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

Campus Name: LEE EL Campus ID: 227901121 District Name: AUSTIN ISD

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

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

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

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

										Two			EL
			All	African			American		Pacific	or More	Econ	Special	(Current and
				American F	Hispanic	White	Indian	Asian	Islander			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	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17	1270	0070	00 /0	00 /0	12/0	01 /0	7070	1070	01 /0	00 /0	0070
	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											42%
		2022-23 through 2026- 27											44%
		2027-28 through 2031-											400/
Graduation Rate:4-Year Longitudinal		32 Baseline 2016-17											46%
Rate		Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		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 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			Americar			or More										Foster	
		State	District	Campus	Americar	Hispanio	White	Indian	Asian	Islande	rRaces	Disadv	Disad	/CWD	CWOD	EL	Male	Femalel	Migrantl	Homeless	Care	Military
STAAR Percent	at Appro	aches	Grade	Level o	r Above																	
Grade 3 Reading	All	77%	70%	93%	*	95%	92%		100%		100%	83%	95%	60%	98%	*	95%	91%			*	
	Students	11/0	1970	93/0		95 /6	92 /0	-	100 /6	-	100 /6	03 /0	95/0	00 /6	90 /0		90 /0	91/0	-	-		-
·		51%	52%	60%	*	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	-	*	_
	CWOD		82%	98%	*	94%	100%	-	100%	-	100%	100%	98%	-	98%	*	97%	100%	-	-	-	-
	EL	70%	70%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	-	-	-	-	-
		74%	76%	95%	-	93%	94%	-	*	-	100%	100%	94%	*	97%	*	95%	- 040/	-	-	-	-
	Female	79%	82%	91%		100%	90%	-		-			97%		100%	-	-	91%	-	-		-
Mathematics	All	77%	78%	90%	*	95%	89%	-	100%	-	89%	83%	92%	50%	97%	*	95%	85%	-	-	*	-
•	Students CWD	52%	48%	50%	*	*	*	_	_	_	_	*	*	50%	_	*	*	*	_	_	*	_
	CWOD		82%	97%	*	100%	97%	_	100%	_	89%	100%	96%	-	97%	*	97%	96%	_	_	_	_
	EL	74%	72%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	77%	77%	95%	-	100%	88%	-	*	-	100%	100%	94%	*	97%	*	95%	-	-	-	-	-
	Female	78%	78%	85%	*	83%	90%	-	*	-	*	*	90%	*	96%	-	-	85%	-	-	*	-
Cando 4																						
Grade 4 Reading	All Students	72%	74%	83%	*	69%	97%	-	*	-	*	60%	88%	*	92%	*	81%	85%	-	-	*	-
•		46%	46%	*	_	*	*	_	_	_	*	*	*	*	_	_	*	*	_	_	*	_
	CWOD		78%	92%	*	100%	97%	_	*	_	*	75%	96%	_	92%	*	91%	94%	-	_	*	_
	EL	60%	61%	*	-	-	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
		70%	72%	81%	-	*	94%	-	*	-	*	*	86%	*	91%	*	81%	-	-	-	*	-
	Female	75%	76%	85%	*	83%	95%	-	*	-	*	*	90%	*	94%	*	-	85%	-	-	*	-
Mathematics	All Students	77%	78%	84%	*	77%	95%	-	*	-	*	60%	88%	*	91%	*	81%	85%	-	-	*	-
•		49%	49%	*	_	*	*	_	_	_	*	*	*	*	_	_	*	*	_	_	*	_
	CWOD		83%	91%	*	100%	95%	-	*	-	*	63%	96%	-	91%	*	87%	94%	-	-	*	-
	EL	72%	72%	*	-	-	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
		77%	78%	81%	-	71%	94%	-	*	-	*	*	86%	*	87%	*	81%	-	-	-	*	-
	Female	78%	78%	85%	*	83%	95%	-	*	-	*	*	90%	*	94%	*	-	85%	-	-	*	-
Grade 5																						
Reading	All Students	83%	85%	90%	*	100%	97%	-	-	-	*	58%	98%	*	98%	*	83%	97%	-	-	*	*
	CWD	54%	58%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	*	-
	CWOD		89%	98%	*	100%	100%	-	-	-	*	100%	98%	-	98%	*	95%	100%	-	-	-	*
	EL	73%	76%	*	-	4000/	* O40/	-	-	-	-	*	× 050/	-	* 050/	*	- 020/	*	-	-	-	-
	Male Female	81%	83% 87%	83% 97%	*	100% 100%	94% 100%	-	-	-	*	*	95% 100%	*	95% 100%	*	83%	97%	-	-	*	*
	1 Ciliaic	0070	01 /0	31 /0		10070	100 /0						100 /0		100 /0			37 70				
Mathematics	All Students	90%	91%	91%	*	100%	97%	-	-	-	*	58%	100%	*	100%	*	86%	97%	-	-	*	*
		70%	78%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	*	-
	CWOD		93%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	*
	EL	86%	87%	*	-	*	*	-	-	-	-	*	*	-	*	*	<u>-</u>	*	-	-	-	-
	Male	89%	90%	86%	*	100%	94%	-	-	-	*	*	100%	*	100%	-	86%	- 070/	-	-	*	*
	Female	91%	92%	97%		100%	100%	-	-	-			100%		100%		-	97%	-	-		
Science	All	75%	76%	79%	*	77%	89%	-	-	-	*	*	91%	*	88%	*	69%	90%	-	-	*	*
;	Students	400/	E00/	*	*	*	*					*	*	*			*	*			*	
	CWD CWOD		50% 80%	88%	*	75%	94%	-	-	-	*	*	91%		88%	*	82%	93%	-	-		*
	EL	62%	63%	*	_	*	*	-	_	-	_	*	*	-	*	*	-	*	-	_	_	_
		76%		69%	*	*	83%	_	_	_	*	*	91%	*	82%	_	69%	_	_	_	*	_
	Female			90%	*	88%	94%	-	-	-	*	*	92%	*	93%	*	-	90%	-	-	*	*
Grade 6 Reading		68%	69%	82%	*	73%	88%	-	*	-	-	57%	94%	*	92%	*	72%	95%	-	-	*	-
;	Students	2501	2001	_		*	*						*									
	CWD			*	*			-	*	-	-	900/	96%	•	- 020/	*	200/	05%	-	-	*	-
	CWOD EL	71% 42%	73% 40%	92% *	-	83%	100%	-	*	-	-	80% *	90% *	*	92%	*	89% *	95% *	-	-	_	-
		63%		72%	*	70%	75%	-	*	_	_	*	88%	*	89%	*	72%	_	_	_	*	-
	Female			95%	-	*	100%	-	*	-	-	83%	100%	*	95%	*	-	95%	-	-	*	-
Mathematics	All	76%		73%	*	73%	69%	-	*	-	-	57%	81%	*	84%	*	80%	65%	-	-	*	-
:	Students	=65:																				
	CWD CWOD			* 84%	*	* 83%	* 82%	-	- *	-	-	* 80%	* 86%	*	84%	*	* 100%	* 68%	-	-	*	-
	CVVOD	1 3 /0	11/0	U+ /0		03 /0	UZ /0	-		-	-	UU /0	OO /0	-	U -1 /0		100 /0	OO /0	-	-		-

