

Texas Education Agency
2017-18 Federal Report Card for Texas Public Schools
Campus Name: EASTSIDE MEMORIAL AT THE JOHNSTON CAMPUS
Campus ID: 227901019
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);

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through 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%
		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 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	Mathematics	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-32	63%	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 Rates											41%
		2017-18 through 2021-22											42%
EL Progress	2022-23 through 2026-27											44%	
	2027-28 through 2031-32											46%	
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	
Graduation Rate:4-Year Longitudinal Rate	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%	

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 (90-100), 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.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All	64%	67%	39%	30%	42%	*	-	*	-	*	39%	41%	*	48%	39%	36%	45%	-	*	*	-
	Students																					
	CWD	25%	34%	*	*	*	-	-	*	-	*	*	*	*	-	*	*	*	-	*	-	-
	CWOD	68%	72%	48%	37%	50%	*	-	*	-	-	47%	54%	-	48%	42%	44%	53%	-	*	*	-
	EL	30%	32%	39%	*	43%	*	-	*	-	-	40%	*	*	42%	39%	34%	47%	-	*	*	-
	Male	57%	61%	36%	33%	36%	*	-	*	-	-	35%	*	*	44%	34%	36%	-	-	*	*	-
	Female	71%	74%	45%	*	51%	-	-	-	-	-	44%	*	*	53%	47%	-	45%	-	*	*	-
	English II	All	66%	67%	34%	23%	34%	*	-	*	-	*	32%	43%	21%	36%	17%	31%	37%	-	*	-
Students																						
CWD	25%	32%	21%	*	20%	*	-	-	-	-	17%	*	21%	-	*	26%	*	-	*	-	-	-
CWOD	71%	72%	36%	28%	37%	*	-	*	-	*	35%	44%	-	36%	18%	32%	41%	-	*	-	-	
EL	27%	26%	17%	*	18%	*	-	*	-	-	17%	*	*	18%	17%	18%	16%	-	*	-	-	
Male	61%	63%	31%	*	31%	*	-	*	-	-	30%	31%	26%	32%	18%	31%	-	-	*	-	-	
Female	72%	72%	37%	*	38%	*	-	-	-	-	34%	63%	*	41%	16%	-	37%	-	*	-	-	
Algebra I	All	82%	88%	76%	65%	78%	*	-	*	-	-	76%	78%	46%	88%	90%	73%	82%	-	83%	-	-
	Students																					
	CWD	47%	60%	46%	*	48%	*	-	*	-	-	44%	*	46%	-	67%	48%	*	-	*	-	-
	CWOD	86%	92%	88%	73%	90%	*	-	*	-	-	89%	83%	-	88%	97%	89%	88%	-	*	-	-
	EL	67%	76%	90%	100%	87%	*	-	*	-	-	89%	*	67%	97%	90%	86%	100%	-	*	-	-
	Male	78%	85%	73%	53%	76%	*	-	*	-	-	72%	83%	48%	89%	86%	73%	-	-	*	-	-
Female	87%	91%	82%	78%	82%	*	-	-	-	-	83%	*	*	88%	100%	-	82%	-	*	-	-	
