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

Campus Name: PEREZ EL Campus ID: 227901190 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
										or			(Current
			All	African			American			More	Econ	Special	and
		- "	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets		Baseline 2016-17							.=				/
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through	4.40/	000/	070/	000/	100/	- 40/	450/	500 /	000/	400/	000/
		2021-22	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%
		2020-27 2027-28 through	32%	4270	40%	00%	3170	1070	3370	0270	43%	3170	39%
		2027-26 tillough 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32	72%	66%	69%	80%	72%	87%	73%	70% 78%	67%	60%	65%
		Baseline 2016-17	1270	00%	0970	00%	1270	0170	1370	1070	07 70	00%	05%
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	Matricinatios	2017-18 through	4070	3170	4070	00 /0	4570	02 /0	30 /0	O-1 /0	3070	2070	4070
		2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through	.070	0.70	.070	0070	.070	0270	0070	0.70	0070	2070	.0,0
		2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through											
		2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
		Baseline 2016-17											
EL Progress		Rates											41%
_		2017-18 through											
		2021-22											42%
		2022-23 through											
		2026-27											44%
		2027-28 through											
		2031-32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
		2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
		2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
•	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
_	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

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

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

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

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

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.

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											or	_	Non								
		State	Distric	tCampus	African SAmerican	Hisnanio	·White	Americar Indian		Pacific Islande				/CWD	cwor	D EL Male	Femalel	Migrant	Homeless	Foster Care	Military
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STAAR Percent	at Appro	aches	Grade	e Level o	r Above																
Grade 3 Reading	ΛII	770/	79%	74%	*	73%	*					72%	89%	67%	76%	74% 64%	82%		*		
	All Students	11%	79%	74%		73%		-	-	-	-	12%	89%	0/%	70%	74% 04%	82%	-		-	-
·	CWD	51%	52%	67%	*	67%	*	_	_	_	_	67%	_	67%	_	* 69%	*	_	_	_	_
	CWOD		82%	76%	*	74%	*	_	_	_	_	74%	89%	-	76%	77% 62%	84%	_	*	_	_
	EL	70%	70%	74%	_	74%	-	_	_	_	_	72%	86%	*	77%		82%	_	*	-	-
	Male	74%	76%	64%	*	64%	*	-	-	-	-	61%	83%	69%	62%		-	-	-	-	-
	Female	79%	82%	82%	*	80%	*	-	-	-	-	81%	*	*	84%	82% -	82%	-	*	-	-
Mathematics	All	77%	78%	70%	*	69%	*	_	_	_	_	67%	89%	50%	74%	68% 62%	76%	_	*	_	_
;	Students																				
	CWD	52%	48%	50%	*	47%	*	-	-	-	-	50%	-	50%	-	* 46%	*	-	-	-	-
	CWOD	80%	82%	74%	*	74%	*	-	-	-	-	72%	89%	-	74%	73% 69%	78%	-	*	-	-