Two or Non

				tCampus <i>i</i>	African American	ıHispani		America Indian		Pacific Islande			Non Econ Disad	vCWD	CWOD	EL	Male	Female	Migrant	Homeles	Foster	
	EL Male Female	76%	53% 74% 71%	* 80% 65%	*	80% *	* 75% 64%	- - -	* *	-	-	* *	* 94% 64%	* *	* 100% 68%	*	* 80% -	* - 65%	- - -	- - -	- * *	-
TAAR Percen	t at Moote	Grad	o Lovo	l or Above																		
Grade 3 Reading	All	43%		75%	*	67%	81%	_	80%	_	89%	67%	77%	40%	81%	*	73%	79%	_	_	*	_
· ·	Students	200/	200/	400/	*	*	*					*	*	400/		*	*	*				
	CWD CWOD	28% 44%	26% 51%	40% 81%	*	72%	87%	-	80%	-	89%	88%	80%	40% -	81%	*	74%	89%	-	-	_	-
	EL	32%	32%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male Female	40% 45%	45% 52%	73% 79%	*	60% 83%	81% 80%	-	*	-	80%	78% *	71% 83%	*	74% 89%	-	73% -	79%	-	-	*	-
Mathematics	s All Students	46%	50%	66%	*	52%	72%	-	60%	-	78%	42%	70%	30%	71%	*	60%	73%	-	-	*	-
	CWD	30%	28%	30%	*	*	*	-	-	-	-	*	*	30%	-	*	*	*	-	-	*	-
	CWOD EL	48% 39%	53% 39%	71% *	*	56% *	80%	-	60% *	-	78%	50%	75% *	-	71% *	*	63%	82%	-	-	-	-
		47%	50%	60%	-	53%	56%	-	*	-	80%	44%	65%	*	63%	*	60%	-	-	-	-	-
0 1 1	Female	45%	49%	73%	*	50%	85%	-	*	-	*	*	77%	*	82%	-	-	73%	-	-	*	-
Grade 4 Reading	All Students	45%	49%	72%	*	46%	87%	-	*	-	*	30%	80%	*	79%	*	65%	76%	-	-	*	-
	CWD	28%		*	-	*	*	-	-	-	*	*	*	*	-	-	*	*	-	-	*	-
	CWOD EL	47% 29%	53% 32%	79% *	*	67% -	86%	-	*	-	-	38%	87% *	-	79% *	*	73% *	84%	-	-	-	-
	Male	43%	48%	65%	-	*	83%	-	*	-	*	*	76%	*	73%	*	65%	-	-	-	*	-
	Female	47%	51%	76%	*	67%	86%	-	*	-	*	*	83%	*	84%	*	-	76%	-	-	*	-
Mathematics	Students	48%		61%	*	23%	79%	-	*	-	*	10%	71%	*	69%	*	56%	65%	-	-	*	-
	CWD CWOD	29% 50%	27% 53%	* 69%	*	* 33%	* 82%	-	*	-	*	* 13%	* 78%	*	- 69%	*	* 65%	* 71%	-	-	*	-
	EL	38%	39%	*	-	-	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	48% 47%	51% 49%	56% 65%	*	14% 33%	78% 81%	-	*	-	*	*	68% 72%	*	65% 71%	*	56% -	- 65%	-	-	*	-
Grade 5 Reading	All	53%	57%	83%	*	100%	86%	-	-	-	*	50%	91%	*	92%	*	72%	93%	-	-	*	*
	Students CWD	30%	29%	*	*	*	*	_	_	_	_	*	*	*	_	_	*	*	_	_	*	_
