Texas Education Agency

2017-18 Federal Report Card for Texas Public Schools

Campus Name: RICHARDS SCH FOR YOUNG WOMEN LEADERS

Campus ID: 227901028 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 (Current
			All	African			American		Pacific	or More	Econ	Special	and
			Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Éduc	Former)
Academic Performance (At Meets		Baseline 2016-17							.=				
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22 2022-23 through 2026-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031- 32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	70% 78%	67%	60%	65%
		Baseline 2016-17											05/0
	Mathematics	Rates 2017-18 through 2021-		31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27 2027-28 through 2031-	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates											41%
		2017-18 through 2021- 22											42%
		2022-23 through 2026- 27											44%
		2027-28 through 2031-											
Graduation Rate:4-Year Longitudinal		32 Baseline 2016-17											46%
Rate		Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		22	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%

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

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

used by the State to determine consistent underperformance;
Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between

individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

targeted support and improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted Support Schools list those campuses that have been identified for comprehensive support and schools a 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 sAmerican	ıHispani	cWhite	America Indian			Two or More rRaces			CWE	ocwod) EL	Male	Female!	Migrant	Homeless	Foster Care	
STAAR Percent Grade 6	at Appro	aches	s Grade	Level o	r Above																	
Reading	All Students	68%	69%	94%	*	91%	98%	-	100%	-	*	90%	97%	-	94%	81%	-	94%	-	-	-	-
	CWD	35%	32%	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD		73%	94%	*	91%	98%	-	100%	-	*	90%	97%	_	94%	81%	-	94%	-	-	_	_
	EL	42%	40%	81%	-	80%	*	-	-	-	-	81%	-	-	81%	81%	-	81%	-	-	-	-
	Male	63%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	72%	72%	94%	*	91%	98%	-	100%	-	*	90%	97%	-	94%	81%	-	94%	-	-	-	-
Mathematics	All Students	76%	73%	97%	*	95%	100%	· -	*	-	*	95%	99%	-	97%	90%	-	97%	-	-	-	-
	CWD	50%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		77%	97%	*	95%	100%	-	*	-	*	95%	99%	-	97%	90%	-	97%	-	-	-	-
	EL	61%	53%	90%	-	90%	*	-	-	-	-	90%	-	-	90%	90%	-	90%	-	-	-	-
	Male	76%	74%	- 070/	*	-	4000/	-	-	-	-	-	-	-	- 070/	-	-	- 97%	-	-	-	-
	Female	11%	71%	97%		95%	100%	-		-		95%	99%	-	97%	90%	-	97%	-	-	-	-
Grade 7																						
Reading	All Students	73%	72%	95%	63%	96%	100%	*	*	-	100%	92%	98%	*	95%	100%	-	95%	-	-	-	-
	CWD	37%	37%	*	_	_	*	_	_	_	_	_	*	*	_	_	_	*	_	_	_	_
	CWOD		77%	95%	63%	96%	100%	*	*	-	100%	92%	98%	_	95%	100%		95%	_	-	_	_
	EL	44%	37%	100%	-	100%	-	-	-	-	-	100%	-	-	100%			100%	-	-	-	-
	Male	69%	68%	· -	-	-	-	.	-	-	-	-		-	-		-		-	-	-	-
	Female	79%	77%	95%	63%	96%	100%	*	*	-	100%	92%	98%	*	95%	100%	-	95%	-	-	-	-
Mathematics	All Students	71%	58%	87%	*	88%	100%	· -	-	-	*	85%	93%	-	87%	86%	-	87%	-	-	-	-
	CWD	42%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		62%	87%	*	88%	100%	-	-	-	*	85%	93%	-	87%	86%	-	87%	-	-	-	-
	EL Malo	52% 69%	38% 56%	86%	-	86%	-	-	-	-	-	86%	-	-	86%	86%	-	86%	-	-	-	-
	Male Female		59%	- 87%	*	88%	100%	- -	-	-	*	85%	93%	-	87%	86%	-	87%	-	-	-	-
Grade 8																						
Reading	All	85%	85%	100%	100%	100%	100%		*	_	*	100%	100%	_	100%	*	_	100%	_	*	_	_
	Students																					
	CWD	49%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		89%	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	-	100%	-	*	-	-
	EL Male	58% 82%	58% 82%	-	-	_	_	-	-	-	-	_	-	-	_	_	-	_	-	-	-	-
	Female		88%	100%	100%	100%	100%	-	*	_	*	100%	100%	_	100%	*	-	100%	-	*	_	_
Mathematics		85%		99%	83%	100%	100%		100%	_	*	99%	100%	*	99%	*	_	99%	_	_	_	-
	Students CWD	53%	48%	*	_	_	*	_	_	_	_	_	*	*	_	_		*	_	_	_	_
	CWOD		88%	99%	83%	100%	100%	*	100%	_	*	99%	100%	_	99%	*	_	99%	_	_	_	_
	EL	73%	62%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	82%	81%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	87%	85%	99%	83%	100%	100%	*	100%	-	*	99%	100%	*	99%	*	-	99%	-	-	-	-
Science	All Students	75%	74%	89%	86%	86%	97%	-	*	-	*	83%	96%	-	89%	*	-	89%	-	*	-	-
	CWD	39%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		79%	89%	86%	86%	97%	-	*	-	*	83%	96%	-	89%	*	-	89%	-	*	-	-
	EL	46%	42%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
		74%	72%	- 900/	- 060/	- 060/	- 070/	-	-	-	-	- 020/	- 069/	-	- 000/	*	-	- 900/	-	- *	-	-
	Female	70%	70%	89%	86%	86%	97%	-		-		83%	96%	-	89%		-	89%	-		-	-
End of Course																						
English I	All	64%	67%	99%	100%	99%	100%	-	*	-	*	100%	98%	*	99%	*	-	99%	-	*	-	-
	Students CWD	25%	34%	*	_	*	_	_	-		_	*		*	_	*	_	*	_	-	_	_
	CWD		72%	99%	100%	99%	100%	-	*	-	*	100%	98%	_	99%	*	-	99%	-	*	-	-
	EL	30%	32%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	57%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	71%	74%	99%	100%	99%	100%	-	*	-	*	100%	98%	*	99%	*	-	99%	-	*	-	-
English II	All	66%	67%	100%	100%	100%	100%		*	*	*	100%	100%	*	100%	*	_	100%	_	*	_	_
	Students																					
	CWD	25%	32%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	*	-	-

