8%	39%	1/%	38%	*	43%	5% 32%		-	*
	EL	6%	4%	10%	22 /0 *	3 4 /0 *	*	_	* 1 /0	_	-	*	39 /0 *	*	*	10%	*	32 /0 *		_	_
	Male	18%	18%	41%	20%	34%	39%	-	83%	_	*	20%	42%	24%	43%	*	41%	-		-	-
	Female			30%	*	26%	28%	-	53%	-	29%	0%	31%	5%	32%	*	-	30%		-	*
Grade 7	Δ	0007	0.407	6401	*	E40/	0001		700/		0701	E00'	0401	2001	0001	2001	E00'	000/	_		
Reading	All	28%	34%	61%	*	51%	62%	-	72%	-	67%	56%	61%	38%	62%	30%	56%	66%	- *	-	*
;	Students CWD	10%	10%	38%	_	57%	33%	_	*	_	*	*	42%	38%	_	*	46%	*		_	*
	CWOD			62%	*	51%	65%	-	73%	-	74%	69%	62%	30%	62%	38%	58%	68%	*	-	*
	200	JU /0	J. 70	J= /0		3170	30 /0		. 0 /0		. 170	JU /U	J= /0		- /0	JU /0	J J / U	5576			

Two

or Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military EL 6% 6% 30% 38% 38% 30% 24% 30% 51% 55% 75% 70% 57% 56% Male 58% Female 33% 38% 71% 67% 64% 56% 66% 68% 66% 66% 51% Mathematics All 18% 34% 25% 36% 55% 40% 0% 36% 22% 36% 44% 35% 32% Students **CWD** 7% 22% 27% 23% 26% 24% 18% 57% **CWOD 19%** 56% 50% 0% 36% 12% 36% 25% 39% 38% 39% 34% 5% 44% 57% 57% 44% FΙ 3% 28% 35% 57% 0% 24% Male 17% 12% 35% 57% 39% 35% 37% 32% Female 18% 10% 32% 23% 38% 25% 0% 36% 18% 34% Grade 8 54% 64% 60% 67% 35% 62% 21% 64% 27% 55% Reading ΑII 26% 33% 61% 67% Students CWD 8% 10% 21% 20% 18% 17% 21% 21% 24% 11% **CWOD 28%** 35% 64% 58% 67% 64% 72% 40% 65% 64% 33% 59% 69% FΙ 4% 4% 27% 33% 33% 33% 27% 38% 24% Male 22% 28% 55% 40% 59% 64% 70% 38% 56% 59% 55% 38% 64% 67% Female 30% 38% 67% 71% 68% 55% 68% 11% 69% Mathematics All 28% 32% 63% 43% 42% 8% 15% 16% 34% 33% 36% 40% 36% 31% Students CWD 9% 8% 14% 0% 14% 6% 67% 36% 50% 40% CWOD 16% 17% 36% 30% 35% 44% 50% 36% 33% 6% 3% 40% 40% 50% 50% 40% 50% EL 14% 17% 36% 28% 34% 83% 40% 44% 36% 11% 40% 36% Male Female 16% 16% 31% 28% 31% 36% 45% 29% 31% 0% 33% 50% 31% 20% 80% 33% 42% 75% Science ΑII 27% 32% 70% 65% 72% 72% 57% 71% 74% 64% Students 38% 8% 33% 20% 33% 43% CWD 9% 33% 8% CWOD 29% 77% 74% 40% 80% 35% 74% 69% 76% 72% 67% 74% 68% EL 6% 6% 42% 50% 40% 42% 38% 43% Male 29% 34% 75% 72% 75% 86% 100% 63% 76% 80% 75% Female 25% 30% 64% 58% 68% 55% 55% 65% 8% 68% 38% 64% End of Course ΑII 31% 35% 96% 100% 94% 100% 100% 96% 96% 95% 97% Algebra I Students CWD 7% 9% 96% **CWOD 34%** 39% 100% 94% 100% 100% 96% 96% 95% 97% 12% EL 15% 100% 92% 100% 95% 95% 28% 33% 95% Male 97% Female 34% 96% 100% 97% 100% 97% 97% STAAR Percent at Approaches Grade Level or Above All Grades 84% 94% 97% 95% 98% 78% 97% 72% 98% 75% 97% 100% 87% All Subjects 95% Students CWD 45% 48% 72% 71% 72% 68% 87% 51% 76% 72% 40% 