	CWOD	56%	61%	92%	*	100%	91%	-	-	-	*	100%	91%	-	92%	*	86%	96%	-	-	-	*
	EL Male	35% 50%	36% 54%	* 72%	- *	* 100%	* 78%	-	-	-	-	*	* 86%	-	* 86%	*	- 72%	*	-	-	-	-
	Female		60%	93%	*	100%	94%	-	-	-	*	*	96%	*	96%	*	-	93%	-	-	*	*
Mathematics	Students	57%		67%	*	69%	77%	-	-	-	*	25%	78%	*	74%	*	62%	72%	-	-	*	*
	CWD CWOD	34% 60%	37% 64%	74%	*	67%	81%	-	-	-	*	50%	77%	_	74%	*	73%	75%	-	-	_	*
	EL	46%	47%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male Female	57% 58%	60% 60%	62% 72%	*	60% 75%	78% 76%	-	-	-	*	*	82% 75%	*	73% 75%	*	62%	- 72%	-	-	*	*
Science	All		42%	53%	*	46%	66%	-	-	-	*	*	63%	*	60%	*	55%	52%	-	_	*	*
	Students CWD	25%	23%	*	*	*	*	_	_	_	_	*	*	*	_	_	*	*	_	_	*	_
	CWOD		45%	60% *	*	50%	69%	-	-	-	*	*	64%	-	60%	*	68%	54%	-	-	-	*
	EL Male	24% 42%		55%	*	*	78%	-	-	-	*	*	73%	*	68%	_	- 55%	_	-	-	*	-
	Female			52%	*	63%	53%	-	-	-	*	*	54%	*	54%	*	-	52%	-	-	*	*
Grade 6 Reading	All	38%	44%	58%	*	53%	65%	-	*	-	-	43%	65%	*	68%	*	44%	75%	-	-	*	-
	Students CWD	22%	22%	*	_	*	*	_	_	_	_	*	*	*	_	*	*	*	_	_	*	_
	CWOD	40%	47%	68%	*	67%	77%	-	*	-	-	60%	71%	-	68%	*	58%	79%	-	-	*	-
	EL Male	14% 34%	14% 42%	* 44%	*	* 40%	* 50%	-	*	-	-	*	* 53%	*	* 58%	*	* 44%	*	-	-	*	-
	Female			75%	-	*	79%	-	*	-	-	67%	79%	*	79%	*	-	75%	-	-	*	-
Mathematics	Students		41%	47%	*	40%	46%	-	*	-	-	29%	55%	*	55%	*	60%	30%	-	-	*	-
	CWD			* 55%	*	* 50%	* 55%	-	- *	-	-	* 40%	* 61%	*	- 55%	*	* 79%	* 32%	-	-	*	-
	EL	24%		*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male Female	44% 42%		60% 30%	*	50% *	58% 36%	-	*	-	-	*	71% 36%	*	79% 32%	*	60% -	30%	-	-	*	-
STAAR Percen	t at Maste	rs Gra	ade Lev	/el																		
Grade 3 Reading	All	24%	29%	49%	*	43%	56%	-	60%	-	44%	58%	48%	30%	52%	*	53%	45%	-	-	*	-
	Students CWD	9%	9%	30%	*	*	*	_	_	_	_	*	*	30%	_	*	*	*	_	_	*	_
	CWOD	26%	32%	52%	*	44%	60%	-	60%	-	44%	75% *	49%	-	52% *	*	51%	54%	-	-	-	-
	EL Male	15% 22%	14% 27%	* 53%	-	* 47%	- 56%	-	*	-	- 40%	* 67%	* 48%	*	* 51%	*	* 53%	-	-	-	-	-
	ividic	/0	/0	JJ /0		17 /0	50 /0	_		-	10/0	0.70	10/0		0 1 /0		00/0	-	-	_	-	-