											Two or		Non									
				_	African			American		Pacific											Foste	
	CWOD		District 72%	Campus 100%	American 100%	Hispanio 100%	White 100%	Indian	Asianl	slander *	Races	Disadv 100%		CWD	100%	EL *	Male	FemaleM 100%	ligrantH	lomeless	Care	Militar
	EL	27%	26%	*	-	*	-	-	-	_	_	*	-	-	*	*	_	*	-	-	-	-
	Male	61%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	72%	72%	100%	100%	100%	100%	-	*	*	*	100%	100%	*	100%	*	-	100%	-	*	-	-
Algebra I	All	82%	88%	100%	100%	100%	100%	_	*	_	*	100%	100%	*	100%	*	_	100%	_	*	_	_
	Students	02 /0	00 /0	10070	10070	10070	100 /0					10070	100 /0		10070			100 /0				
	CWD	47%	60%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD		92%	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	*	-	100%	-	*	-	-
	EL Male	67% 78%	76% 85%	_	-	_	-	-	-	-	-	_	-	_	_	_	-	_	-	-	-	-
	Female		91%	100%	100%	100%	100%	_	*	_	*	100%	100%	*	100%	*	_	100%	_	*	_	_
Biology	All	86%	88%	99%	100%	99%	100%	-	*	*	*	98%	100%	*	100%	*	-	99%	-	*	-	-
	Students CWD	56%	65%	*		*						*		*				*		*		
	CWOD		91%	100%	100%	100%	100%	-	*	*	*	100%	100%	-	100%	*	_	100%	-	-	-	-
	EL	64%	67%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	83%	87%	. .	-		-	-	-	-	-		-	-	-	-	-	-	-	-	-	-
	Female	88%	89%	99%	100%	99%	100%	-	*	*	*	98%	100%	*	100%	*	-	99%	-	*	-	-
AAR Percent	at Meets	Grade	e Level	or Abov	е																	
Grade 6	,																					
Reading	All	38%	44%	74%	*	60%	92%	-	100%	-	*	54%	88%	-	74%	48%	-	74%	-	-	-	-
	Students	2207	220/																			
	CWD	22% 40%	22% 47%	- 74%	- *	60%	92%	-	- 100%	-	*	- 54%	- 88%	-	- 74%	- 48%	-	- 74%	-	-	-	-
	EL	14%	14%	48%	_	45%	92 /0 *	-	-	-	_	48%	-	-	48%	48%	_	48%	-	-	-	-
	Male	34%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female		47%	74%	*	60%	92%	-	100%	-	*	54%	88%	-	74%	48%	-	74%	-	-	-	-
NA-46- C	A.II	4007	4407	700/	_	750/	050/				_	0001	070/		700/	F70/		700′				
Mathematics	All Students	43%	41%	79%	*	75%	85%	-	*	-	*	69%	87%	-	79%	57%	-	79%	-	-	-	-
	CWD	23%	21%	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD		44%	79%	*	75%	85%	-	*	-	*	69%	87%	_	79%	57%	_	79%	-	-	_	_
	EL	24%	17%	57%	-	55%	*	-	-	-	-	57%	-	-	57%	57%	-	57%	-	-	-	-
	Male	44%	43%		-		-	-	-	-	-	-	-	-		-	-		-	-	-	-
	Female	42%	39%	79%	*	75%	85%	-	*	-	*	69%	87%	-	79%	57%	-	79%	-	-	-	-
rade 7																						
Reading	All	47%	52%	79%	63%	73%	97%	*	*	-	80%	67%	93%	*	79%	29%	_	79%	-	-	_	_
	Students																					
	CWD	23%	24%	*	-		*	-	-	-	-	-	*	*		<u>-</u>	-	*	-	-	-	-
	CWOD		55%	79%	63%	73%	96%	*	*	-	80%	67%	93%	-	79%	29%	-	79%	-	-	-	-
	EL Male	16% 42%	15% 48%	29%	-	29%	-	-	-	-	-	29%	-	-	29%	29%	-	29%	-	-	-	-
	Female		56%	79%	63%	73%	97%	*	*	_	80%	67%	93%	*	79%	29%	_	79%	_	_	_	_
Mathematics		39%	27%	46%	*	47%	80%	-	-	-	*	38%	71%	-	46%	29%	-	46%	-	-	-	-
	Students	200/	100/																			
	CWD CWOD	20% 41%	18% 29%	- 46%	*	47%	80%	-	-	-	*	38%	- 71%	-	46%	20%	-	46%	-	-	-	-
	EL	17%	10%	29%	_	29%	-	_	_	_	_	29%	-	_	29%	29%	_	29%	_	_	_	_
	Male	38%	28%	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	40%	25%	46%	*	47%	80%	-	-	-	*	38%	71%	-	46%	29%	-	46%	-	-	-	-
Sunda O																						
Grade 8 Reading	All	48%	54%	76%	43%	72%	93%	_	*	_	*	67%	87%	_	76%	*	_	76%	_	*	_	_
	Students	4 0 /0	J -1 /0	1070	75 /0	12/0	33 /0	_		_		01 /0	01 /0	_	1070		-	1070	-		_	_
	CWD	23%	24%	-	-	-	-	-	_	-	-	-	-	-	-	-	_	-	-	_	-	-
	CWOD	51%	58%	76%	43%	72%	93%	-	*	-	*	67%	87%	-	76%	*	-	76%	-	*	-	-
	EL Mala	13%	14%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male Female	44% 53%	50% 59%	- 76%	43%	- 72%	93%	-	*	-	*	- 67%	- 87%	-	- 76%	*	-	- 76%	-	*	-	-
	i emale	JJ /0	JJ /0	10/0	+3 /0	1 4 70	JJ 70	-		-		01 /0	01 /0	-	1070		-	10/0	-		-	-
Mathematics	All	50%	52%	68%	50%	61%	88%	*	100%	-	*	59%	78%	*	68%	*	-	68%	-	-	-	-
	Students																					
	CWD	25%	22%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD		57%	68% *	50%	61% *	87%	*	100%	-	*	59% *	78%	-	68%	*	-	68% *	-	-	-	-
	EL Male	30% 48%	23% 50%	-	-	_	-	-	-	-	-	_	-	-	_	_	-	_	-	-	-	-
	Female		55%	68%	50%	61%	88%	*	100%	_	*	59%	78%	*	68%	*	_	68%	-	-	_	-
Science	All	50%	53%	53%	43%	41%	97%	-	*	-	*	33%	76%	-	53%	*	-	53%	-	*	-	-
	Students	220/	220/																			
	CWD CWOD	23% 53%	23% 57%	- 53%	43%	- 41%	- 97%	-	*	-	*	33%	- 76%	-	53%	*	-	53%	-	*	-	-
	EL	19%	19%	*	-	*	-	-	-	_	_	*	-	_	*	*	_	*	-	-	_	-
	Male	51%	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female		53%	53%	43%	41%	97%	-	*	-	*	33%	76%	-	53%	*	-	53%	-	*	-	-
nd of Course	Λ.	4007	E40/	040/	000/	000/	1000/		*		*	900/	020/	*	000/	*		040/		*		
English I	All Students	43%	51%	91%	88%	88%	100%	-	-	-	-	89%	93%	-	92%	-	-	91%	-	-	-	-
	CWD	14%	19%	*	_	*	_	_	_	_	_	*	_	*	_	*	_	*	_	_	_	_
			55%	92%	88%	90%	100%	-	*	-	*	91%	93%	-	92%	*	-	92%	-	*	-	-
	CWOD											*	_	*	*	*		*				_
	EL	10%	12%	*	-		-	-	-	_	-						-		-	-	-	
		37%	45%	* - 91%	- - 88%	- 88%	- 100%	-	-	-	-	- 89%	93%	-	- 92%	-	-	- 91%	-	-	-	-

