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

Campus Name: ST ELMO EL Campus ID: 227901136 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
				American I	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 22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-											
		27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031- 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											
	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-		7170	4370	0370	33 /0	05 /0	31 /0	0170	4570	J <del>-1</del> /0	73/0
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17 Rates											41%
221 Tog: 000		2017-18 through 2021-											1170
		22											42%
		2022-23 through 2026- 27											44%
		2027-28 through 2031-											44 70
		32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
Rate		Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-16 tillough 2021-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 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%
		02	J-7 /0	J-7/0	J <del> 7</del> 70	J-7 /0	J-7 /0	J-7 /0	J <del>-1</del> /0	J-7/0	J <del> 7</del> 70	J-1 /0	J-7/0

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%
ŭ	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

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

À weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school

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											
					A ful a a u			<b>A</b>	_	Davidia	or	F	Non								F4-:	_
		State	District	Campus	African Americar	Hispanic		Americar Indian		Pacific Islander				CWD	CWOE	) EL	Male	Female	Migrant	Homeless	Foster Care	
STAAR Percent	at Appro			-															_			
Grade 3																						
Reading	All Students	77%		77%	*	75%	*	-	*	-	*	73%	100%	*	85%	67%	71%	83%	-	*	-	-
	CWD	51%	52%	*	-	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD		82%	85%	*	85%	*	-	*	-	-	82%	100%	-	85%	79%		83%	-	*	-	-
	EL	70%	70%	67%	-	64%	*	-	*	-	-	65%	*	*	79%	67%		82%	-	-	-	-
		74%	76%	71%	*	65%	*	-	-	-	*	67%	*		88%		71%	-	-	*	-	-
	Female	79%	82%	83%	*	85%	*	-	*	-	-	80%	*	*	83%	82%	-	83%	-	-	-	-
Mathematics	Students	77%		77%	*	73%	*	-	*	-	*	73%	100%	*	85%	67%	71%	83%	-	*	-	-
	CWD	52%	48%	*	-	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD		82%	85%	*	82%	*	-	*	-	-	82%	100%	-	85%	79%		87%	-	*	-	-
	EL	74%	72%	67%	-	64%	*	-	*	-	-	65%	*	*	79%	67%		82%	-	-	-	-
	Male	77%	77%	71%		65%	*	-	-	-	•	67%	*	-	82%		71%	-	-	•	-	-
	Female	78%	78%	83%	•	80%	•	-	•	-	-	80%	Î	•	87%	82%	-	83%	-	-	-	-
Grade 4																						
Reading	All Students	72%	74%	61%	*	62%	*	-	-	-	-	61%	63%	*	74%	41%	55%	68%	-	-	-	*