	EL	74%	72%	68%	-	68%	-	-	-	-	-	65%	86%	*	73%	68% 59%	75%	-	*	-	-
	Male	77%	77%	62%	*	62%	*	-	-	-	-	58%	83%	46%	69%	59% 62%	-	-	-	-	-
	Female	78%	78%	76%	*	76%	*	-	-	-	-	74%	*	*	78%	75% -	76%	-	*	-	-
O																					
Grade 4	ΛII	720/	740/	69%	*	71%	*					68%	900/	4.40/	720/	720/ 640/	750/		*		
Reading	All Students	12%	74%	69%		7 1%		-	-	-	-	08%	80%	44%	13%	73% 64%	75%	-		-	-
•	CWD	46%	46%	44%	_	40%	*					40%	*	44%		* *	*				_
	CWOD		78%	73%	*	76%	*	_	_	_	_	73%	78%		73%	79% 67%	79%	_	*	_	_
	EL	60%	61%	73%	_	74%	*	-	-	-	-	72%	*	*		73% 58%	87%	-		-	-
	Male	70%	72%	64%	*	65%	*	-	-	-	-	62%	*	*		58% 64%	-	-	-	-	-
	Female		76%	75%	*	77%	*	-	_	-	-	74%	*	*		87% -	75%	-	*	-	-
	i ciliale	13/0	1070	13/6		11 /0						7 - 70			1370	01 /0 -	1370				
Mathematics	All Students	77%	78%	65%	*	64%	*	-	-	-	-	62%	90%	38%	68%	66% 55%	74%	-	*	-	-
	CWD	49%	49%	38%	_	33%	*	_	_	_	_	33%	*	38%	_	* *	*	_	_	_	_
	CWOD		83%	68%	*	68%	*	_	_	_	_	66%	89%	-	68%	72% 57%	79%	_	*	_	_
	EL	72%	72%	66%	_	65%	*	_	_	_	_	65%	*	*	72%		83%	_	_	_	_
	Male	77%	78%	55%	*	54%	*	_	_	_	_	53%	*	*	57%		-	_	_	_	_
	Female		78%	74%	*	75%	*	_	_	_	_	72%	100%	*		83% -	74%	_	*	_	_
Grade 5																					
Reading	All	83%	85%	85%	*	87%	*	*	*	-	*	84%	100%	*	94%	83% 83%	87%	-	*	-	*
;	Students																				
	CWD	54%	58%	*	-	*	*	-	*	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD		89%	94%	*	95%	*	*	-	-	*	93%	100%	-	94%		93%	-	*	-	*
	EL	73%	76%	83%	*	86%	-	-	*	-	-	82%	100%	*		83% 88%	81%	-	*	-	-
	Male	81%	83%	83%	*	84%	*	-	-	-	*	81%	*	*		88% 83%	-	-	*	-	-
	Female	86%	87%	87%	*	89%	*	*	*	-	*	86%	100%	*	93%	81% -	87%	-	-	-	*
Mathamatica	ΛII	000/	010/	060/	*	0.50/	*	*	*		1000/	000/	670/	EE0/	000/	000/ 010/	020/		*		*
	All Students	90%	91%	86%		85%				-	100%	88%	67%	55%	90%	80% 91%	82%	-		-	
•	CWD	70%	78%	55%	_	*	*	_	*	_	_	55%	_	55%	_	* *	*	_	_	_	_
	CWOD		93%	90%	*	90%	*	*	_	_	100%	92%	67%	-	90%	85% 95%	86%	_	*	_	*
	EL	86%	87%	80%	*	81%	_	_	*	_	-	81%	*	*		80% 91%	72%	_	*	_	_
	Male	89%	90%	91%	*	91%	*	_	_	_	*	95%	*	*		91% 91%		_	*	_	_
	Female		92%	82%	*	81%	*	*	*	_	*	82%	*	*		72% -	82%	_	_	_	*
Science	All	75%	76%	76%	*	76%	*	*	-	-	*	76%	78%	*	81%	68% 85%	69%	-	*	-	*
;	Students																				
	CWD		50%	*	-	*	*	-	-	-	-	*	<u>-</u>	*		* *	*	-	-	-	-
	CWOD		80%	81%	*	81%	*	*	-	-	*	81%	78%	-		76% 93%	73%	-	*	-	*
	EL	62%	63%	68%	-	68%	-	-	-	-	-	67%	*	*		68% 79%		-	*	-	-
		76%	76%	85%	*	84%		-	-	-		86%	*			79% 85%	-	-	*	-	-
	Female	75%	76%	69%	*	69%	*	*	-	-	*	69%	*	*	73%	59% -	69%	-	-	-	*
STAAR Percent	at Meets	Grad	e Leve	l or Abov	ve																
Grade 3																					
Reading	All	43%	48%	41%	*	39%	*	-	-	-	-	40%	56%	44%	41%	40% 33%	48%	-	*	-	-
- ;	Students																				
	CWD	28%	26%	44%	*	40%	*	-	-	-	-	44%	-	44%	-	* 38%	*	-	-	-	-
	CWOD	44%	51%	41%	*	39%	*	-	-	-	-	38%	56%	-	41%	43% 31%	47%	-	*	-	-
	EL	32%	32%	40%	-	40%	-	-	-	-	-	40%	43%	*		40% 23%	54%	-	*	-	-
	Male	40%	45%	33%	*	31%	*	-	-	-	-	31%		38%		23% 33%	-	-	-	-	-
	Female	45%	52%	48%	*	47%	*	-	-	-	-	47%	*	*	47%	54% -	48%	-	*	-	-