											Two											
					African			Americar	1	Pacific	or More	Econ	Non Econ								Foste	r
English II	All	State 47%		Campus 94%		Hispani 90%								CWI	95%	EL *	Male -	Female N 94%	ligrant -	Homeless *		
Ü	Students	4.40/		*		*																
	CWD		19% 55%	95% *	100%	92%	100%	-	*	*	*	95%	94%	-	95%	*	-	95%	-	-	-	-
	EL Male	9% 41%	9% 46%		-	- -	- -	-	-	-	-	-	-	-	-	-	-	-	-	- -	-	-
	Female	54%	57%	94%	100%	90%	100%	-	*	*	*	93%	94%	*	95%	*	-	94%	-	*	-	-
Algebra I	All Students	53%	66%	75%	75%	71%	93%	-	*	-	*	65%	88%	*	76%	*	-	75%	-	*	-	-
	CWD CWOD	19% 58%	28% 71%	* 76%	- 75%	* 72%	93%	-	*	-	- *	* 66%	- 88%	*	- 76%	*	-	* 76%	-	*	-	-
	EL Male	29% 49%	40% 63%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Female		69%	75%	75%	71%	93%	-	*	-	*	65%	88%	*	76%	*	-	75%	-	*	-	-
Biology	All Students	57%	64%	95%	90%	93%	100%	-	*	*	*	92%	98%	*	95%	*	-	95%	-	*	-	-
	CWD	22%	30%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	*	-	-
	CWOD EL	20%	69% 22%	95% *	90% -	94%	100%	-	-	-	-	93%	98% -	-	95%	*	-	95% *	-	-	-	-
	Male Female	55% 59%	63% 66%	- 95%	90%	93%	- 100%	-	*	*	*	- 92%	- 98%	*	- 95%	*	-	95%	-	*	-	-
AAR Percent Grade 6	t at Maste	rs Gra	ade Lev	el																		
Reading	All Students	18%	25%	50%	*	37%	65%	-	60%	-	*	36%	60%	-	50%	24%	-	50%	-	-	-	-
	CWD	8%	8%	-	-	- 270/	- GE0/	-	-	-	-	-	-	-	- 50%	- 0401	-	- 50%	-	-	-	-
	CWOD EL	4%	28% 5%	50% 24%	-	37% 20%	65% *	-	60% -	-	-	36% 24%	60% -	-	24%	24% 24%		24%	-	-	-	-
	Male Female	15% 22%	23% 27%	- 50%	*	37%	- 65%	-	- 60%	-	*	- 36%	- 60%	-	- 50%	- 24%	-	50%	-	-	-	-
Mathematics	s All	18%	16%	35%	*	23%	50%	_	*	_	*	19%	47%	_	35%	14%	_	35%	_	_	_	_
	Students CWD	9%	8%	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD	19%	18%	35%	*	23%	50% *	-	*	-	*	19%	47%	-	35%	14%		35%	-	-	-	-
	EL Male	6% 18%	4% 18%	14%	-	10%	-	-	-	-	-	14%	-	-	14%	14%	-	14%	-	-	-	-
	Female	17%	15%	35%	*	23%	50%	-	*	-	*	19%	47%	-	35%	14%	-	35%	-	-	-	-
Grade 7 Reading	All	28%	34%	56%	50%	44%	83%	*	*	_	80%	42%	71%	*	55%	0%	-	56%	-	-	-	_
	Students CWD	10%	10%	*	_	_	*	-	_	_	_	_	*	*	_	_	_	*	_	-	_	_
	CWOD EL	30% 6%	37% 6%	55% 0%	50%	44% 0%	82%	*	*	-	80%	42% 0%	71%	-	55% 0%	0% 0%	-	55% 0%	-	-	-	-
	Male Female	24%	30% 38%	56%	- 50%	44%	- 83%	- *	- *	-	- 80%	42%	- 71%	- *	55%	0%	-	56%	-	-	-	-
Mathematics		18%		11%	*	9%	40%				*	8%	21%		11%	0%		11%				
Matriematics	Students			1170		-	40 /0					0 70	2170		1170	0 70		1170				
	CWOD		7% 12%	11%	*	9%	40%	-	-	-	*	8%	21%	-	11%	0%	-	11%	-	-	-	-
		5% 17%	3% 12%	0% -	-	0% -	-	-	-	-	-	0% -	-	-	0% -	0% -	-	0% -	-	-	-	-
	Female	18%	10%	11%	*	9%	40%	-	-	-	*	8%	21%	-	11%	0%	-	11%	-	-	-	-
Grade 8 Reading	All	26%	33%	46%	43%	37%	72%	-	*	_	*	31%	63%	_	46%	*	_	46%	_	*	_	_
•	Students CWD	8%	10%		_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD		35% 4%	46% *	43%	37%	72%	-	*	-	*	31%	63%	-	46% *	*	-	46%	-	*	-	-
	Male	22%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female		38%	46%	43%	37%	72%	-	*	-	*	31%	63%	-	46%	*	-	46%	-	*	-	-
Mathematics	Students	15%	16%	12%	17%	6%	28%	*	17%	-	*	7%	16%	*	11%	*	-	12%	-	-	-	-
	CWD CWOD	9% 16%	9% 17%	* 11%	- 17%	- 6%	* 26%	- *	- 17%	-	*	- 7%	* 15%	*	- 11%	*	-	* 11%	-	-	-	-
	EL Male	6% 14%	3% 17%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Female		16%	12%	17%	6%	28%	*	17%	-	*	7%	16%	*	11%	*	-	12%	-	-	-	-
Science	All Students	27%	32%	27%	14%	20%	52%	-	*	-	*	14%	43%	-	27%	*	-	27%	-	*	-	-
	Students	8%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD EL	6%	35% 6%	27% *	14% -	20%	52% -	-	-	-	-	14%	43% -	-	27%	*	-	27%	-	-	-	-
	Male Female	29% 25%	34% 30%	- 27%	- 14%	20%	- 52%	-	*	-	*	- 14%	- 43%	-	- 27%	*	-	27%	-	*	-	-
End of Course)																					
English I	All Students	7%	11%	26%	25%	19%	52%	-	*	-	*	12%	48%	*	27%	*	-	26%	-	*	-	-
	CWD	3%	4%	*	-	* 19%	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	70/	12%	27%	25%		52%		*		*	12%	48%		27%	*		27%		*		