Biology	All	86%	88%	68%	60%	69%	*	-	*	-	-	66%	76%	52%	71%	53%	69%	66%	-	*	*	-
	Students																					
	CWD	56%	65%	52%	*	54%	*	-	-	-	-	50%	*	52%	-	*	58%	43%	-	*	-	-
	CWOD	89%	91%	71%	64%	72%	*	-	*	-	-	70%	83%	-	71%	57%	72%	70%	-	*	*	-
	EL	64%	67%	53%	*	55%	*	-	*	-	-	54%	*	*	57%	53%	53%	55%	-	*	-	-
	Male	83%	87%	69%	60%	70%	*	-	*	-	-	68%	67%	58%	72%	53%	69%	-	-	*	-	-
Female	88%	89%	66%	*	68%	*	-	-	-	-	63%	100%	43%	70%	55%	-	66%	-	*	*	-	
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All	43%	51%	19%	15%	20%	*	-	*	-	*	19%	18%	*	24%	9%	14%	27%	-	*	*	-
	Students																					
	CWD	14%	19%	*	*	*	-	-	*	-	*	*	*	*	-	*	*	*	-	*	-	-
	CWOD	47%	55%	24%	16%	25%	*	-	*	-	-	24%	23%	-	24%	10%	18%	32%	-	*	*	-
	EL	10%	12%	9%	*	8%	*	-	*	-	-	9%	*	*	10%	9%	5%	16%	-	*	-	-
	Male	37%	45%	14%	17%	13%	*	-	*	-	-	15%	*	*	18%	5%	14%	-	-	*	-	-
Female	51%	57%	27%	*	31%	-	-	-	-	-	26%	*	*	32%	16%	-	27%	-	*	*	-	
English II	All	47%	51%	14%	3%	14%	*	-	*	-	*	13%	17%	12%	14%	4%	14%	14%	-	*	-	-
	Students																					
	CWD	14%	19%	12%	*	10%	*	-	-	-	-	14%	*	12%	-	*	11%	*	-	*	-	-
	CWOD	51%	55%	14%	0%	14%	*	-	*	-	*	13%	25%	-	14%	4%	14%	14%	-	*	-	-
	EL	9%	9%	4%	*	3%	*	-	*	-	-	4%	*	*	4%	4%	5%	2%	-	*	-	-
	Male	41%	46%	14%	*	12%	*	-	*	-	-	14%	6%	11%	14%	5%	14%	-	-	*	-	-
Female	54%	57%	14%	*	15%	*	-	-	-	-	12%	38%	*	14%	2%	-	14%	-	*	-	-	
Algebra I	All	53%	66%	49%	35%	52%	*	-	*	-	-	50%	44%	23%	60%	51%	46%	54%	-	17%	-	-
	Students																					
	CWD	19%	28%	23%	*	22%	*	-	*	-	-	22%	*	23%	-	33%	22%	*	-	*	-	-
	CWOD	58%	71%	60%	40%	63%	*	-	*	-	-	61%	50%	-	60%	56%	61%	58%	-	*	-	-
	EL	29%	40%	51%	50%	48%	*	-	*	-	-	50%	*	33%	56%	51%	54%	46%	-	*	-	-
	Male	49%	63%	46%	27%	49%	*	-	*	-	-	48%	33%	22%	61%	54%	46%	-	-	*	-	-
Female	58%	69%	54%	44%	57%	*	-	-	-	-	53%	*	*	58%	46%	-	54%	-	*	-	-	
Biology	All	57%	64%	33%	25%	34%	*	-	*	-	-	34%	29%	21%	36%	12%	36%	29%	-	*	*	-
	Students																					
	CWD	22%	30%	21%	*	25%	*	-	-	-	-	25%	*	21%	-	*	26%	14%	-	*	-	-
	CWOD	61%	69%	36%	36%	36%	*	-	*	-	-	35%	42%	-	36%	12%	39%	32%	-	*	*	-
	EL	20%	22%	12%	*	12%	*	-	*	-	-	12%	*	*	12%	12%	18%	0%	-	*	-	-
	Male	55%	63%	36%	33%	35%	*	-	*	-	-	39%	17%	26%	39%	18%	36%	-	-	*	-	-
Female	59%	66%	29%	*	32%	*	-	-	-	-	26%	60%	14%	32%	0%	-	29%	-	*	*	-	
STAAR Percent at Masters Grade Level																						
End of Course																						