	CWD	46%	46%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	75%	78%	74%	*	76%	*	-	-	-	-	79%	*	-	74%	67%	75%	73%	-	-	-	*
	EL	60%	61%	41%	-	40%	*	-	-	-	-	38%	*	*	67%	41%	*	*	-	-	-	-
	Male	70%	72%	55%	*	53%	*	-	-	-	-	50%	*	*	75%	*	55%	-	-	-	-	-
	Female	75%	76%	68%	*	73%	*	-	-	-	-	73%	*	*	73%	*	-	68%	-	-	-	*
Mathematics	All Students	77%	78%	76%	*	76%	*	-	-	-	-	70%	100%	*	87%	65%	77%	74%	-	-	-	*
	CWD	49%	49%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	81%	83%	87%	*	88%	*	-	-	-	-	83%	100%	-	87%	89%	94%	80%	-	-	-	*
	EL	72%	72%	65%	-	67%	*	-	-	-	-	63%	*	*	89%		67%	*	-	-	-	-
		77%	78%	77%	*	74%	*	-	-	-	-	72%	*	*	94%	67%	77%	-	-	-	-	-
	Female	78%	78%	74%	*	80%	*	-	-	-	-	67%	*	*	80%	*	-	74%	-	-	-	*
Grade 5																						
Reading	All Students	83%	85%	92%	*	91%	*	-	*	-	*	93%	92%	83%	94%	83%	88%	96%	-	-	-	-
	CWD	54%	58%	83%	-	*	-	-	*	-	-	*	*	83%	-	*	*	*	-	-	-	-
	CWOD	87%	89%	94%	*	93%	*	-	-	-	*	96%	89%	-	94%	89%		95%	-	-	-	-
	EL	73%	76%	83%	*	82%	-	-	-	-	-	80%	*	*	89%	83%		86%	-	-	-	-
	Male	81%	83%	88%	-	85%	*	-	*	-	*	88%	88%	*	92%	*	88%	-	-	-	-	-
	Female	86%	87%	96%	*	95%	*	-	-	-	*	95%	*	*	95%	86%	-	96%	-	-	-	-
Mathematics	Students	90%	91%	100%	*	100%	*	-	*	-	*	100%	100%		100%	100%	100%	100%	-	-	-	-
	CWD	70%	78%	100%	-	100%	-	-	*	-	-	*	*	100%	-	*	*	*	-	-	-	-
	CWOD		93%	100%	*	100%	*	-	-	-	*	100%	100%	-			100%		-	-	-	-
	EL	86%	87%	100%	*	100%	-	-	-	-	-	100%	*	*			100%	100%	-	-	-	-
	Male .	89%	90%	100%	-	100%	_	-	•	-	-	100%	100%	_			100%	-	-	-	-	-
	Female	91%	92%	100%		100%		-	-	-		100%			100%	100%	) -	100%	-	-	-	-
Science	All Students	75%	76%	95%	*	94%	*	-	*	-	*	93%	100%	83%	97%	92%	100%	91%	-	-	-	-
	CWD		50%	83%	-	*	-	-	*	-	-	*	*	83%	-	*	*	*	-	-	-	-
	CWOD	78%	80%	97%	*	96%	*	-	-	-	*	96%	100%	-			100%		-	-	-	-
	EL	62%	63%	92%	*	91%	-	-	-	-	-	90%	*	*			100%		-	-	-	-
			76%	100%	-	100%	*	-	*	-	-	100%	100%	*			100%		-	-	-	-
	Female	75%	76%	91%	*	90%	*	-	-	-	*	89%	*	*	95%	86%	-	91%	-	-	-	-
STAAR Percent	at Meets	Grad	e Level	or Above	e																	
Grade 3	Δ11	400/	4007	240/	*	2007	*				*	070/	E70/	*	200/	050/	220/	2007		*		
Reading	All Students		48%	31%	-	28%	•	-	-	-	-	27%	57%		<b>ა</b> ఠ%	∠5%	33%	29%	-	**	-	-
	CWD			*	-	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-
	CWOD		51%	38%	*	33%	*	-	*	-	-	32%	67%	-	38%		47%	30%	-	*	-	-
	EL	32%	32%	25%	-	23%	*	-	*	-	-	22%	*	*	32%		23%	27%	-	-	-	-
		40%	45%	33%	*	25%	*	-	-	-	*	29%	*	*		23%		-	-	*	-	-
	Female	45%	52%	29%	*	30%	*	-	*	-	-	25%	*	*	30%	27%	-	29%	-	-	-	-
Mathematics		46%	50%	40%	*	43%	*	-	*	-	*	37%	57%	*	45%	38%	38%	42%	-	*	-	-
;	Students CWD	30%	28%	*	-	*	-	-	-	-	*	*	*	*	-	*	*	*	-	-	-	-