Two or

											Two		Non									
					African			America	n	Pacific	or More	Econ	Non Econ								Foster	r
	Male	State I 5%	District(9%	Campus	American	Hispani	cWhite	Indian	Asianl	slander	Races	Disadv	Disad	/CWD	CWOD	EL	Male	eFemale N	ligrantH	omeless	Care	Military
	Female		14%	26%	25%	19%	52%	-	*	-	*	12%	48%	*	27%	*	-	26%	-	*	-	-
English II	All Students	8%	13%	21%	10%	16%	35%	-	*	*	*	20%	24%	*	22%	*	-	21%	-	*	-	-
	CWD	4%	5%	*	_	*	_	_	_	_	_	*	_	*	_	_	_	*	_	*	_	_
	CWOD	8%	14%	22%	10%	17%	35%	-	*	*	*	20%	24%	-	22%	*	-	22%	-	-	-	-
	EL Male	0% 5%	1% 9%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female		17%	21%	10%	16%	35%	-	*	*	*	20%	24%	*	22%	*	-	21%	-	*	-	-
Algebra I	All	31%	35%	35%	25%	34%	44%	-	*	-	*	32%	40%	*	36%	*	-	35%	-	*	-	-
	Students CWD	7%	9%	*	_	*						*		*		*		*				
	CWOD		39%	36%	25%	34%	44%	-	*	-	*	33%	40%	-	36%	*	-	36%	-	*	-	-
	EL Male	12% 28%	15% 33%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Female		37%	35%	25%	34%	44%	-	*	-	*	32%	40%	*	36%	*	-	35%	-	*	-	-
Biology	All	23%	31%	41%	50%	29%	65%	_	*	*	*	30%	55%	*	41%	*	_	41%		*	_	_
	Students	25 /0	3170		30 /0		03 /0					30 /0	JJ /0		7170			7170				
	CWD CWOD	5%	9% 33%	* 41%	- 50%	* 29%	- 65%	-	-	-	-	* 30%	- 55%	*	- 41%	-	-	* 41%	-	*	-	-
	EL	3%	4%	4 I 70 *	-	2970 *	-	-	_	_	_	30%	-	-	4 1 70 *	*	-	4170 *	-	-	-	-
	Male	22%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	23%	31%	41%	50%	29%	65%	-	•	•	•	30%	55%	•	41%	•	-	41%	-	•	-	-
TAAR Percent	at Appro	aches	Grade	Level or	Above																	
All Grades		77%			90%	06%	00%	*	100%	*	100%	05%	00%	020/	97%	89%		97%	_	86%		
All Subjects	All Students	11%	11%	97%	90%	96%	99%		100%		100%	95%	99%	83%	97%	89%) -	97%	-	80%	-	-
	CWD	45%	48%	83%	-	*	*	-	-	-	-	*	*	83%	-	*	-	83%	-	*	-	-
	CWOD EL	60%	81% 60%	97% 89%	90%	96% 89%	99%	_	100%	_	100%	95% 89%	99%	*	97% 89%	89% 89%		97% 89%	-	100%	-	-
	Male	74%	75%	-	-	-	<u>-</u>	-	-	-	-	-	-	-	-	-	-	-	-		-	-
	Female	79%	80%	97%	90%	96%	99%	*	100%	*	100%	95%	99%	83%	97%	89%) -	97%	-	86%	-	-
Reading	All Students	73%	75%	98%	91%	97%	99%	*	100%	*	100%	97%	99%	*	98%	89%	, -	98%	-	*	-	-
	CWD	39%	43%	*	-	*	*	-	-	-	-	*	*	*	-	*	-	*	-	*	-	-
	CWOD EL	77% 52%	79% 53%	98% 89%	91%	97% 88%	99%	*	100%	*	100%	97% 89%	99%	-	98% 88%	88% 89%		98% 89%	-	*	-	-
	Male	69%	71%	-	-	-	-	-	-	-	-	-	-	_	-	-	-	-	-	-	-	-