											or		Non									
				_	African			Americar			More		Econ	014/0							oster	
	Female			Campus 45%	American H	ispani 33%	cWhite 55%	Indian	Asianl	slande -	rRaces *	Disadv *	Disadv 47%	CWD	54%	EL -	Male	Female N 45%	ligrantHome 	eless	Care *	Militar -
											/											
Mathematics	All Students	22%	26%	27%	*	14%	36%	-	20%	-	33%	25%	28%	10%	30%	*	28%	27%			*	-
	CWD	12%	11%	10%	*	*	*	-	-	-	-	*	*	10%	-	*	*	*			*	-
	CWOD EL	24% 17%	27% 18%	30% *	-	17% *	40%	-	20%	-	33%	25%	31% *	*	30%	*	29%	32%			-	-
	Male	23%	27%	28%	-	13%	38%	-	*	-	40%	22%	29%	*	29%	*	28%	-			-	-
	Female	21%	24%	27%	*	17%	35%	-	*	-	*	*	27%	*	32%	-	-	27%			*	-
Grade 4																						
Reading	All Students	23%	28%	50%	*	15%	68%	-	*	-	*	20%	56%	*	55%	*	46%	53%			*	-
	CWD	9%	11%	*	-	*	*	-	-	-	*	*	*	*	-	-	*	*			*	-
	CWOD EL	25% 12%	30% 13%	55% *	*	22%	68%	-	*	-	*	25%	60% *	-	55% *	*	50%	58% *			*	-
	Male	22%	26%	46%	-	*	67%	-	*	-	*	*	57%	*	50%	*	46%	-			*	-
	Female	25%	30%	53%	*	33%	67%	-	*	-	*	*	55%	*	58%	*	-	53%			*	-
Mathematics	All	26%	28%	36%	*	8%	49%	-	*	-	*	10%	41%	*	41%	*	33%	38%			*	-
;	Students CWD	11%	11%	*	_	*	*				*	*	*	*			*	*			*	
	CWOD		30%	41%	*	11%	50%	-	*	-	*	13%	46%	-	41%	*	39%	42%			*	-
	EL Mala	18% 27%	18% 30%	* 33%	-	- 0%	- 50%	-	*	-	-	*	* 41%	-	* 39%	*	* 33%	*			-	-
	Male Female		26%	38%	*	17%	48%	-	*	-	*	*	41%	*	42%	*	-	38%			*	-
rada E																						
Grade 5 Reading	All	26%	31%	59%	*	69%	66%	-	_	_	*	25%	67%	*	64%	*	55%	62%			*	*
	Students	00/	00/	*	_	*	_					_	*	_			_	_			_	
	CWD CWOD	9% 27%	9% 34%	64%	*	67%	69%	-	-	-	*	50%	66%	_	- 64%	*	64%	64%			_	*
	EL	12%	12%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*			-	-
	Male Female	24%	29% 33%	55% 62%	*	60% 75%	67% 65%	-	-	-	*	*	73% 63%	*	64% 64%	*	55%	62%			*	*
Mathematics	All Students	30%	32%	50%	*	38%	63%	-	-	-	*	0%	63%	*	54%	*	55%	45%			*	*
	CWD	13%	13%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*			*	-
	CWOD EL	31% 19%	35% 20%	54% *	*	33%	66% *	-	-	-	*	0%	61% *	-	54% *	*	64%	46% *			-	*
	Male	29%	33%	55%	*	40%	72%	-	-	-	*	*	73%	*	64%	-	55%	-			*	-
	Female	30%	30%	45%	*	38%	53%	-	-	-	*	*	54%	*	46%	*	-	45%			*	*
Science	All	16%	18%	28%	*	15%	37%	-	-	-	*	*	33%	*	30%	*	28%	28%			*	*