											Two or		Non									
					African			American		Pacific	More	Econ	Econ								Foster	r
	014100				American		White	Indian	Asianl	slanderF	Races			CWD					/ligrantl	Homeless	Care	Militar
	CWOD EL	48% 39%	53% 39%	45% 38%	*	52% 36%	*	-	*	-	-	44% 35%	50%	*		47% 38%		43% 45%	-	*	-	-
	Male	47%	50%	38%	*	35%	*	-	_	-	*	33%	*	*		31%		45%	-	*	-	-
	Female		49%	42%	*	50%	*	-	*	-	-	40%	*	*		45%	-	42%	-	-	-	-
rade 4 Reading	All	45%	49%	37%	*	38%	*	_		_	_	36%	38%	*	42%	12%	32%	42%	_	_	_	*
rteading	Students	<del>4</del> 5 /0	4370	31 /6		30 /0						30 /0	JU /0		<b>42</b> /0	12/0	JZ /0	<b>42</b> /0				
	CWD	28%	27%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		53%	42%	*	44%	*	-	-	-	-	46%	*	-			44%	40%	-	-	-	*
	EL Male	29% 43%	32% 48%	12% 32%	*	13% 32%	*	-	-	-	-	13% 33%	*	*	11% 44%	12%	32%	_	-	-	-	-
	Female		51%	42%	*	47%	*	-	-	-	-	40%	*	*	40%	*	JZ /0 -	42%	-	-	-	*
Mathematic		48%	50%	34%	*	32%	*	-	-	-	-	30%	50%	*	42%	18%	27%	42%	-	-	-	*
	Students CWD	29%	27%	*		*	*					*	*	*		*	*	*				
	CWD		53%	42%	*	40%	*	-	-	-	-	38%	57%	_	42%	22%	38%	47%	-	-	-	*
	EL	38%	39%	18%	-	20%	*	-	-	-	-	19%	*	*	22%	18%	8%	*	-	-	-	-
	Male	48%	51%	27%	*	26%	*	-	-	-	-	28%	*	*	38%	8%	27%	-	-	-	-	-
	Female	47%	49%	42%	*	40%	*	-	-	-	-	33%	*	*	47%	*	-	42%	-	-	-	*
rade 5																						
Reading	All	53%	57%	54%	*	48%	*	-	*	_	*	44%	75%	17%	61%	8%	63%	48%	_	-	-	_
	Students																					
	CWD	30%	29%	17%	-	*	-	-	*	-	-	*	*	17%	-	*	*	*	-	-	-	-
	CWOD		61%	61%	*	57%	*	-	-	-	*	50%	89%	-			69%	55%	-	-	-	-
	EL Mala	35%	36%	8%	•	9% 54%	*	-	*	-	-	0% 50%		*	11%	8% *		0%	-	-	-	-
	Male Female	50%	54% 60%	63% 48%	*	54% 45%	*	-	_	-	*	50% 42%	75% *	*	69% 55%	0%	63%	48%	-	-	-	-