	Female	77%	78%	98%	91%	97%	99%	*	100%	*	100%	97%	99%	*	98%	89%	, -	98%	-	*	-	-
Mathematics		80%	80%	97%	85%	97%	100%	*	100%	-	100%	96%	99%	*	97%	91%	, -	97%	-	*	-	-
	Students CWD	52%	53%	*	_	*	*	_	_	_	_	*	*	*	_	*	_	*	_	_	_	_
	CWOD		84%	97%	85%	97%	100%	*	100%	-	100%	96%	99%	-	97%	91%	, -	97%	-	*	-	-
	EL Male	70% 78%	69% 79%	91% -	-	91%	*	-	-	-	-	91%	-	*	91%	91%	-	91%	-	-	-	-
	Female		81%	97%	85%	97%	100%	*	100%	-	100%	96%	99%	*	97%	91%	, -	97%	-	*	-	-
Science	All	79%	79%	93%	94%	91%	98%		100%	*	100%	90%	97%	*	93%	*		93%		*		
	Students	1370	1370		34 /0	3170	30 /0	_	100 /0		100 /0	0370	31 /0		3370		_		_		_	_
		48%	51%	*	- 040/	*	-	-	-	-	-	*	- 070/	*	-	-	-	*	-	*	-	-
	CWOD EL	58%	83% 59%	93%	94% -	92%	98% -	-	100%	_	100%	90%	97% -	-	93%	*	-	93%	-	-	-	-
	Male	78%	79%	-	-	- 040/	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	80%	80%	93%	94%	91%	98%	-	100%	•	100%	89%	97%	•	93%	•	-	93%	-	•	-	-
TAAR Percent	at Meets	Grade	e Level	or Above	e																	
All Grades All Subjects	All	47%		76%	66%	70%	93%	*	94%	*	83%	66%	87%	33%	76%	48%) -	76%	_	71%	-	_
	Students				JU /0		3570		J 4 70		00%		0170		1070	-1 07/0	, -		-	1 1 /0	-	-
	CWD CWOD	23%	25% 55%	33% 76%	- 66%	* 70%	93%	- *	- 94%	-	- 83%	* 66%	* 87%	33%	- 76%	* 49%	-	33% 76%	-	* 100%	-	-
	EL	26%	27%	48%	-	46%	*	-	9 4 /0 -	-	-	48%	-	*	49%	48%		48%	-	-	-	-
		45%	49%	-	-	-	-	-	- 0.40/	-	-	-	- 070/	-	-	400/	-	-	-	-	-	-
	Female		53%	76%	66%	70%	93%		94%		83%	66%	87%	33%	76%	48%		76%	-	71%	-	-
Reading	All Students	46%	51%	82%	74%	76%	95%	*	100%	*	88%	74%	91%	*	82%	46%	-	82%	-	*	-	-
	CWD	22%	24%	*	-	*	*	-	-	-	-	*	*	*	-	*	-	*	-	*	-	-
	CWOD EL	48% 21%	54% 23%	82% 46%	74% -	77% 44%	95% *	_	100%	_	88%	74% 46%	91%	*	82% 47%	47% 46%		82% 46%	-	_	-	-
		41%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	50%	55%	82%	74%	76%	95%	*	100%	*	88%	74%	91%	*	82%	46%	-	82%	-	*	-	-
Mathematics		48%	51%	71%	50%	65%	87%	*	100%	-	69%	60%	84%	*	71%	48%	-	71%	-	*	-	-
	Students CWD	26%	26%	*	_	*	*	_	_	_	_	*	*	*	_	*	_	*	_	_	_	_
		51%	55%	71%	50%	66%	87%	*	100%	-	69%	60%	84%	-	71%	50%		71%	-	*	-	-
			0.40/	48%	-	47%	*	-	-	-	-	48%	-	*	50%	48%	-	48%	-	-	-	-
	EL	33% 47%	34% 51%																			
		47%	51% 51%	- 71%	- 50%	65%	- 87%	*	100%	-	69%	60%	84%	*	71%	48%	-) -	71%	-	*	-	-
Science	EL Male	47%	51%	-	-	-	- 87% 98%	*	100% 67%		69% 100%		84% 86%	*	71% 71%	48%	, -	71% 71%	-	*	-	-