;	Students CWD	9%	7%	*	*	*	*					*	*	*			*	*			*	
	CWD		20%	30%	*	17%	38%	-	-	-	*	*	32%	_	30%	*	32%	29%			-	*
	EL	7%	7%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*			-	-
	Male Female	18% 15%	20% 16%	28% 28%	*	25%	44% 29%	-	-	-	*	*	36% 29%	*	32% 29%	*	28%	28%			*	*
d - 0																						
Grade 6 Reading	All	18%	25%	38%	*	20%	54%	_	*	_	_	29%	42%	*	45%	*	36%	40%			*	_
	Students					*						*										
	CWD CWOD	8% 20%	8% 28%	* 45%	*	* 25%	* 64%	-	*	-	-	* 40%	* 46%	*	- 45%	*	* 47%	* 42%			*	-
	EL	4%	5%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*			-	-
	Male Female	15%	23% 27%	36% 40%	*	30%	50% 57%	-	*	-	-	* 33%	41% 43%	*	47% 42%	*	36%	- 40%			*	-
Mathematics	All Students	18%	16%	20%	*	0%	35%	-	*	-	-	0%	29%	*	24%	*	20%	20%			*	-
	CWD	9%	8%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*			*	-
	CWOD EL	19% 6%	18% 4%	24%	*	0% *	41%	-	*	-	-	0%	32%	*	24%	*	26%	21%			*	-
	Male	18%	18%	20%	*	0%	42%	-	*	-	-	*	29%	*	26%	*	20%	-			*	-
	Female	17%	15%	20%	-	*	29%	-	*	-	-	*	29%	*	21%	*	-	20%			*	-
AAR Percent	at Appro	aches	Grade	Level o	r Above																	
II Grades All Subjects	All	77%	77%	86%	32%	85%	91%	-	91%	_	82%	61%	92%	35%	94%	79%	84%	88%			*	*
	Students			o=0/		400/	450/				_	400/	500/			_		_			_	
	CWD CWOD		48% 81%	35% 94%	* 64%	48% 93%	45% 96%	-	91%	-	91%	18% 84%	53% 96%	35%	94%	85%	41% 94%	94%			*	*
	EL	60%	60%	79%	-	89%	*	-	80%	-	-	82%	77%	*	85%	79%	67%	92%			-	-
	Male Female	74%	75% 80%	84% 88%	* 50%	84% 88%	90% 93%	-	86% 100%	-	89% 75%	57% 67%	92% 92%	41% *	94% 94%	67% 92%	84%	88%			*	*
_														_								
Reading	All Students	73%	75%	88%	*	85%	94%	-	91%	-	82%	65%	94%	38%	96%	82%	84%	91%		•	*	*
,	CWD	39%	43%	38%	*	45%	50%	-	-	-	*	*	56%	38%	-	*	41%	*			*	-
	CWOD	77%	79%	96%	*	94%	99%	-	91%	-	93%	88%	97%	- *	96%		94%	97%			*	*
	EL Male	52% 69%	53% 71%	82% 84%	*	* 81%	92%	-	* 86%	-	- 88%	* 62%	83% 91%	* 41%	89% 94%	82%	84%	100% -			*	-
	Female		78%	91%	*	92%	96%	-	*	-	78%	68%	96%	*		100%		91%			*	*
Mathematics	ΑII	80%	80%	86%	45%	87%	89%	_	91%	_	76%	65%	91%	34%	94%	82%	87%	84%			*	*
	Students								J 1 /0		. 5 /0				J 170	J= /0		J 170				
	CWD	52%	53%	34%	*	45%	43%	-	-	-	*	*	44%	34%	-	*	45%	*			*	-
			/0			. 5 /0	10/0						. 1 /0	J 1 /0			. 0 /0		_			