	· ciliale	. 50 /0	JU /0	→0 /0		10 /0		_	-	_		12/0			JJ /0	J /0	_	1070		_	_	-
Mathematic		57%	60%	67%	*	64%	*	-	*	-	*	63%	75%	50%	70%	17%	63%	70%	-	-	-	-
	Students	0.40/	070/	<b>500</b> /		400/						*	*	<b>500</b> /				*				
	CWD CWOD	34%	37% 64%	50% 70%	*	40% 68%	*	-	•	-	*	67%	78%	50%	- 70%	11%	69%	70%	-	-	-	-
	EL	46%	47%	17%	*	18%	_	-	-	-	_	10%	*	*		17%	20%	14%	-	-	-	-
	Male	57%	60%	63%	-	54%	*	-	*	-	_	63%	63%	*		20%	63%	-	-	-	-	-
	Female		60%	70%	*	70%	*	-	-	-	*	63%	*	*	70%	14%	-	70%	-	-	-	-
Science	All	40%	42%	49%	*	42%	*	-	*	-	*	37%	75%	17%	55%	8%	56%	43%	-	-	-	-
	Students CWD	25%	23%	17%		*			*			*	*	17%		*	*	*	_			
	CWOD		45%	55%	*	50%	*	-	_	_	*	42%	89%	-	55%	11%	62%	50%	_	-	-	_
	EL	24%	24%	8%	*	9%	-	-	-	-	-	0%	*	*	11%	8%	20%	0%	-	-	-	-
	Male	42%	45%	56%	-	46%	*	-	*	-	-	38%	75%	*	62%	20%	56%	-	-	-	-	-
	Female	38%	39%	43%	*	40%	*	-	-	-	*	37%	*	*	50%	0%	-	43%	-	-	-	-
AAR Percen	nt at Maste	rs Gra	ade Lev	el																		
Frade 3																						
Reading	All Students	24%	29%	15%	•	10%	•	-	•	-	•	10%	43%	•	18%	8%	17%	13%	-	•	-	-
	CWD	9%	9%	*	_	*	_	_	_	_	*	*	*	*	_	*	*	*	_	_	_	_
	CWD		32%	18%	*	12%	*	-	*	-	_	12%	50%	-	18%	11%	24%	13%	_	*	_	-
	EL	15%	14%	8%	-	5%	*	-	*	-	-	4%	*	*	11%	8%	15%	0%	-	-	-	-
	Male	22%	27%	17%	*	10%	*	-	-	-	*	14%	*	*	24%	15%	17%	-	-	*	-	-
	Female	26%	32%	13%	*	10%	*	-	*	-	-	5%	*	*	13%	0%	-	13%	-	-	-	-
Mathematic	e All	220/.	260/-	150/	*	130/	*		*		*	120/	200/	*	150/	130/	210/	Ω0/.		*		
Mathematic	S All Students		26%	15%		13%		-		-	-	12%	29%		15%	13%	∠1%	8%	-		-	-
	CWD	12%	11%	*	_	*	_	_	_	_	*	*	*	*	_	*	*	*	_	_	_	_
	CWOD		27%	15%	*	15%	*	-	*	-	-	15%	17%	-	15%	16%	24%	9%	-	*	-	-