											or		Non									
					African			Americar	1	Pacific	More	Econ									Foste	r
		State	District	Campus		Hispani								CWD	CWOD	EL	Male	Female	Migran	Homeless		
	CWD	23%	25%	*	-	*	-	-	-	-	-	*	-	*	-		-	*	-	*	-	-
	CWOD		57%	71%	71%	62%	98%	_	67%	*	100%	59%	86%	_	71%	*	_	71%	_	*	_	_
	EL	21%	22%	*	-	*	-	_	-	_	-	*	-	_	*	*	_	*	_	_	_	_
	Male	50%	54%		_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	Female		52%	71%	71%	62%	98%	_	67%	*	100%	58%	86%	*	71%	*	_	71%	_	*	_	_
	Tomaio	1070	0270	1170	7 1 70	0270	0070		01 70		10070	0070	0070		7 1 70			1170				
STAAR Percent	at Maste	rs Gra	ade Lev	rel																		
All Grades				•																		
All Subjects	All	21%	25%	34%	27%	26%	55%	*	44%	*	61%	23%	46%	33%	34%	11%	_	34%	_	57%	_	_
7 Gabjooto	Students	, 0	_0,0	• . , 0	2. 70	2070	0070		, 0		0.70	2070	.0,0	0070	0.70	,0		0.70		0. 70		
	CWD	8%	9%	33%	_	*	*	_	_	_	_	*	*	33%	_	*	_	33%	_	*	_	_
	CWOD		27%	34%	27%	26%	55%	*	44%	*	61%	23%	46%	0070	34%	11%		34%		80%		
	EL	9%	10%	11%	-	8%	*				-	11%		*	11%	11%	_	11%	_	-	-	_
	Male	20%	24%	-	-	0 70		-	-	-	-	1170	-		1170	1170	-	1170	-	-	-	-
							- -	*	440/	*			400/	220/	2.40/	440/	-	240/	-		-	-
	Female	22%	26%	34%	27%	26%	55%		44%		61%	23%	46%	33%	34%	11%	-	34%	-	57%	-	-
Reading	All	19%	25%	41%	29%	31%	64%	*	50%	*	76%	28%	55%	*	41%	14%	-	41%	-	*	-	-
	Students																					
	CWD	7%	8%	*	-	*	*	-	-	-	-	*	*	*	-	*	-	*	-	*	-	-
	CWOD		27%	41%	29%	31%	63%	*	50%	*	76%	28%	55%	-	41%	15%	-	41%	-	*	-	-
	EL	7%	8%	14%	-	12%	*	-	-	-	-	14%	-	*	15%	14%	-	14%	-	-	-	-
	Male	16%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	22%	28%	41%	29%	31%	64%	*	50%	*	76%	28%	55%	*	41%	14%	-	41%	-	*	-	-
Mathematics	: All	23%	25%	26%	15%	20%	42%	*	33%	_	31%	18%	34%	*	25%	9%		26%		*		
Mantenaucs	Students	23 /0	25/0	20 /0	13 /0	20 /0	42 /0		33 /0	-	31/0	10 /0	J 4 /0		25/0	9 /0	-	20 /0	-		-	-
	CWD	10%	10%	*	_	*	*					*	*	*		*		*				
						000/	400/	-	-	-	040/	400/	0.40/		050/	00/	-	050/	-	-	-	-
	CWOD		27%	25%	15%	20%	42%		33%	-	31%	18%	34%	-	25%	9%	-	25%	-		-	-
	EL	13%	14%	9%	-	6%		-	-	-	-	9%	-		9%	9%	-	9%	-	-	-	-
	Male	23%	25%	-	-	-	-	*	-	-	-	-	-	*	-	-	-	-	-	-	-	-
	Female	24%	24%	26%	15%	20%	42%	*	33%	-	31%	18%	34%	*	25%	9%	-	26%	-	*	-	-
Science	All	22%	26%	33%	35%	23%	58%	-	50%	*	83%	20%	48%	*	33%	*	-	33%	-	*	-	-
	Students																					
	CWD	7%	8%	*	-	*	-	-	-	-	-	*	-	*	-	-	-	*	-	*	-	-
	CWOD	24%	29%	33%	35%	24%	58%	-	50%	*	83%	21%	48%	-	33%	*	-	33%	-	*	-	-
	EL	5%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	23%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female		25%	33%	35%	23%	58%	-	50%	*	83%	20%	48%	*	33%	*	-	33%	-	*	-	-