Mathematics										0		Non						_	
Mathamatic		State	Dietriot	Campus	African	Hienan!	·White	American		acific Mo			'CMD'	cwor) El Mala	Fomalo##		Foste	
ivialite malic:	s All	46%	50%	41%	American *	HISPANIO 38%	wnite	indian -	Asianisi	anderka	esDisad 41%				30% 36%		ligrantHomeless - *	Care	wiiita -
	Students					/-													
	CWD	30%	28%	44%	*	40%	*	-	-		44%	-	44%	-	* 38%	*	- <u>-</u>	-	-
	CWOD		53%	41%	*	38%	*	-	-		40%	44%	-		32% 34%	44%	- *	-	-
	EL Male	39% 47%	39% 50%	30% 36%	*	30% 33%	*	-	-		30% 33%	29% 50%	38%	32%	30% 23% 23% 36%	36%	- "	-	-
	Female		49%	46%	*	42%	*	-	-		47%	*	*			46%	- *	-	_
Grade 4	• "	450/	100/	000/	_	000/	_				000/	500/	0.407	000/	000/ 000/	440/			
Reading	All Students	45%	49%	32%	*	32%	*	-	-		30%	50%	31%	32%	29% 22%	41%	- *	-	-
	CWD	28%	27%	31%	_	27%	*	_	_		27%	*	31%	_	* *	*		_	_
	CWOD		53%	32%	*	33%	*	-	-			44%	-	32%	32% 18%	44%	- *	-	_
	EL	29%	32%	29%	-	30%	*	-	-		30%	*	*		29% 19%	39%		-	-
	Male	43%	48%	22%	*	20%	*	-	-		23%	*	*	18%	19% 22%	-		-	-
	Female	2 47%	51%	41%		43%		-	-		37%			44%	39% -	41%	- "	-	-
Mathematics	s All	48%	50%	36%	*	36%	*	-	-		34%	60%	31%	37%	34% 33%	40%	- *	_	_
	Students																		
	CWD	29%	27%	31%	-	27%	*	-	-		27%	*	31%	-	* *	*		-	-
	CWOD		53%	37%	*	37%	*	-	-		35%	56% *	-	37%	38% 31%	42%	- *	-	-
	EL Male	38% 48%	39% 51%	34% 33%	*	33% 31%	*	-	-		35% 30%		*	38% 31%	34% 23% 23% 33%	47%		-	-
	Female		49%	40%	*	40%	*	-	-		38%	60%	*	42%		40%	*	-	-
rade 5	ΛII	E20/	5 7 0/	400/	*	100/	*	*	*		470/	E60/	*	E20/	120/ 100/	520/	*		*
Reading	All Students	53%	57%	48%		48%				-	47%	56%		52%	43% 40%	53%	- "	-	
	CWD	30%	29%	*	_	*	*	_	*		*	_	*	_	* *	*		_	_
	CWOD		61%	52%	*	53%	*	*	-	- ,	51%	56%	-	52%	49% 45%	56%	- *	-	*
	EL	35%	36%	43%	*	45%	-	-	*		44%	40%	*	49%	43% 29%	53%	- *	-	-
	Male	50%	54%	40%	*	39%	*	-	-	_ ,	4270	*	*	45%	29% 40%	-	- *	-	-
	Female	56%	60%	53%	*	57%	*	*	*	- '	51%	80%	*	56%	53% -	53%		-	*
Mathematics	s All	57%	60%	53%	*	51%	*	*	*	- 60	% 54%	44%	9%	58%	42% 52%	53%	- *	_	*
	Students					5.70				30		, , 0		- 0 /0	/0 32 /0	/ 0			
	CWD	34%	37%	9%	-	*	*	-	*		0,0	-	9%		* *	*		-	-
	CWOD		64%	58%	*	56%	*	*	-	- 60		44%	-		47% 58%	58%	- *	-	*
	EL Male	46% 57%	47% 60%	42% 52%	*	44% 40%	- *	-	*		44%	*	*	47% 58%	42% 35%	47%	- *	-	-
	Male Female	57% 58%	60% 60%	52% 53%	*	49% 53%	*	*	*	- ,	33 /0	*	*	58% 58%	35% 52% 47% -	53%		-	*
	· Small		10	/0		5570					50 /0			- 0 /0	,•	/ 0			
Science	All	40%	42%	33%	*	31%	*	*	-	- ,	33%	33%	*	36%	26% 30%	36%	- *	-	*
	Students		000/	*		*					*				* -	*			
	CWD	25%	23% 45%	* 36%	*	35%	*	*	-			33%	*	36%	29% 33%	38%		-	- *
	EL	24%	24%	26%	_	26%	_	_	-		27%	*	*	29%	26% 17%	32%	- *	-	_
	Male	42%	45%	30%	*	27%	*	-	-	_ *	30%	*	*		17% 30%	-	- *	-	-
	Female	e 38%	39%	36%	*	35%	*	*	-	- *	35%	*	*	38%	32% -	36%		-	*
AAR Percen	nt at Maste	ers Gra	de Lev	el															
Grade 3				••															
Reading	All	24%	29%	25%	*	24%	*	-	-		25%	22%	17%	27%	26% 19%	30%	- *	-	-
	Students		00/	470/	*	200/	*				4701		170/		* 450/	*			
	CWOD	9%	9% 32%	17% 27%	*	20% 25%	*	-	-		17% 28%	- 22%	17%	- 27%	* 15%	31%		-	-
	CWOD EL	15%	32% 14%	27% 26%	_	25% 26%	_	-	-		28%	22% 14%	*		27% 21% 26% 14%		*	-	-
	Male	22%	27%	19%	*	18%	*	-	-		17%				14% 19%	-		-	-
	Female			30%	*	29%	*	-	-		32%	*	*		36% -	30%	- *	-	-
				200/	*	220/	*				2001	200/	440/	240/	220/ 240/	220/	+		
Mother - "		220/		22%	-	23%	-	-	-		20%	33%	11%	∠4%	22% 21%	22%	- ^	-	-
Mathematics		22%	26%										11%	_	* 15%	*			
Mathematics	Students			11%	*	13%	*	_	-		11%	-						-	
Mathematics	Students CWD	12%	11%	11% 24%	*	13% 25%	*	-	-		11% 23%	33%	-	24%		24%	- *	-	_
Mathematic	Students CWD CWOD EL	12% 24% 17%	11% 27% 18%	24% 22%	* *	25% 22%	*	- - -	- - -		23% 21%	33% 29%	- *	23%	23% 24% 22% 18%		- * - *	-	- - -