or Non African American Pacific More Econ Foster Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military CWOD 83% 84% 94% 83% 96% 94% 91% 87% 84% 95% 94% 89% 96% 92% 70% 83% 89% 69% 100% 78% 79% 89% 89% 86% 88% 66% 93% 45% 96% Male 87% 87% 84% Female 82% 81% 84% 89% 67% 63% 89% 92% 100% 91% Science ΑII 79% 79% 79% 77% 89% 88% 69% 90% Students 48% CWD 51% CWOD 82% 75% 94% 91% 93% 83% 88% 88% 82% 58% EL 59% 83% 91% 82% Male 78% 79% 69% 88% Female 80% 80% 90% 94% 92% 90% STAAR Percent at Meets Grade Level or Above All Grades All Subjects ΑII 47% 51% 66% 18% 55% 75% 64% 66% 35% 73% 18% 73% 46% 61% 70% Students CWD 23% 25% 18% 17% 29% 5% 32% 18% 22% **CWOD 50%** 36% 80% 64% 74% 51% 73% 55% 71% 75% 55% 73% 63% 77% 44% 55% 46% 50% EL 26% 27% 46% 60% 27% 62% 42% 73% 67% 29% 72% 22% 71% 45% 49% 61% 48% 64% 50% 61% Male 29% 76% 65% 70% Female 50% 53% 66% 63% 44% 75% 75% 42% 70% 79% 22% 81% Reading ΑII 46% 51% 73% 66% 81% 64% 76% 48% 64% 65% Students CWD 22% 18% 36% 38% 27% CWOD 48% 54% 81% 76% 86% 64% 87% 69% 83% 81% 78% 73% 88% FΙ 21% 23% 64% 83% 78% 64% 80% 54% 76% 75% 41% 27% 65% Male 41% 47% 65% 57% 73% 73% Female 50% 55% 81% 84% 85% 78% 58% 86% 88% 80% 81% Mathematics All 48% 51% 61% 27% 47% 71% 64% 59% 27% 70% 16% 68% 36% 60% 63% Students CWD 26% 16% 18% 21% 25% 16% 18% **CWOD 51%** 68% 50% 53% 76% 64% 67% 38% 74% 68% 44% 69% 68% 55% 33% 34% 36% 50% 44% 36% 20% 47% 46% 69% 63% 24% 71% 18% 69% 60% Male 51% 60% 71% Female 49% 51% 63% 48% 72% 32% 69% 68% 20% 63% Science ΑII 49% 53% 53% 46% 66% 63% 60% 55% 52% Students 23% CWD 25% CWOD 52% 50% 69% 68% 54% 57% 60% 64% 60% 21% 22% EL 55% 78% 68% Male 50% 54% 73% 55% 63% Female 49% 52% 52% 53% 52% STAAR Percent at Masters Grade Level All Grades All Subjects ΑII 21% 25% 40% 4% 25% 52% 32% 32% 19% 45% 14% 44% 25% 40% 41% Students CWD 8% 9% 14% 13% 23% 5% 24% 14% 20% 44% 30% 44% CWOD 23% 27% 44% 7% 27% 32% 35% 27% 47% 44% 55% 9% 30% 25% 33% EL 10% 25% 11% 40% 27% 23% 17% Male 20% 24% 40% 22% 55% 29% 33% 15% 47% 20% 44% 33% 40% Female 22% 7% 26% 41% 26% 41% 29% 49% 38% 30% 44% 17% 36% 33% 54% 19% Reading ΑII 19% 25% 37% 61% 35% 54% 36% 48% Students CWD 19% 18% 29% 31% CWOD 20% 27% 54% 41% 65% 36% 40% 47% 56% 54% 44% 53% 56% FΙ 7% 8% 36% 33% 44% 36% 20% 28% 27% 35% 62% 38% 48% Male 16% 22% 48% 43% 55% 53% 20% Female 22% 28% 51% 40% 61% 33% 42% 53% 56% 51% Mathematics All 34% 0% 15% 46% 27% 29% 8% 40% 9% 38% 18% 34% 34% 23% 25% Students CWD 10% 10% 13% 22% 27% 38% **CWOD 25%** 27% 38% 0% 16% 50% 33% 9% 43% 38% 37% 17% 22% 18% 13% 18% 20% Male 23% 34% 11% 52% 14% 38% 7% 42% 14% 38% 34% Female 24% 34% 20% 42% 11% 38% 37% 20% 34% Science ΑII 22% 26% 28% 15% 37% 33% 30% 28% 28% Students 7% CWD 8% **CWOD 24%** 29% 30% 17% 38% 32% 30% 32% 29% 5% EL 6% 28% 44% 36% 32% 23% 28% 28% Male