80% 53% CWOD 80% 81% 98% 91% 97% 99% 97% 100% 90% 99% 98% 89% 99% 98% 100% 86% FΙ 60% 60% 75% 54% 100% 79% 48% 87% 40% 89% 75% 73% 77% 74% 75% 97% 88% 95% 96% 84% 97% 80% 99% 73% 97% 100% Male 97% 98% 95% Female 79% 80% 95% 80% 93% 96% 90% 100% 67% 96% 53% 98% 77% 63% ΑII 96% 80% 94% 97% 93% 98% 78% 97% 75% 98% 66% 97% 95% 90% Reading 73% 75% Students CWD 39% 75% 72% 79% 63% 53% 75% **CWOD 77%** 79% 98% 86% 96% 99% 96% 100% 87% 98% 98% 81% 98% 98% 89% 52% 53% 66% 45% 100% 70% 75% 81% 66% 60% 68% EL Male 69% 71% 97% 86% 94% 98% 96% 96% 84% 97% 84% 98% 60% 97% 100% Female 77% 78% 95% 75% 94% 97% 90% 100% 68% 97% 54% 98% 68% 95% 98% 80% Mathematics All 80% 80% 95% 82% 94% 96% 98% 77% 96% 70% 98% 84% 96% 94% Students 67% 54% CWD 52% 53% 70% 74% 75% 86% 48% 74% 50% 78% 70% CWOD 83% 93% 97% 99% 100% 92% 99% 98% 100% 99% 78% 84% 98% 100% 97% 50% 70% 69% 84% 67% 100% 92% 60% 95% 100% 84% 83% EL 85% 83% 96% Male 78% 79% 96% 88% 95% 96% 100% 96% 83% 97% 78% 99% 100% 94% Female 82% 81% 91% 95% 100% 96% 97% Science ΑII 79% 79% 96% 100% 94% 98% 88% 100% 81% 97% 73% 99% 75% 97% 96% Students CWD 48% 51% 73% 62% 75% 76% 73% 82% 50% 80% **CWOD 82%** 83% 99% 99% 99% 91% 94% 87% 99% 99% 99% 99% 80% EL 58% 59% 75% 90% 75% 75% 97% 82% 78% 79% 94% 100% 100% 88% 98% 99% 97% Male 97% 91% 75% 96% Female 80% 80% 94% 98% 73% 97% 50% 99% 96% STAAR Percent at Meets Grade Level or Above All 76% 83% 85% 82% 55% 82% 49% 84% 55% 82% 100% 61% All Subjects 80% Students CWD 23% 25% 49% 45% 53% 53% 53% 26% 54% 49% 15% 60% 26% 100% 57% 84% **CWOD 50%** 55% 84% 63% 80% 85% 88% 86% 68% 85% 70% 85% 83% 15% EL 26% 27% 55% 29% 92% 61% 19% 69% 70% 55% 46% 60% 47% 80% 88% 60% 46% 82% Male 45% 49% 82% 76% 83% 93% 61% 83% 85% 80% Female 50% 53% 80% 60% 76% 83% 75% 78% 44% 81% 26% 83% 60% 25%

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Two

75%

72%

58%

75%

68%

23%

Female 21%

28%

Male

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.

86%

55%

100% 63%

55%

43% 80%

75%

64%

76%

65% 8% 68% 38%

	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	78	68	77	78	-	84	*	87	77	67	77
CWD	67	*	60	69	-	88	-	*	77	67	69
CWOD	79	65	79	78	-	84	*	91	77	-	81
EL	77	*	80	*	-	78	-	*	86	69	77
Male	78	*	76	77	-	87	-	85	79	73	72
Female	79	*	78	79	-	80	*	89	74	52	79
Mathematics											
All Students	71	65	71	70	*	86	*	74	71	61	86
CWD	61	*	66	55	*	94	-	*	64	61	90
CWOD	72	70	72	71	-	85	*	76	76	-	83
EL	86	*	77	*	-	90	-	*	81	90	86
Male	73	*	74	70	-	94	-	81	75	67	91
Female	69	71	68	70	*	75	*	68	65	49	82