	EL	17%	18%	13%	-	9%	*	-	*	-	-	9%	*	*	16%	13%	15%	9%	-	-	-	-
	Male	23%	27%	21%	*	15%	*	-	-	-	*	14%	*	*	24%	15%		-	-	*	-	-
	Female	21%	24%	8%	*	10%	*	-	*	-	-	10%	*	*	9%	9%	-	8%	-	-	-	-
Grade 4																						
Reading	All	23%	28%	12%	*	9%	*	-	-	-	-	9%	25%	*	13%	6%	9%	16%	-	-	-	*
-	Students																					
	CWD	9%	11%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	25% 12%	30% 13%	13% 6%	*	8% 7%	*	-	-	-	-	8% 6%	*	*	13% 0%	0% 6%	13%	13%	-	-	-	*
	EL Male	12% 22%	26%	6% 9%	*	7% 5%	*	-	-	-	-	6%	*	*	0% 13%	6% *	9%	_	-	-	-	-
	Female		30%	16%	*	13%	*	-	-	_	-	13%	*	*	13%	*	-	16%	-	-	-	*
Mathematic		26%	28%	12%	*	9%	*	-	-	-	-	9%	25%	*	16%	0%	9%	16%	-	-	-	*
	Students		110/	*		*	*					*	*	*		*	*	*				
	CWD CWOD	11% 28%	11% 30%	16%	*	12%	*	-	-	-	-	13%	29%	_	16%	0%	13%	20%	-	-	-	*
	EL	18%	18%	0%	-	0%	*	_	_	_	_	0%	*	*	0%	0%	0%	*	_	_	_	_
	Male	27%	30%	9%	*	5%	*	-	-	-	-	6%	*	*	13%	0%	9%	-	-	-	-	-
		25%	26%	16%	*	13%	*	-	-	-	-	13%	*	*	20%	*	-	16%	-	-	-	*
	1 Ciliaic																					
ando 5	romaic			400/		18%	*	_	*	_	*	15%	25%	0%	21%	0%	19%	17%	_			
		26%	31%	18%				-				10/0	EU /0	U / 0	<b>∠</b> 1 /0	U /0	1 37 /0			_	-	
rade 5 Reading	All		31%	18%		1070														-	-	_
			31% 9%	18% 0%	-	*	_	-	*	-	_	*	*	0%	_	*	*	*	_	-	-	-
	All Students CWD CWOD	9% 27%	9% 34%	0% 21%	*	* 21%	- *	- -	*	-	- *	* 17%	* 33%	0%	- 21%	* 0%		* 20%	-	- - -	-	-
	All Students CWD CWOD EL	9% 27% 12%	9% 34% 12%	0% 21% 0%		* 21% 0%	- * -	- - -	* - -	- - -		* 17% 0%	* 33% *	0% - *	- 21% 0%	* 0% 0%	* 23% *	*	- - -	- - - -	- - -	-
erade 5 Reading	All Students CWD CWOD	9% 27% 12% 24%	9% 34%	0% 21%	*	* 21%	- * - *	- - - -	* - - *	- - - -	*	* 17%	* 33%	0%	- 21%	* 0%	*	* 20%	- - -	-		-

or Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Mathematics All 30% 32% 26% 27% Students CWD 13% 0% 0% **CWOD** 31% 35% 27% 25% 29% 22% 27% 0% 15% 35% FΙ 19% 20% 0% 0% 0% 0% 0% 0% 0% 13% 15% 0% Male 29% 33% 13% 8% 13% 13% 30% Female 30% 30% 30% 30% 32% 35% 0% ΑII 42% Science 16% 18% 28% 21% 22% 17% 30% 0% 31% 26% Students CWD 30% CWOD 17% 20% 25% 25% 44% 30% 0% 31% 30% EL 7% 7% 0% 0% 0% 0% 0% 0% 0% Male 18% 20% 31% 23% 38% 25% 31% 0% 31% Female 15% 16% 26% 20% 16% 30% 0% 26% STAAR Percent at Approaches Grade Level or Above All Grades All Subjects ΑII 100% 100% 79% 94% 52% 89% 70% 78% 77% 77% 82% 73% 81% 89% 86% Students CWD 45% 49% 100% 52% 40% 43% **CWOD 80%** 81% 89% 73% 89% 96% 88% 92% 89% 83% 90% 88% 60% 60% 70% 69% 68% 100% 40% 83% 70% 62% 81% Male 74% 75% 78% 74% 100% 72% 95% 43% 90% 62% 78% Female 79% 80% 86% 71% 87% 77% 84% 93% 68% 88% 81% 86% Reading ΑII 73% 75% 77% 76% 83% 74% 85% 42% 85% 62% 69% 83% Students 39% 42% 38% 100% CWD 43% 26% 42% 75% CWOD 77% 91% 85% 85% 78% 85% 84% 79% 85% 85% 82% 62% 50% 52% 53% 62% 60% 59% 78% 78% Male 69% 69% 65% 100% 64% 85% 50% 69% Female 77% 85% 83% 75% 84% 78% 83% 78% 83% 80% Mathematics All 80% 84% 82% 92% 79% 100% 54% 90% 74% 81% 86% Students CWD 52% 53% 54% 52% 42% 100% 54% 44% 50% 63% CWOD 83% 90% 100% 88% 90% 86% 91% 84% 90% 100% 90% 70% 71% 44% 86% 74% 67% EL 69% 74% 73% 83% 78% 100% 74% 100% 50% 91% 67% 81% Male 79% 81% 77% Female 82% 87% 83% 83% 100% 63% 90% 86% 81% 86% 83% Science 93% 100% 83% 92% 100% ΑII 79% 95% 94% 97% 91% Students CWD 48% 51% 83% CWOD 82% 83% 97% 96% 96% 100% 97% 89% 100% 95% FΙ 58% 59% 92% 91% 90% 89% 92% 100% 86% Male 78% 79% 100% 100% 100% 100% 100% 100% 100% Female 80% 80% 91% 90% 89% 95% 86% 91% STAAR Percent at Meets Grade Level or Above All Grades 42% 67% 60% 80% 38% 17% 50% 20% 42% All Subjects ΑII 64% Students CWD 23% 25% 17% 11% 7% 46% 9% 11% 26% CWOD 50% 55% 50% 9% 49% 72% 45% 68% 50% 25% 52% 48% EL 26% 27% 20% 21% 18% 50% 9% 25% 20% 18% 23% Male 45% 49% 42% 37% 79% 35% 61% 11% 52% 18% 42% 0% 45% Female 50% 53% 45% 46% 54% 40% 68% 26% 48% 23% ΑII 37% 35% 59% 46% 40% 67% 13% 46% 17% 40% 39% Reading Students CWD 22% 24% 13% 10% 5% CWOD 48% 54% 46% 44% 73% 41% 64% 46% 22% 52% 41% 21% 23% 17% 17% 14% 22% 17% 17% 17% Male 41% 47% 40% 35% 83% 34% 60% 52% 17% Female 50% 55% 39% 40% 35% 58% 25% 41% 17% 39% Mathematics All 48% 51% 46% 46% 58% 42% 63% 21% 52% 26% 40% 52% Students 26% 21% 14% 11% 60% 13% 13% 38% CWD 26% 21% CWOD 51% 55% 53% 64% 49% 52% 32% 50% 53% 52% 64% 33% 26% 27% 24% 13% 32% 26% 20% 35% EL 34% 47% 67% Male 40% 36% 53% 13% 50% 20% Female 49% 55% 50% 46% 75% 38% 53% 52% Science ΑII 49% 53% 49% 42% 37% 75% 17% 55% 8% 56% 43% Students CWD 23% 17% 17% CWOD 52% 50% 42% 89% 55% 11% 62% 50% 57% 55% 21% 20% EL 22% 8% 9% 0% 11% 8% 0% 50% 38% 75% 20%