Mathematic	Students CWD CWOD EL Male	12% 24% 17% 23%	11% 27% 18% 27%	24% 22% 21%	* - *	25% 22% 21%	* - *	- - -	- - -	 	23% 21% 19%	33% 29% 33%	- *	23% 24%	23% 24% 22% 18% 18% 21%	25%	- * - * 	- - -	- - -
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I Grades All Subjects Reading	All Students CWD CWOD EL Male Female	47% 23% 50% 26% 45%	51% 25% 55% 27% 49% 53%	40% 30% 42% 35% 35%	33% * 36% * 36%	24% 41% 35% 32%	100% 73% *	-	* - * - *		47% - * 42%	28% 41% 36% 34%	* 48% 29% 38% 61%	30% - 8% 33% 24%	- 42% 39% 35% 47%	8% 33 39% 33 35% 24 24% 33	3% 5% 4% 5%	24% 47% 44% - 45%	-	- 14% 20% *	-	* - * - *
I Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students	47% 23% 50% 26% 45% 50% 46%	51% 25% 55% 27% 49% 53%	40% 30% 42% 35% 35% 45%	33% * 36% * 36% 29%	24% 41% 35% 32% 45%	100% 73% * 100% 73%	-	* - * - *		47% - * 42%	28% 41% 36% 34% 44%	* 48% 29% 38% 61%	30% - 8% 33% 24% 33%	- 42% 39% 35% 47% 41%	8% 3: 39% 3: 35% 2: 24% 3: 44% 37% 3	3% 5% 4% 5% -	24% 47% 44% - 45% 47%	-	- 14% 20% *	-	* - * - *
Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students CWD	47% 23% 50% 26% 45% 50% 46% 22%	51% 25% 55% 27% 49% 53% 51%	40% 30% 42% 35% 35% 45% 40%	33% * 36% * 36% 29% 27% *	24% 41% 35% 32% 45% 40%	100% 73% * 100% 73%	-	* * * * * * * * *		47% - * 42%	28% 41% 36% 34% 44% 39% 31%	* 48% 29% 38% 61% 54%	30% - 8% 33% 24% 33%	- 42% 39% 35% 47% 41%	8% 33 39% 33 35% 24 24% 33 44% 37% 3	3% 5% 4% 5% - 1%	24% 47% 44% - 45% 47%	-	- 14% 20% *	-	* - * * - *
Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students CWD CWOD	47% 23% 50% 26% 45% 50% 46% 22% 48%	51% 25% 55% 27% 49% 53% 51% 24% 54%	40% 30% 42% 35% 35% 45% 40% 33% 41%	33% * 36% * 36% 29% 27%	24% 41% 35% 32% 45% 40% 28% 41%	100% 73% * 100% 73%	-	* - * - * - *		47% - * 42% *	28% 41% 36% 34% 44% 39% 31% 40%	* 48% 29% 38% 61% 54% *	30% - 8% 33% 24% 33% -	42% 39% 35% 47% 41%	8% 3 39% 3 35% 2 24% 3 44% 37% 3 9% 3 41% 3	3% 5% 4% 5% - 1% 4%	24% 47% 44% - 45% 47% 29% 49%	-	- 14% 20% *	-	* - * * - *
I Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL	47% 23% 50% 26% 45% 50% 46% 22% 48% 21%	51% 25% 55% 27% 49% 53% 51% 24% 54% 23%	40% 30% 42% 35% 35% 45% 40% 33% 41% 37%	33% * 36% * 36% 29% 27% * 30%	24% 41% 35% 32% 45% 40% 28% 41% 38%	100% 73% * 100% 73% 78%	-	* * * * * * * * *		47% - * 42% *	28% 41% 36% 34% 44% 39% 31% 40% 37%	* 48% 29% 38% 61% 54% * 52% 38%	30% - 8% 33% 24% 33% 33%	- 42% 39% 35% 47% 41% - 41% 41%	8% 3: 39% 3: 35% 2- 24% 3: 44% 37% 3 9% 3- 41% 3 37% 2:	3% 5% 4% 5% - 1% 4% 1%	24% 47% 44% - 45% 47%	-	- 14% 20% *	-	* - * * * - * - * *
Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL	47% 23% 50% 26% 45% 50% 46% 22% 48% 21% 41%	51% 25% 55% 27% 49% 53% 51% 24% 54%	40% 30% 42% 35% 35% 45% 40% 33% 41%	33% * 36% 29% 27% * 30% *	24% 41% 35% 32% 45% 40% 28% 41%	100% 73% * 100% 73% 78%	-	* * - * * * * * * * * * * * * * * * * *		47% - * 42% *	28% 41% 36% 34% 44% 39% 31% 40%	* 48% 29% 38% 61% 54% * 52% 38% 33%	30% - 8% 33% 24% 33% - 9% 34%	- 42% 39% 35% 47% 41% - 41% 41% 31%	8% 3 39% 3 35% 2 24% 3 44% 37% 3 9% 3 41% 3	3% 5% 4% 5% - 1% 4% 1% 3%	24% 47% 44% - 45% 47% 29% 49% 48%	-	- 14% 20% *	-	* - * * * - * * - *
Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	47% 23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50%	51% 25% 55% 27% 49% 53% 51% 24% 54% 23% 47% 55%	40% 30% 42% 35% 35% 45% 40% 33% 41% 31% 47%	33% * 36% * 36% 29% 27% * 30% * *	24% 41% 35% 32% 45% 40% 28% 41% 38% 29% 49%	100% 73% * 100% 73% 78%	-	* * * * * * * * * * * * * * * * * * * *		47% - * 42% * - *	28% 41% 36% 34% 44% 39% 31% 40% 37% 31% 45%	* 48% 29% 38% 61% 54% * 52% 38% 33% 77%	30% - 8% 33% 24% 33% - 9% 34% 29%	- 42% 39% 35% 47% 41% - 41% 41% 31% 49%	8% 33 39% 33 35% 22 24% 33 44% 37% 3 9% 34 41% 3 37% 22 23% 3 48%	3% 5% 44% 5% 1% 44% 11% 33% 1-	24% 47% 44% - 45% 47% 29% 49% 48% - 47%	-	- 14% 20% *	-	* * * * * * * * * * * * * * * * * * * *