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

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

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

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
32	14	44%

- 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 Achi			Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL		
STAAR Component Score	76	51	72	77	*	82	*	79	55	48	54		
School Quality (College, Career, and Military Readiness Performance)													
%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	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	Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Υ		Υ	Υ		Υ		Υ	Υ	Υ	Υ
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Υ		Υ	Υ		N		Υ	N	N	Υ
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	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ	Υ		Υ		Υ	Υ	Υ	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Υ		Υ	Υ		Υ		Υ	N	N	Υ
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y		Y	Υ		N		Y	N	N	Υ

English Learner Language Proficiency Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	е																
All Subjects	All Students	100%	100%	100%	100%	*	100%	*	99%	98%	100%	99%	100%	100%	100%	99%	-
,	CWD	99%	100%	100%	97%	*	100%	-	100%	100%	98%	99%	-	100%	98%	99%	-
	CWOD	100%	100%	99%	100%	_	100%	*	99%	97%	100%	_	100%	100%	100%	99%	_
	EL	100%	100%	100%	100%	_	100%	_	*	100%	100%	100%	100%	100%	100%	100%	_
	Male	100%	100%	100%	100%	_	100%	_	100%	100%	100%	98%	100%	100%	100%	-	_
	Female	99%	100%	99%	99%	*	100%	*	99%	95%	99%	99%	99%	100%	-	99%	_
Deading	All Students	100%		100%	100%	_	100%	*	100%	98%		100%		100%	100%	99%	
Reading			100%			-		_			100%		100%				-
	CWD	100%		100%	100%		100%	*	100%	100%	100%	100%		100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%		100%	98%	100%	-	100%	100%	100%	99%	-
	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%	-	-
	Female	99%	100%	99%	99%	-	100%	*	100%	96%	99%	100%	99%	100%	-	99%	-
Mathematics	All Students CWD	100% 97%	100%	100% 100%	99% 95%	*	100% 100%	*	100% 100%	98% 100%	100% 96%	97% 97%	100%	100% 100%	100% 97%	100% 98%	-
	CWD	100%	100%	100%	100%	_	100%	*	100%	98%	100%	91 /0	100%	100 %	100%	100%	-
	EL		100%	100%	100%		100%		100%	100%		100%	100%		100%		-
		100%				-		-			100%			100%		100%	-
	Male	100%	100%	100%	99%	- *	100%	*	100%	100%	100%	97%	100%	100%	100%	-	-
	Female	100%	100%	99%	99%		100%		100%	96%	100%	98%	100%	100%	-	100%	-
Science	All Students	99%	100%	99%	100%	-	100%	*	95%	95%	100%	100%	99%	100%	100%	99%	-
	CWD	100%	*	100%	100%	-	*	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	*	99%	100%	-	100%	*	94%	93%	99%	-	99%	100%	100%	99%	-
	EL	100%	*	*	*	-	100%	-	*	*	100%	*	100%	100%	*	100%	-
	Male	100%	*	100%	100%	-	100%	-	100%	100%	100%	100%	100%	*	100%	-	-
	Female	99%	*	98%	99%	-	100%	*	91%	83%	99%	100%	99%	100%	-	99%	-
Non-Participation	n Rate																
All Subjects	All Students	0%	0%	0%	0%	*	0%	*	1%	2%	0%	1%	0%	0%	0%	1%	_
	CWD	1%	0%	0%	3%	*	0%	_	0%	0%	2%	1%	_	0%	2%	1%	_
	CWOD	0%	0%	1%	0%	_	0%	*	1%	3%	0%	-	0%	0%	0%	1%	_
	EL	0%	0%	0%	0%	_	0%	_	*	0%	0%	0%	0%	0%	0%	0%	_
	Male	0%	0%	0%	0%	_	0%	_	0%	0%	0%	2%	0%	0%	0%	-	_
	Female	1%	0%	1%	1%	*	0%	*	1%	5%	1%	1%	1%	0%	-	1%	_
Desdies															00/		
Reading	All Students	0%	0%	0%	0%	-	0%	-	0%	2%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	*	0%	0%	-	0%	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	*	0%	3%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	1%	-	0%	*	0%	4%	1%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	1%	*	0%	*	0%	2%	0%	3%	0%	0%	0%	0%	-
	CWD	3%	*	0%	5%	*	0%	- *	0%	0%	4%	3%	-	0%	3%	2%	-
	CWOD	0%	0%	0%	0%	-	0%	*	0%	3%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	1%	-	0%	-	0%	0%	0%	3%	0%	0%	0%	-	-
	Female	0%	0%	1%	1%	*	0%	*	0%	4%	0%	2%	0%	0%	-	0%	-
Science	All Students	1%	0%	1%	0%	-	0%	*	5%	5%	0%	0%	1%	0%	0%	1%	-
	CWD	0%	*	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	*	1%	0%	-	0%	*	6%	7%	1%	-	1%	0%	0%	1%	-
	EL	0%	*	*	*	-	0%	-	*	*	0%	*	0%	0%	*	0%	-
	Male	0%	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	*	0%	-	-
	Female	1%	*	2%	1%	-	0%	*	9%	17%	1%	0%	1%	0%	-	1%	-