56%

0%

43%

62%

50%

37%

Two

Male

Female 49%

54%

52%

56%

43%

46%

40%

											or		Non									
					African			American		Pacific											Foster	
					sAmericanH			Indian		slander									ligrantHon	neless	Care	Military
All Subjects	All	21%	25%	17%	9%	14%	41%	-	20%	-	60%	14%	29%	6%	20%	5%	16%	18%	-	*	-	*
	Students																					
	CWD	8%	9%	6%	-	2%	*	-	*	-	*	2%	15%	6%	-	3%	6%	5%	-	-	-	-
	CWOD		27%	20%	9%	17%	44%	-	*	-	*	16%	32%	-	20%	6%	20%	20%	-	*	-	*
	EL	9%	10%	5%	*	4%	*	-	*	-	-	4%	20%	3%	6%	5%	6%	4%	-	-	-	-
	Male	20%	24%	16%	*	11%	50%	-	*	-	*	13%	26%	6%	20%	6%	16%	-	-	*	-	-
	Female	22%	26%	18%	0%	17%	31%	-	*	-	*	15%	32%	5%	20%	4%	-	18%	-	-	-	*
Reading	All	19%	25%	15%	*	12%	42%	-	*	-	*	11%	30%	4%	17%	6%	15%	15%	-	*	-	*
	Students																					
	CWD	7%	8%	4%	-	5%	*	-	*	-	*	5%	0%	4%	-	*	*	13%	-	-	-	-
	CWOD	20%	27%	17%	*	14%	45%	-	*	-	*	12%	36%	-	17%	5%	20%	16%	-	*	-	*
	EL	7%	8%	6%	*	4%	*	-	*	-	-	4%	*	*	5%	6%	7%	4%	-	-	-	-
	Male	16%	22%	15%	*	10%	50%	-	*	-	*	11%	27%	*	20%	7%	15%	-	-	*	-	-
	Female	22%	28%	15%	*	15%	*	-	*	-	*	11%	33%	13%	16%	4%	-	15%	-	-	-	*
Mathematics	All Students	23%	25%	16%	*	14%	33%	-	*	-	*	15%	22%	4%	19%	6%	15%	18%	-	*	-	*
	CWD	10%	10%	4%	-	0%	*	-	*	-	*	0%	20%	4%	-	0%	6%	0%	-	-	-	-
	CWOD	25%	27%	19%	*	17%	36%	-	*	-	*	18%	23%	-	19%	8%	17%	21%	-	*	-	*
	EL	13%	14%	6%	*	4%	*	-	*	-	-	4%	*	0%	8%	6%	7%	4%	-	-	-	-
	Male	23%	25%	15%	*	10%	50%	-	*	-	*	11%	27%	6%	17%	7%	15%	-	-	*	-	-
	Female	24%	24%	18%	*	18%	17%	-	*	-	*	19%	17%	0%	21%	4%	-	18%	-	-	-	*
Science	All Students	22%	26%	28%	*	21%	*	-	*	-	*	22%	42%	17%	30%	0%	31%	26%	-	-	-	-
	CWD	7%	8%	17%	-	*	-	-	*	-	-	*	*	17%	-	*	*	*	-	-	-	-
	CWOD	24%	29%	30%	*	25%	*	-	-	-	*	25%	44%	-	30%	0%	31%	30%	-	-	-	-
	EL	5%	6%	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	23%	28%	31%	-	23%	*	-	*	-	-	38%	25%	*	31%	0%	31%	-	-	-	-	-
	Female	21%	25%	26%	*	20%	*	-	-	-	*	16%	*	*	30%	0%	-	26%	-	-	-	-

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	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	*	66	88	-	*	-	*	67	73	78
CWD	73	-	69	*	-	*	-	-	64	73	64
CWOD	66	*	65	86	-	-	-	*	68	-	86
EL	78	*	75	*	-	-	-	-	75	64	78
Male	59	*	55	*	-	*	-	-	52	*	68
Female	75	*	76	*	-	-	-	*	78	100	92
Mathematics											
All Students	79	*	77	100	-	*	-	*	80	88	79
CWD	88	-	93	*	-	*	-	-	92	88	91
CWOD	77	*	73	100	-	-	-	*	77	-	72
EL	79	*	77	*	-	-	-	-	77	91	79
Male	79	*	80	*	-	*	-	-	81	89	82
Female	79	*	74	*	-	-	-	*	79	86	75

## 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 Grad	duation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

<sup>&#</sup>x27;\*' 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.

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

<sup>&#</sup>x27;-' 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	48	*	46	66	-	*	-	*	44	*	32
School Quality (College, Career,	and Military	Readiness	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	African			American		Pacific	Two or More	Econ	014/15	
STAAR Performance Status	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Υ						Υ		Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	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		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	ficiency Statu	ıs									42% Y 44% Y 46% Y 46% Y
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%

<sup>&#</sup>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 OF		Non						
African		American		Pacific	More	Econ	Econ						
Campus American Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female Migra	ant