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	WOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	Male	47%	51%	46%	27%	49%	*	-	*	-	-	48%	33%	22%	61%	54%	46%	-	-	*	-	-
	Female	49%	51%	54%	44%	57%	*	-	-	-	-	53%	*	*	58%	46%	-	54%	-	*	-	-
	All Students	49%	53%	33%	25%	34%	*	-	*	-	-	34%	29%	21%	36%	12%	36%	29%	-	*	*	-
	CWD	23%	25%	21%	*	25%	*	-	-	-	-	25%	*	21%	-	*	26%	14%	-	*	-	-
	CWOD	52%	57%	36%	36%	36%	*	-	*	-	-	35%	42%	-	36%	12%	39%	32%	-	*	*	-
	EL	21%	22%	12%	*	12%	*	-	*	-	-	12%	*	*	12%	18%	18%	0%	-	*	-	-
	Male	50%	54%	36%	33%	35%	*	-	*	-	-	39%	17%	26%	39%	18%	36%	-	-	*	-	-
	Female	49%	52%	29%	*	32%	*	-	-	-	-	26%	60%	14%	32%	0%	-	29%	-	*	*	-

STAAR Percent at Masters Grade Level

All Grades		All Subjects	All	21%	25%	5%	2%	5%	8%	-	*	-	*	5%	3%	3%	5%	3%	4%	6%	-	5%	*	-
Reading	All Students	8%	9%	3%	0%	4%	*	-	*	-	*	4%	0%	3%	-	3%	3%	4%	-	0%	-	-	-	-
	CWD	23%	27%	5%	3%	5%	*	-	*	-	*	5%	4%	-	5%	3%	4%	6%	-	9%	-	*	-	-
	CWOD	9%	10%	3%	4%	3%	*	-	*	-	*	3%	0%	3%	3%	3%	2%	4%	-	0%	-	-	-	-
	EL	7%	8%	0%	0%	4%	*	-	*	-	*	4%	2%	3%	4%	2%	4%	-	-	0%	-	-	-	-
	Male	16%	22%	1%	0%	1%	*	-	*	-	*	1%	0%	2%	1%	0%	1%	-	-	*	-	-	-	-
	Female	22%	26%	6%	5%	6%	*	-	-	-	*	6%	5%	4%	6%	4%	-	6%	-	*	*	-	-	-
	All Students	7%	8%	3%	*	2%	*	-	*	-	*	3%	*	3%	-	*	2%	*	-	*	-	-	-	-
	CWD	20%	27%	1%	0%	1%	*	-	*	-	*	1%	0%	-	1%	0%	1%	1%	-	*	*	-	-	-
	CWOD	7%	8%	0%	*	0%	*	-	*	-	*	0%	*	*	0%	0%	0%	0%	-	*	-	-	-	-
	EL	16%	22%	1%	0%	1%	*	-	*	-	*	1%	0%	2%	1%	0%	1%	-	-	*	-	-	-	-
Male	22%	28%	1%	0%	1%	*	-	-	-	*	1%	0%	*	1%	0%	-	1%	-	*	*	-	-	-	
Female	22%	28%	1%	0%	1%	*	-	-	-	*	1%	0%	*	1%	0%	-	1%	-	*	*	-	-	-	
Mathematics	All Students	10%	10%	6%	*	9%	*	-	*	-	-	6%	*	6%	-	11%	7%	*	-	*	-	-	-	
	CWD	25%	27%	21%	13%	23%	*	-	*	-	-	23%	0%	-	21%	16%	11%	33%	-	*	-	-	-	
	CWOD	13%	14%	15%	17%	16%	*	-	*	-	-	16%	*	11%	16%	15%	7%	31%	-	*	-	-	-	
	EL	23%	25%	10%	0%	13%	*	-	*	-	-	11%	0%	7%	11%	7%	10%	-	-	*	-	-	-	
	Male	24%	24%	28%	22%	32%	*	-	-	-	-	31%	*	*	33%	31%	-	28%	-	*	-	-	-	
	Female	22%	26%	6%	5%	6%	*	-	*	-	-	4%	12%	3%	6%	2%	5%	5%	-	*	*	-	-	
	All Students	7%	8%	3%	*	4%	*	-	-	-	-	4%	*	3%	-	*	0%	7%	-	*	-	-	-	
	CWD	24%	29%	6%	0%	7%	*	-	*	-	-	4%	17%	-	6%	2%	7%	4%	-	*	*	-	-	
	CWOD	5%	6%	2%	*	2%	*	-	*	-	-	2%	*	*	2%	2%	3%	0%	-	*	-	-	-	
	EL	23%	28%	5%	0%	6%	*	-	*	-	-	4%	8%	0%	7%	3%	5%	-	-	*	-	-	-	
Male	21%	25%	5%	*	6%	*	-	-	-	-	4%	20%	7%	4%	0%	-	5%	-	*	*	-	-		
Female	21%	25%	5%	*	6%	*	-	-	-	-	4%	20%	7%	4%	0%	-	5%	-	*	*	-	-		