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

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

Students Without Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
In-School Suspensions												
in concer cappendions	Male	37	*	5	26	*	*	*	*	*		
	Female	7	*	*	5	*	*	*	*	*		
	Total	44	*	7	31	*	*	*	*	*		
Out-of-School Suspensions		•	_	*		_	_	_	_	_		
	Male Female	6	*	*	*	*	*	*	*	*		
	Total	8	*	*	*	*	*	*	*	*		
Expulsions	Total	Ü										
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Chack Zoro foldrande i choled	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Total											
Referrals to Law Efficient	Male	15	*	*	11	*	*	*	*	*		
	Female	7	*	*	5	*	*	*	*	*		
	Total	22	*	*	16	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
	Male	10	*	*	*	*	*	*	*	*		11
	Female	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Total	10	*	*	*	*	*	*	*	*		13
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Mithaut Educational Consissa	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests		_	_	_		*	_	_	_	_		_
	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	iotai											
	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism	Malo	22	*	5	23	*	*	*	*	*	5	*
	Male Female	32 35	*	5 14	23 17	*	*	*	*	*	5 5	8
	Total	67	*	19	40	*	*	*	*	*	10	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	18
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Freschool Frograms											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

- Indicates results are masked due to small numbers to protect student confidentiality.
- When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size). Indicates there are no students in the group.
- Ų. 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.

Low Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 6.0	Percent 7.1%
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	9.8	12.2%

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%	*	*

Reading	State Number of ALT2 5,298	State Rate of ALT2 1%	District Number of ALT2 73	District Rate of ALT2 1%	Campus Number of ALT2 5	Campus Rate of ALT2 1%
Mathematics	5,294	1%	73	2%	5	2%
Grade 8 Reading	5,088	1%	61	1%	*	*
Mathematics	5,087	2%	61	1%	*	*
Science	5,087	1%	61	1%	*	*
End of Course English I	4,868	1%	71	1%	-	-
English II	4,556	1%	78	1%	-	-
Algebra I	4,884	1%	68	1%	-	-
Biology	4,861	1%	72	1%	-	-
All Grades All Subjects	99,020	1%	1,531	1%	27	1%
Reading	43,730	1%	688	1%	12	1%
Mathematics	39,178	1%	607	2%	11	1%
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
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32		34	10	13
			∠ I *		3 4 *		35 *		10 *	
		American Indian		52		28		17		3
		Asian	16	16	23	25	42	37	19 *	22
		Pacific Islander	*	42	*	31	*	23		4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathanatica	Overall	40	20	40	20	33	22	0	0
	Mathematics	Overall	18		40	39		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 Disady	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
			29	47	44	39	23	13	4	2
		English Language Learners	29	41	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
									40	•
		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
			*		*		*		*	4
		American Indian		44		38		14		•
		Asian	3	12	19	24	37 *	32	40	32
		Pacific Islander		36		39		18		6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

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