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Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	47% 23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48%	51% 25% 55% 27% 49% 53% 51% 24% 54% 23% 47% 55%	40% 30% 42% 35% 35% 45% 40% 33% 41% 37% 31% 47%	33% * 36% * 36% 29% 27% * 30% * *	24% 41% 35% 32% 45% 40% 28% 41% 38% 29% 49%	100% 73% * 100% 73% 78%	-	* * * * * * * * * * * * * * * * * * * *		47% - * 42% * - *	28% 41% 36% 34% 44% 39% 31% 40% 37% 31% 45%	* 48% 29% 38% 61% 54% * 52% 38% 33% 77%	30% - 8% 33% 24% 33% 33% - 9% 34% 29%	- 42% 39% 35% 47% 41% - 41% 41% 31% 49%	8% 33 39% 33 35% 2- 24% 33 44% 37% 3 9% 34 41% 3 37% 2 23% 3 48% 36% 44	3% 55% 44% 55% 11% 44% 11% 33% 11% 	24% 47% - 45% 47% 29% 49% 48% - 47% 46%	-	- 14% 20% *	-	* * * * * * * * * * * * * * * * * * * *
Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD	47% 23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48%	51% 25% 55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 51%	40% 30% 42% 35% 45% 40% 33% 41% 31% 47% 43% 32%	33% * 36% * 36% 29% 27% * 30% * * 45% *	24% 41% 35% 32% 45% 40% 28% 41% 38% 29% 49% 42% 26%	100% 73% * 100% 73% 78%	-			47% - 42% - * - * 60%	28% 41% 36% 34% 44% 39% 31% 40% 37% 31% 45% 43%	* 48% 29% 38% 61% 54% * 52% 38% 33% 77% 50%	30% - 8% 33% 24% 33% - 9% 34% 29%	42% 39% 35% 47% 41% 41% 41% 49% 45%	8% 33 39% 33 35% 2- 24% 33 44% 3 37% 3 9% 3- 41% 3 37% 2- 23% 3 48% 3 36% 44 10% 36	3% 55% 44% 55% 11% 44% 11% 33% 1- 00%	24% 47% 44% - 45% 47% 29% 49% 48% - 47%	-	- 14% 20% *	-	* * * * * * * * * * * * * * * * * * * *
Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	47% 23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48%	51% 25% 55% 27% 49% 53% 51% 24% 54% 23% 47% 55%	40% 30% 42% 35% 35% 45% 40% 33% 41% 37% 31% 47%	33% * 36% * 36% 29% 27% * 30% * * 45%	24% 41% 35% 32% 45% 40% 28% 41% 38% 29% 49%	100% 73% * 100% 73% 78%	-	* * * * * * * * * * * * * * * * * * * *		- 47% - * 42% * - * *	28% 41% 36% 34% 44% 39% 31% 40% 37% 31% 45%	* 48% 29% 38% 61% 54% * 52% 38% 33% 77% 50% * 48%	30% - 8% 33% 24% 33% - 9% 34% 29% 32%	42% 39% 35% 47% 41% 41% 41% 41% 49% 45%	8% 33 39% 33 35% 2- 24% 33 44% 37% 3 9% 34 41% 3 37% 2 23% 3 48% 36% 44	3% 55% 44% 55% - 11% 44% 11% 33% 11% - 00%	24% 47% 44% - 45% 47% 29% 49% 48% - 47% 46% 24%		- 14% 20% *		* * * * * * * * * * * * * * * * * * * *
Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL CWOD EL CWD CWOD EL CWD CWOD EL	47% 23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 26% 51%	51% 25% 55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 51%	40% 30% 42% 35% 35% 45% 40% 33% 41% 37% 41% 31% 47% 43%	33% * 36% * 36% 29% 27% * 30% * * 45% *	24% 41% 35% 32% 45% 40% 28% 41% 38% 29% 49% 42% 26% 44%	100% 73% * 100% 73% 78%	-	* * * * * * * * * * * * * * * * * * * *		- 47% - * 42% * - * * 60%	28% 41% 36% 34% 44% 39% 31% 40% 37% 31% 45% 43%	* 48% 29% 38% 61% 54% * 52% 38% 33% 77% 50% * 48%	30% - 8% 33% 24% 33% - 9% 34% 29% 32% - 10%	42% 39% 35% 47% 41% 41% 31% 49% 45% 39%	8% 3 39% 3 35% 2 24% 3 44% 37% 3 9% 3 41% 3 37% 2 23% 3 48% 36% 4 10% 3 39% 4	3% 5% 44% 55% - 11% 44% 11% 33% 11% - 00%	24% 47% 44% - 45% 47% 29% 49% 48% - 47% 46% 24% 49%		- 14% 20% *		* * * * * * * * * * * * * * * * * * * *
Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL CWOD EL CWD CWOD EL CWD CWOD EL	47% 23% 50% 26% 45% 50% 46% 22% 44% 41% 450% 48% 26% 51% 33% 47%	51% 25% 55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 51% 26% 55% 34%	40% 30% 42% 35% 45% 45% 40% 33% 41% 37% 31% 47% 43% 32% 45% 36%	33% * 36% 29% 27% * 30% * 45% * 50% *	24% 41% 35% 45% 40% 28% 41% 38% 29% 42% 26% 44% 36%	100% 73% * 100% 73% 78%	-	* * * * * * * * * * * * *		47% - - 42% * - * - * 60%	28% 41% 36% 34% 44% 39% 31% 40% 37% 45% 45% 43%	* 48% 29% 38% 61% 54% * 52% 38% 77% 50% * 48% 23% 47%	30% - 8% 33% 24% 33% 33% - 9% 34% 29% 32% 32% - 10% 36%	42% 39% 35% 47% 41% 41% 31% 49% 45% - 45% 39% 41%	8% 3 39% 3 35% 2 24% 3 44% 37% 3 9% 3 41% 3 37% 2 23% 3 48% 36% 4 10% 3 39% 4 36% 2	3% 5% 44% 5% - 11% 44% 11% - 00% 63% 11% 63% 00%	24% 47% 44% - 45% 47% 29% 49% 48% - 47% 46% 24% 49%		- 14% 20% *		* * * * * * * * * * * * * * * * * * * *
Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Male Male Male Male Male Male Male	47% 23% 50% 26% 45% 50% 46% 22% 44% 41% 450% 48% 26% 51% 33% 47%	51% 25% 55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 51% 26% 55% 34% 51%	40% 30% 42% 35% 45% 45% 40% 33% 41% 37% 31% 47% 43% 32% 45% 36% 40%	33% * 36% 29% 27% * 30% * 45% * * * * * * * * * * * * * * * * * *	24% 41% 35% 45% 40% 28% 41% 38% 29% 49% 42% 26% 44% 36% 38%	100% 73% * 100% 73% 78%	-			47% - - 42% * - * - * 60%	28% 41% 36% 34% 44% 39% 31% 40% 37% 31% 45% 43% 30% 45% 37% 39%	* 48% 29% 38% 61% 54% * 52% 38% 77% 50% * 48% 23% 47%	30% - 8% 33% 24% 33% 33% - 9% 34% 29% 32% 32% - 10% 36%	42% 39% 35% 47% 41% 41% 31% 49% 45% - 45% 39% 41%	8% 3 39% 3 35% 2 24% 3 44% 37% 3 9% 3 41% 3 37% 2 23% 3 48% 10% 3 36% 4 10% 3 36% 4 10% 3 36% 2 26% 4	3% 5% 44% 5% - 11% 44% 11% - 00% 63% 11% 63% 00%	24% 47% 45% 47% 29% 49% 48% 47% 46% 24% 49% 44%		- 14% 20% *		
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Grades All Subjects Reading Mathematics Science	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female	47% 23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49%	51% 25% 55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 51% 26% 55% 34% 51% 51%	40% 30% 42% 35% 45% 45% 40% 33% 41% 37% 31% 47% 43% 32% 45% 36% 40% 46%	33% * 36% 29% 27% * 30% * * 45% * * 50% * *	24% 41% 35% 32% 45% 40% 28% 41% 29% 49% 42% 26% 44% 36% 38% 45%	100% 73% * 100% 73% 78%	-	* * * * * * * * * * * * * * * * * * * *		47% - - 42% * - * - * 60%	28% 41% 36% 34% 44% 39% 31% 40% 45% 43% 30% 45% 43% 37% 37% 37% 39% 46%	* 48% 29% 38% 61% * 52% 38% 33% 77% * 48% 23% 47% 54%	30% - 8% 33% 24% 33% 39% 34% 29% 32% 32% - 10% 36% 24% *	- 42% 39% 35% 47% 41% 41% 41% 49% 45% 45% 45% 49%	8% 3 39% 3 35% 2 24% 3 44% 3 37% 3 9% 3 48% 3 36% 4 10% 3 39% 4 10% 3 36% 2 26% 4 44% 2	3% 5% 44% 55% 11% 44% 11% 33% 11% 05% 65% 05% 	24% 47% 44% - 45% 47% 29% 49% 48% - 47% 46% 24% 49% 44%		- 14% 20% *		
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I Grades All Subjects Reading Mathematics Science	All Students CWD CWOD EL Male Female CWD CWOD EL Male Female	47% 23% 50% 26% 45% 45% 46% 22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49% 49% 23% 52% 21% 50%	51% 25% 55% 27% 49% 53% 51% 24% 54% 23% 47% 55% 34% 51% 51% 51% 51% 51% 51%	40% 30% 42% 35% 45% 45% 40% 33% 41% 37% 31% 47% 43% 32% 45% 36% 40% 33%	33% * 36% 29% 27% * 30% * * * * * * * * * * *	24% 41% 35% 35% 45% 40% 28% 41% 38% 49% 42% 26% 44% 36% 31% * 35%	100% 73% * 100% 73% 78%	-	* * * * * * * * * * * * * * * * * * * *		47% - - 42% * - * - * 60%	28% 41% 36% 34% 44% 39% 31% 40% 37% 45% 43% 30% 45% 33% 46% 33% * 36%	* 48% 29% 38% 61% 54% * 52% 33% 77% 50% * 48% 23% 47% 54% 33% - 33%	30%	42% 39% 35% 47% 41% 41% 31% 49% 45% 39% 41% 49% 36% 29% 33%	8% 3 39% 3 35% 2 24% 3 44% 3 37% 3 9% 3 37% 2 23% 3 48% 3 6% 4 10% 3 36% 4 44% 2 6% 4 44% 2 26% 3 *** 29% 3	3% 5% 4% 5% - 1% 4% 13% 11% - 0% 6% 00% - 00% * 33% 7%	24% 47% 45% 47% 29% 49% 48% - 47% 46% 24% 49% 44% - 46% 36% * 38%		- 14% 20% *		