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

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	61	70	59	*	-	-	-	*	61	60	67
CWD	60	*	59	*	-	-	-	-	55	60	*
CWOD	61	83	59	*	-	-	-	*	63	-	66
EL	67	*	65	*	-	-	-	-	68	*	67
Male	69	75	65	*	-	-	-	*	68	77	74
Female	53	*	54	*	-	-	-	-	54	*	58
Mathematics											
All Students	78	77	78	-	-	*	-	-	78	63	84
CWD	63	*	54	-	-	*	-	-	60	63	*
CWOD	84	72	88	-	-	-	-	-	85	-	86
EL	84	*	80	-	-	*	-	-	83	*	84
Male	75	*	74	-	-	*	-	-	74	62	79
Female	83	*	83	-	-	-	-	-	83	*	93

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 Graduation Rate (Gr 9-12): Class of 2017													
All Students	92.1%	80.0%	94.2%	88.9%	*	*	-	*	91.5%	76.2%	100.0%	78.3%	-
CWD	76.2%	60.0%	80.0%	*	*	*	-	*	80.0%	76.2%	*	*	-
CWOD	95.0%	86.7%	95.7%	100.0%	-	*	-	*	93.8%	-	100.0%	78.9%	-
EL	100.0%	100.0%	100.0%	*	-	*	-	-	100.0%	*	100.0%	100.0%	-

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities (Section 504)
Out-of-School Suspensions	Male	35	8	23	*	*	*	*	*	8		
	Female	29	11	14	*	*	*	*	*	*		
	Total	64	19	37	*	*	*	*	*	10		
Expulsions	Male	33	10	19	*	*	*	*	*	7		
	Female	23	10	13	*	*	*	*	*	*		
	Total	56	20	32	*	*	*	*	*	11		
With Educational Services	Male	15	*	11	*	*	*	*	*	5		
	Female	7	*	5	*	*	*	*	*	*		
	Total	22	*	16	*	*	*	*	*	7		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Male	17	*	11	*	*	*	*	*	5		
	Female	*	*	*	*	*	*	*	*	*		
	Total	21	*	13	*	*	*	*	*	7		
Referrals to Law Enforcement	Male	26	5	17	*	*	*	*	*	8		
	Female	16	8	8	*	*	*	*	*	*		
	Total	42	13	25	*	*	*	*	*	10		
Students With Disabilities												
In-School Suspensions	Male	13	5	8	*	*	*	*	*	5		8
	Female	7	*	5	*	*	*	*	*	*		*
	Total	20	7	13	*	*	*	*	*	5		10
Out-of-School Suspensions	Male	11	*	7	*	*	*	*	*	*		*
	Female	6	*	*	*	*	*	*	*	*		*
	Total	17	6	11	*	*	*	*	*	*		8
Expulsions	Male	7	*	5	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	9	*	7	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	5	*	5	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	5	*	5	*	*	*	*	*	*		*
Referrals to Law Enforcement	Male	9	*	5	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	13	*	7	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism	Male	92	11	74	5	*	*	*	*	20	23	11
	Female	94	11	74	5	*	*	*	*	17	14	11
	Total	186	22	148	10	*	*	*	*	37	37	22

	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	51
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	24
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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework	Male	48	8	38	*	*	*	*	*	11	*
Advanced Placement Courses	Female	80	8	65	5	*	*	*	*	14	*
	Total	128	16	103	7	*	*	*	*	25	*
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 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	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	12.0	22.1%
Teachers Teaching with Emergency or Provisional Credentials	3.2	6.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.1	12.1%

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,019	1%	104	2%	-	-
Mathematics	6,020	1%	104	2%	-	-
Grade 4						
Reading	6,061	1%	102	2%	-	-
Mathematics	6,056	1%	102	2%	-	-
Grade 5						
Reading	6,162	2%	103	2%	-	-
Mathematics	6,160	1%	103	2%	-	-
Science	6,164	1%	103	2%	-	-
Grade 6						
Reading	5,678	1%	96	2%	-	-
Mathematics	5,677	1%	96	2%	-	-
Grade 7						
Reading	5,298	1%	73	1%	-	-
Mathematics	5,294	1%	73	2%	-	-
Grade 8						

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