Two

28%

25%

29%

29%

28%

Female 21%

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

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

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 Disady	CWD	EL
Academic Growth Score											
Reading											
All Students	76	75	68	80	-	*	-	69	60	57	*
CWD	57	*	*	*	-	-	-	*	58	57	*
CWOD	79	*	80	82	-	*	-	*	61	-	*
EL	*	-	*	*	-	*	-	-	*	*	*
Male	71	*	60	76	-	*	-	*	61	53	*
Female	81	*	79	84	-	*	-	*	58	*	*
Mathematics											
All Students	62	*	47	73	-	*	-	*	45	48	*
CWD	48	*	*	71	-	-	-	*	50	48	*
CWOD	65	*	50	73	-	*	-	*	42	-	*
EL	*	-	*	*	_	*	-	-	*	*	*
Male	65	*	48	71	-	*	-	*	53	59	*
Female	60	*	47	74	_	*	_	*	*	*	*

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 Disady	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Gr	aduation 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
22	6	-

- Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates results are masked due to small numbers
 '-' 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	All Students evement Don		•	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	64	*	55	73	-	62	-	60	38	22	50
School Quality (College, Career	, 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		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met `	Υ		Υ	Υ					Υ		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Target Met	Υ		Υ	Υ					Υ		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Υ		Υ	Υ					N		
Mathematics											
Interim Goals (2018-2022) Target Met	46% Y	31%	40% Y	59% Y	45%	82%	50%	54%	36% Y	23%	40%
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ	Υ					N		
Interim Goals (2028-2032) Target Met	63% Y	54%	59% N	73% Y	63%	88%	66%	69%	57% N	48%	59%
Long-Term Goals Target Met	73% N	66%	70% N	80% N	73%	91%	75%	77%	68% N	62%	70%
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met	ficiency Statu	IS									42% 44%
Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											46% 46%
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.