Two Non or

African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL MaleFemaleMigrantHomeless Care Military

STAAR Percent	at Maste	rs Gra	ade Lev	el																	
All Grades																					
All Subjects	All	21%	25%	18%	17%	18%	35%	*	*	-	7%	17%	28%	7%	20%	18% 14%	21%	-	14%	-	*
	Students				*				*												
	CWD	8%	9%	7%		7%	11%	-	*	-	-	7%	*	7%	-	4% 8%	5%	-	-	-	-
	CWOD	23%	27%	20%	18%	19%	55%	*	-	-	7%	19%	29%	-	20%	20% 15%	23%	-	14%	-	*
	EL	9%	10%	18%	*	18%	*	-	*	-	-	18%	13%	4%	20%	18% 10%	24%	-	20%	-	-
	Male	20%	24%	14%	27%	13%	33%	-	-	-	*	13%	24%	8%	15%	10% 14%	-	-	*	-	-
	Female	22%	26%	21%	7%	22%	36%	*	*	-	8%	20%	32%	5%	23%	24% -	21%	-	*	-	*
Reading	All	19%	25%	20%	18%	20%	44%	*	*	_	*	19%	32%	11%	22%	21% 14%	26%	_	*	_	*
	Students	.0,0	_0,0	0 /0	.070	_0,0	, 0					.070	0270	,0	/0	, 0 , 0	_0,0				
	CWD	7%	8%	11%	*	10%	*		*			11%	*	11%		5% 10%	12%				
		20%	27%	22%	20%	22%	*	*		-	*	21%	33%	11/0	22%	23% 15%	27%	-	*	-	*
					20%		*		*	-				-				-	_	-	
	EL	7%	8%	21%		21%		-	•	-	-	21%	15%	5%		21% 10%	29%	-		-	-
	Male	16%	22%	14%	*	13%	*	-	-	-	*	13%	27%	10%		10% 14%	-	-	*	-	-
	Female	22%	28%	26%	*	26%	*	*	*	-	*	25%	38%	12%	27%	29% -	26%	-	*	-	*
Mathematics	All Students	23%	25%	19%	18%	20%	22%	*	*	-	0%	18%	29%	5%	22%	19% 17%	21%	-	*	-	*
	CWD	10%	10%	5%	*	5%	*	_	*	_	_	5%	*	5%	_	5% 7%	0%	_	_	_	_
	CWOD	25%	27%	22%	20%	22%	*	*	_		0%	21%	30%	-	22%	21% 19%	23%		*		*
	EL	13%	14%	19%	2070	20%	*		*	_	0 /0	20%	15%	5%	21%		24%	_	*	-	
		23%	25%		*		*	-		-	*		27%	7%			24 70	-	*	-	-
	Male		,,	17%	*	16%	*	*	-	-		16%				13% 17%	-	-	_	-	-
	Female	24%	24%	21%	•	23%	•	•	•	-	•	20%	31%	0%	23%	24% -	21%	-	•	-	•
Science	All	22%	26%	6%	*	5%	*	*	-	-	*	5%	11%	*	6%	5% 2%	8%	-	*	-	*
	Students																				
	CWD	7%	8%	*	-	*	*	-	-	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD	24%	29%	6%	*	6%	*	*	_	_	*	6%	11%	_	6%	6% 3%	9%	_	*	_	*
	EL	5%	6%	5%	_	5%	_	_	_	_	_	6%	*	*	6%	5% 0%	9%	_	*	_	_
	Male	23%	28%	2%	*	2%	*	_	_	_	*	2%	*	*	3%	0% 2%	-	_	*	_	_
	Female		25%	2 % 8%	*	8%	*	*	-	-	*	7%	*	*	9%	00/	8%	-		-	*
	remale	Z 1 %	25%	0 70		0%			-	-		1 70			9%	9% -	070	-	-	-	

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

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	72	*	72	*	*	-	-	*	71	67	72
CWD	67	-	64	*	-	-	-	-	65	67	58
CWOD	73	*	73	*	*	-	-	*	71	-	74
EL	72	-	72	-	-	-	-	-	71	58	72
Male	70	*	71	*	-	-	-	*	69	64	67
Female	74	*	74	-	*	-	-	*	72	70	76
Mathematics											
All Students	69	92	68	*	*	*	-	*	69	68	68
CWD	68	-	64	*	-	*	-	-	67	68	69
CWOD	69	92	69	*	*	-	-	*	70	-	68
EL	68	-	68	*	-	*	-	-	69	69	68
Male	71	*	68	*	-	-	-	*	70	64	65
Female	68	*	69	*	*	*	-	*	69	73	71

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
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.

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

Indicates there are no students in the group.

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
296	43	15%

- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates zero observations reported for this group.

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

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

Student Success (Student Achie		African American nain Score	•	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	44	*	44	70	*	*	-	*	44	28	42
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	N		Υ						Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	Υ	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		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	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