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	79	67	77	84	*	85	*	90	76	*	84
CWD	*	-	*	*	-	-	-	-	*	*	-
CWOD	79	67	77	84	*	85	*	90	76	-	84
EL	84	-	84	*	-	-	-	-	84	-	84
Male	-	-	-	-	-	-	-	-	-	-	-
Female	79	67	77	84	*	85	*	90	76	*	84
Mathematics											
All Students	65	55	64	71	*	82	-	67	63	*	48
CWD	*	-	*	*	-	-	-	-	*	*	*
CWOD	65	55	64	70	*	82	-	67	63	-	48
EL	48	-	47	*	-	-	-	-	48	*	48
Male	-	-	-	-	-	-	-	-	-	-	-
Female	65	55	64	71	*	82	-	67	63	*	48

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 2	017									
All Students	100.0%	*	100.0%	100.0%	-	*	-	*	100.0%	-	-	*	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	100.0%	*	100.0%	100.0%	-	*	-	*	100.0%	-	-	*	-
EL	-	-	_	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	100.0%	*	100.0%	100.0%	_	*	_	*	100.0%	_	_	*	_

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

Indicates zero observations reported for this group.

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

^{*&#}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.

Total EL in Class	Proficiency of EL	Rate of Proficiency
35	29	83%

- '*' 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	All Students evement Don			White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	69	61	64	82	*	79	*	81	61	*	49
School Quality (College, Career,	and Military	Readiness	s Performa	nce)							
%Students meeting CCMR	96%	*	93%	100%	-	*	-	*	93%	-	-

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

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		
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	Ϋ́	Y	Y	Y	1070	1 170	1070	0070	Y	1070	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ	Υ	Υ	Υ					Υ		Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Υ	Υ	Υ	Υ					Υ		Υ
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Υ	Υ	Υ	Υ					Υ		Υ
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Υ	Υ					Υ		Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ	Υ					Υ		Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		Υ	Υ					Υ		Υ
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	Υ					N		N
English Learner Language Profi	iciency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met `											Υ
Interim Goals (2028-2032)											46%
Target Met											Υ
Long-Term Goals											46%
Target Met											Υ
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	7 Y	30 /0	Y	30 /0	3070	30 /0	30 /0	30 /0	Y	3070	30 /0
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y	02/0	Y	0270	0270	0270	0270	0270	Y	0270	0270
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Ϋ́	0.70	Y	0.,0	0.,0	0.,0	0.70	0.70	Y	0.,0	0.70
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Υ		Υ						Υ		
=											

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

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

^{&#}x27;n/a' Indicates the student group is not applicable to this report.

All African American Pacific Two or More Econ Students American Hispanic White Indian Asian Islander Races Disadv CWD EL+