									Two or		Non						
		_	African			American		Pacific	More	Econ	Econ	014/15	014/00				
Dantial matica Dat		Campus	American	Hispanic	wnite	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	e																
All Subjects	All Students	100%	100%	100%	100%	_	100%	_	100%	100%	100%	100%	100%	100%	100%	100%	_
,	CWD	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%	-
	Male	100%	100%	100%	99%	-	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%	99%	-	100%	_	100%	100%	99%	100%	100%	100%	99%	100%	_
Ü	CWD	100%	100%	100%	100%	-	-	_	*	100%	100%	100%	-	*	100%	100%	_
	CWOD	100%	100%	100%	99%	-	100%	-	100%	100%	99%	-	100%	100%	99%	100%	-
	EL	100%	-	*	*	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	100%	100%	98%	-	100%	-	100%	100%	99%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	-	100%	_	100%	100%	100%	100%	100%	100%	100%	100%	_
	CWD	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%	-
	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%	-
Science	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	*	*	-	-	-	-	100%	*	100%	-	-	100%	*	-
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	4000/	*	4000/		-	-	-	*	4000/		4000/	4000/		4000/		-
	Male	100% 100%	*	100% 100%	100% 100%	-	-	-	*	100% 100%	100%	100%	100% 100%	*	100%	4000/	-
Non-Participatio	Female	100%		100%	100%	-	-	-		100%	100%		100%		-	100%	-
Non-Farticipatio	II Kale																
All Subjects	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%	-
	Male	0%	0%	0%	1%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	1%	-	0%	-	0%	0%	1%	0%	0%	0%	1%	0%	-
-	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	1%	-	0%	-	0%	0%	1%	-	0%	0%	1%	0%	-
	EL	0%	-	*	*	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	_

		Campus	African Americar	n Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Male	1%	0%	0%	2%	-	0%	-	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	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%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	_	-	*	0%	0%	0%	0%	*	0%	0%	_
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	0%	*	-
	CWOD	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	-	0%	-	-
	Female	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.

		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)
Students Without Disabilities												,
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female		*	*	*	*	*	*	*	*		
Out of Cohool Cuppensions	Total	6	-	-	-	-	-	-	-			
Out-of-School Suspensions	Male	6	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	8	*	*	*	*	*	*	*	*		
Expulsions	iotai	J										
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
0-b	Total	•	•	•	•	•	•	•	•	•		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	iotai											
receivable to Law Emoreciment	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
солост сооролого	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions		_	_	_	_	_	_	_	_	_		_
With Educational Services	Male				·					·		•
	Female Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Mala											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
All Students	Total	-	-		-	-	•	-	-	-		
Chronic Absenteeism												
OHIOHIC ADSCRIECTORI	Male	14	*	*	8	*	*	*	*	*	5	*
	Female	11	*	*	5	*	*	*	*	*	*	*
	Total	25	*	*	13	*	*	*	*	*	7	*
					-						•	

										Students
				Indian or					Students	with
Total	African			Alaska		Pacific	Two or More		with	Disabilities
students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	(Section 504)

	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 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
3.	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

 Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 1.4	Percent 4.7%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.4	1.4%

'-' Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-

personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

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

Grade 3	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	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%	-	-
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%	-	-

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

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	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	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		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

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

			% Belo	w Basic	% At or Al	oove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	-	Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	•	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

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

^{&#}x27;*' Indicates reporting standards not met.

Source: TEA Division of Student Assessment

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

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

Data are not available.

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