Source: 2018 Accountability Closing the Gaps Status Table

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

Participation Ra	ate	Campus	African American	ı Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
. ш.нограния га																	
All Subjects	All Students	100%	96%	100%	100%	*	*	-	100%	100%	100%	99%	100%	99%	100%	99%	-
	CWD	99%	*	99%	100%	-	*	-	-	99%	*	99%	-	98%	100%	97%	-
	CWOD	100%	96%	100%	100%	*	-	-	100%	100%	100%	-	100%	99%	100%	99%	-
	EL	99%	*	99%	*	-	*	-	*	99%	100%	98%	99%	99%	100%	99%	-
	Male	100%	100%	100%	100%	-	-	-		100%	100%	100%	100%	100%	100%	-	-
	Female	99%	93%	99%	100%			-	100%	99%	100%	97%	99%	99%	-	99%	-
Reading	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%		-	-	-	*	100%	100%	100%	100%	100%	100%	4000/	-
	Female	100%	100%	100%	100%			-		100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	98%	100%	99%	100%	99%	-
	CWD	98%	*	97%	*	-	*	-	-	98%	*	98%	-	95%	100%	94%	-
	CWOD	100%	100%	100%	100%	*	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	99%	*	99%	*	-	*	-	-	99%	100%	95%	100%	99%	100%	99%	-
	Male .	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	100%	•	•	-	^	99%	100%	94%	100%	99%	-	99%	-
Science	All Students	98%	*	99%	*	*	-	-	100%	98%	100%	100%	98%	97%	100%	97%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	-	100%	-	100%	100%	*	-
	CWOD	98%	*	99%	*	*	-	-	100%	98%	100%	-	98%	96%	100%	96%	-
	EL	97%	*	98%	-	-	-	-	-	96%	100%	100%	96%	97%	100%	94%	-
	Male	100%	*	100%	*	-	-	-	*	100%	*	100%	100%	100%	100%	-	-
Nan Dantialmati	Female	97%	*	98%	*	*	-	-	*	96%	100%	*	96%	94%	-	97%	-
Non-Participation	on Kate																
All Subjects	All Students	0%	4%	0%	0%	*	*	-	0%	0%	0%	1%	0%	1%	0%	1%	-
	CWD	1%	*	1%	0%	_	*	_	_	1%	*	1%	_	2%	0%	3%	_
	CWOD	0%	4%	0%	0%	*	-	-	0%	0%	0%	-	0%	1%	0%	1%	-
	EL	1%	*	1%	*	-	*	-	-	1%	0%	2%	1%	1%	0%	1%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	7%	1%	0%	*	*	-	0%	1%	0%	3%	1%	1%	-	1%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	_
	CWOD	0%	0%	0%	0%	*	-	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	2%	0%	1%	0%	1%	-
	CWD	2%	*	3%	*	-	*	-	-	2%	*	2%	-	5%	0%	6%	-
	CWOD	0%	0%	0%	0%	*	-	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	1%	*	1%	*	-	*	-	-	1%	0%	5%	0%	1%	0%	1%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	0%	*	*	-	*	1%	0%	6%	0%	1%	-	1%	-
Science	All Students	2%	*	1%	*	*	-	-	0%	2%	0%	0%	2%	3%	0%	3%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-
	CWOD	2%	*	1%	*	*	-	-	0%	2%	0%	-	2%	4%	0%	4%	-
	EL	3%	*	2%	-	-	-	-	-	4%	0%	0%	4%	3%	0%	6%	-
	Male	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%	-	-
	Female	3%	*	2%	*	*	-	-	*	4%	0%	*	4%	6%	-	3%	-

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.

Otalesta Wildrest Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students D	Students with Disabilities (Section 504)
Students Without Disabilities In-School Suspensions												
III-oction ouspensions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	8	*	*	*	*	*	*	*	*		

						ludion or			Tue 25		Studente	Students with
		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Disabilities (Section 504)
	Female	*	*	*	*	*	*	*	*	*		ŕ
	Total	10	*	6	*	*	*	*	*	*		
Expulsions		_										
With Educational Services	Male	6	*	*		*	*	*	*	*		
	Female		*	*	*	*	*	*	*	*		
Without Educational Convices	Total Male	8	*	*	*	*	*	*	*	*		
Without Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Officer Zero folerance i officies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	6	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
- · · · · · · · · · · · · · · · · · · ·	Total	8	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions		_	_	_	_		_	_	_			_
	Male	*	*	*	*	*	*	*	*			
	Female Total	*	*	*	*	*	*	*	*	*		*
Expulsions	iolai											
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
With Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Defende to Law Enforcement	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Mala			*	*	*			*			
	Male	*	*	*	*	*	*	*	*	*		*
	Female Total	*	*	*	*	*	*	*	*	*		*
All Students	iviai											
Chronic Absenteeism												
5557 toothtooloni	Male	38	5	26	5	*	*	*	*	11	8	5
	Female	33	5	26	*	*	*	*	*	5	*	*
	Total	71	10	52	5	*	*	*	*	16	10	7

	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	11
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

			Indian or					Students
Total Afr	ican		Alaska		Pacific	Two or More		with
students Ame	rican Hisnanic	White	Native	Δsian	Islander	Races	FI	Disabilities

		Total	African			Indian or Alaska		Pacific	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs				-							
•	Male	42	*	35	5	*	*	*	*	23	8
	Female	45	*	41	*	*	*	*	*	29	8
	Total	87	*	76	7	*	*	*	*	52	16
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.

Part (ix): Teacher Quality Data

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

High Poverty

	All School		
Inexperienced Teachers, Principals, and Other School Leaders	Number 10.5	Percent 20.6%	
Teachers Teaching with Emergency or Provisional Credentials	3.0	6.2%	
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.6	5.4%	

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.

	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%	7	8%
Mathematics	6,020	1%	104	2%	7	8%
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						

When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

^{&#}x27;-' Indicates there are no students in the group.

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,088	1%	61	1%	-	-
Mathematics	5,087	2%	61	1%	-	-
Science	5,087	1%	61	1%	-	-
End of Course English I	4,868	1%	71	1%	-	-
English II	4,556	1%	78	1%	-	-
Algebra I	4,884	1%	68	1%	-	-
Biology	4,861	1%	72	1%	-	-
All Grades All Subjects	99,020	1%	1,531	1%	25	3%
Reading	43,730	1%	688	1%	12	4%
Mathematics	39,178	1%	607	2%	12	4%
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 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 Language Learners	00	00	25	20		O	'	
	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
		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 Disady	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	i
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
	Mathematics	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	აა *	38	33 *	14	*	4
		Asian	3	12	19	36 24	37	32	40	32
		Pacific Islander	ა *	36	19	39	3 <i>1</i> *	32 18	4 0 *	6
		Two or More Races	24	36 27	43	39 36	24	25	8	0 13
		Econ Disadv	40	27 45	43 40	36 37	2 4 17	25 15	3	3
				45 69	23	37 22	8	7	2	3 2
		Students with Disabilities	67							
		English Language Learners	61	71	32	23	7	5	1	1

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

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

'*' Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

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

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

Data are not available.

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