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Campus	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate	е	Oumpus	American	mapame	***************************************	maian	Asian	isianiaci	Naccs	Disauv	Disauv	0115	ONOD		maic	i ciliale	Migrain
All Subjects	All Students CWD	100%	100%	100%	100%	*	100%	* - *	100%	100%	100%	100% 100%	100%	100%	-	100% 100%	-
	CWOD EL Male	100% 100% -	100%	100% 100% -	100%	- -	100%	-	100%	100% 100% -	100%	*	100% 100% -	100% 100%	- - -	100% 100% -	- - -
Danding	Female	100% 100%	100% 100%	100% 100%	100%	*	100%	*	100%	100%	100% 100%	100%	100% 100%	100%	-	100% 100%	-
Reading	All Students CWD CWOD	100%	100%	100%	100%	-	100%	-	100%	100%	100%	*	100%	100%	-	100%	-
	EL Male	100% -	-	100%	*	-	-	-	-	100%	-	*	100%	100%	-	100%	-
Mathamatica	Female	100% 100%	100%	100%	100%	*	100%	*	100%	100%	100%	*	100%	100%	-	100%	-
Mathematics	All Students CWD CWOD	100%	100% - 100%	100% * 100%	100%	-	100%	- - -	100% - 100%	100% * 100%	100% * 100%	*	100% - 100%	100% * 100%	-	100% * 100%	-
	EL Male	100%	-	100%	*	- - *	-	-	-	100%	-	* - *	100%	100%	-	100%	-
Science	Female All Students	100% 100%	100% 100%	100% 100%	100%	-	100%	*	100%	100%	100% 100%	*	100% 100%	100%	-	100% 100%	-
Colonido	CWD CWOD	100%	100%	100%	100%	-	100%	- *	100%	100%	100%	*	100%	100%	-	100%	-
	EL Male	100%	-	100%	-	-	-	- - *	-	100%	-	- - *	100%	100%	-	100%	-
Non-Participation	Female n Rate	100%	100%	100%	100%	-	100%	•	100%	100%	100%	·	100%	100%	-	100%	-
All Subjects	All Students CWD	0% 0%	0%	0%	0%	*	0% -	*	0%	0%	0%	0% 0%	0% -	0%	-	0% 0%	-
	CWOD EL Male	0% 0%	0% -	0% 0%	0%	*	0% -	*	0% -	0% 0%	0% -	*	0% 0%	0% 0%	-	0% 0%	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students CWD	0%	0% -	0%	0%	* -	0%	* - *	0% -	0%	0%	*	0%	0%	-	0%	-
	CWOD EL Male	0% 0% -	0% - -	0% 0%	0% *	- -	0% - -	- -	0% - -	0% 0% -	0% - -	*	0% 0% -	0% 0% -	-	0% 0% -	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	*	0%	0%	-	0%	-
Mathematics	All Students CWD CWOD	0% * 0%	0% - 0%	0% * 0%	0% * 0%	* - *	0% - 0%	-	0% - 0%	0% * 0%	0% * 0%	*	0% - 0%	0% * 0%	-	0% * 0%	-
	EL Male	0% 0% -	- -	0% 0% -	U% * -	-	0% - -	-	0% - -	0% 0% -	0% - -	*	0% 0% -	0% 0% -	-	0% 0% -	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	*	0%	0%	-	0%	-
Science	All Students CWD	*	0%	0% *	0% -	-	0% -	* - *	0%	0%	0%	*	0% -	0% -	-	0%	-
	CWOD EL Male	0% 0% -	0% - -	0% 0%	0% - -	-	0% - -	-	0% - -	0% 0% -	0% - -	-	0% 0% -	0% 0% -	- -	0% 0% -	-
	Female	0%	0%	0%	0%	-	0%	*	0%	0%	0%	*	0%	0%	-	0%	-

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

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 In-School Suspensions		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)
·	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	

^{&#}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.

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities(Students with Disabilities Section 504)
Out of Cohool Cuononcione	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		
		11	*	7	*	*	*	*	*	*		
	Female	11	*	7	*	*	*	*	*	*		
Expulsions	Total	11		1								
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
Willi Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Grider Zere reletation reliales	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	rotai											
Concor (Clated / Wicold	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	10101											
	Male	*	*	*	*	*	*	*	*	*		
	Female	7	*	5	*	*	*	*	*	*		
	Total	7	*	5	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions												
•	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female		*				*			•		
Och cal Delated Associa	Total	-	-	-	-	-		-	-	-		-
School-Related Arrests	Mala	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Total											
Referrals to Law Efficient	Male	*	*	*	*	*	*	*	*	*		*
		*	*	*	*	*	*	*	*	*		*
	Female Total	*	*	*	*	*	*	*	*	*		*
All Students	iolai											
Chronic Absenteeism												
CHICHIC ADSCHIECTSHI	Male	*	*	*	*	*	*	*	*	*	*	*
	Female	35	*	23	8	*	*	*	*	*	*	*
	Total	35	*	23	8	*	*	*	*	*	*	*
	·otai	00		_0	5							

	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	*

		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											
Advanced Placement Courses	Male	*	*	*	*	*	*	*	*	*	*
	Female	259	17	176	47	*	5	*	14	*	*
	Total	259	17	176	47	*	5	*	14	*	*
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.

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	8.7	15.6%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the	3.1	6.0%
Teacher is Certified or Licensed		

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%	-	-

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
Science	5,087	1%	61	1%	-	-
End of Course English I	4,868	1%	71	1%	-	-
English II	4,556	1%	78	1%	-	-
Algebra I	4,884	1%	68	1%	-	-
Biology	4,861	1%	72	1%	-	-
All Grades All Subjects	99,020	1%	1,531	1%	-	-
Reading	43,730	1%	688	1%	-	-
Mathematics	39,178	1%	607	2%	-	-
Science	16,112	1%	236	1%	-	-

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Al	ove 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
0.440 .		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
			70		32 20	20	9		1	2
		Students with Disabilities		68				10	1	
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		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
0 1 0	D !!	0 "		0.4		40	00	00		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1
		ggaagoalolo	• •		-		•	•	•	•

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
	•	Limited English Proficient	94

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Grade	Subject Mathematics	Student Group 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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