		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%	_
,	CWD	100%	-	100%	*	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-		-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD EL	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%	100%	-
	Female	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%	-
	CWD	100%	4000/	100%	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%	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	*	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	-	-	*	-	-	*	*	100%	-	*	*	*	-
	CWOD	100%	*	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	-	100%	*	-	*	-	- *	100%	100%	*	100%	100%	100%	-	-
Non-Participation	Female n Rate	100%	*	100%	*	-	-	-	*	100%	*	*	100%	100%	-	100%	-
All Subjects	All Students	0%	0%	0%	0%	_	0%	_	0%	0%	0%	0%	0%	0%	0%	0%	_
7 iii Gabjooto	CWD	0%	-	0%	*	_	*	_	*	0%	0%	0%	-	0%	0%	0%	_
	CWOD	0%	0%	0%	0%	-	*	_	*	0%	0%	-	0%	0%	0%	0%	_
	EL	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-		-	•	0%	0% *	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	-		-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male Female	0% 0%	*	0% 0%	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%	
Mathematics	CWD	0%	0 /0	0%	*	-	*	-	*	0%	0%	0%	0 /0	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	_	*	_	*	0%	0%	-	0%	0%	0%	0%	_
	EL	0%	*	0%	*	_	*	_	_	0%	*	0%	0%	0%	0%	0%	_
	Male	0%	*	0%	0%	_	*	_	*	0%	0%	0%	0%	0%	0%	-	_
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	-	-	*	-	-	*	*	0%	-	*	*	*	-
	CWOD	0%	*	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	-	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	-	-
	Female	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											
III-ocitool ousperisions	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions	iotai										
Out-of-oction ouspensions	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	6	*	6	*	*	*	*	*	*	
Expulsions		· ·		ŭ							
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 Section 504)
	Female	*	*	*	*	*	*	*	*	*		
5.4.4.5.6.4	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement		*	_	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Otrada anta Wilde Dia alcilida a	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions	N4-1-	*	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		_
	Female	*	*	*	*		*	*	*	*		
0. 4 - 4 0 - 4 1 0	Total	-	-	-	-	-	-	-	-			-
Out-of-School Suspensions	Male	*		*	*	*	*	*	*	*		
		*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		
Eventeiana	Total											
Expulsions With Educational Services	Mala	*	*	*	*	*	*	*	*	*		*
with Educational Services	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Williout Educational Services		*	*	*	*	*	*	*	*	*		*
	Female Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	iolai											
School-Related Affests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	iolai											
Reletials to Law Efficient	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students	iolai											
Chronic Absenteeism												
CHICHIC ADSCRICCION	Male	10	*	8	*	*	*	*	*	*	*	*
	Female	12	*	8	*	*	*	*	*	*	*	*
	Total	22	*	0 16	*	*	*	*	*	*	*	*
	าบเลา	22		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	*
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.

December 1 December		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Mala	21	*	17	*	*	*	*	*	14	*
	Male									14	
	Female	19	*	17	*	*	*	*	*	14	*
	Total	40	*	34	*	*	*	*	*	28	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	_	-
	Total	-	-	-	-	-	-	-	-	_	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	_	_	_	_	_	_	_	_	_	_

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

- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
   Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 1.8	Percent 7.9%
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	0.0	-

'-' 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.

Over the O	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%	-	-
Biology	4,861	1%	72	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
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. 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

			% Belov	w Basic	% At or At	ove Basic	% At or Abo	ve Proficient	% At or Abov	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
0.000	. todag	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disady	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
		English Eanguage Edumers	00	00	20	20	• • •	Ü	•	•
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
0.000	. todag	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	i
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	ĭ
		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
	Mathamatica	Overall	30	30	37	36	24	24	0	10
	Mathematics			53		36 34			9	
		Black	44 38	53 43	41 39	3 <del>4</del> 37	13 19	11 16	1 4	2
		Hispanic							•	4
		White	16 *	20	33	37	35 *	31	16 *	13
		American Indian		44		38		14		4
		Asian Pacific Islander	3	12 36	19 *	24 39	37 *	32	40	32
			24	36 27	43	39 36	24	18 25	8	6 13
		Two or More Races Econ Disady	24 40	27 45	43 40	36 37		25 15	3	
			40 67	45 69	40 23	37 22	17 8	7		3
		Students with Disabilities	61	71	23 32	22	8 7	, 5	2 1	2 1
		English Language Learners	01	/ 1	32	23	1	5	1	ı

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

<b>Grade</b> Grade 4	<b>Subject</b> 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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