Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: BARTON HILLS EL Campus ID: 227901103 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	African American H	licnania	White	American Indian	Asian	Pacific Islander		Econ	Special Educ	EL (Current and Former)
Academic Performance (At Meets		Baseline 2016-17	Students	Americani	nspanic	winte	mulan	Asiaii	Islanuel	Naces	Disauv	Luuc	r onner)
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 2027-28 through 2031-	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27 2027-28 through 2031-		41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031-											44%
Graduation Rate:4-Year Longitudinal		32 Baseline 2016-17											46%
Rate		Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		22 2022-23 through 2026-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		27 2027-28 through 2031-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State:

a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including: (aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
-	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
Ū.	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 plans under subsection (d)(2); <u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted 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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		State	District	Campus	African America		cWhite	American Indian			c More erRaces			CWD	смор	EL	Male	Femalel	MigrantH		Foster Care	
				-															J			
STAAR Percent Grade 3	at Appro	acnes	s Grade	E Level of	r Above																	
Reading	All	77%	79%	95%	-	80%	100%	-	-	-	*	*	98%	*	94%	*	98%	90%	-	-	-	-
	Students CWD	51%	52%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	79%	82%	94%	-	80%	100%	-	-	-	*	*	98%	-	94%	*	98%	89%	-	-	-	-
	EL Male	70% 74%	70% 76%	* 98%	-	* 92%	- 100%	-	-	-	- *	*	* 98%	-	* 98%	*	* 98%	*	-	-	-	-
	Female		82%	90%	-	92% 63%	100%		-	-	*	*	98% 100%	*	98% 89%	*	90%	90%	-	-	-	-
Mathematics	All	77%	78%	96%	-	95%	96%	_	-	-	*	100%	95%	*	96%	*	98%	93%	-	_	_	_
	Students					/-																
	CWD	52%	48%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD EL	80% 74%	82% 72%	96% *	-	95% *	96% -	-	-	-	-	100%	95% *	-	96% *	*	98% *	93% *	-	-	-	-
	Male	77%	77%	98%	-	92%	100%	-	-	-	*	*	98%	*	98%	*	98%	-	-	-	-	-
	Female	78%	78%	93%	-	100%	90%	-	-	-	*	*	92%	*	93%	*	-	93%	-	-	-	-
Grade 4																						
Reading	All	72%	74%	91%	-	86%	92%	-	*	-	*	100%	90%	*	91%	*	92%	91%	-	-	-	-
:	Students	460/	460/	*		*	*						*	*			*					
	CWD CWOD	46% 75%	46% 78%	91%	-	85%	, 92%	-	- *	-	- *	- 100%	- 90%	-	- 91%	- *	, 91%	- 91%	-	-	-	-
	EL	60%	61%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	70%	72%	92%	-	*	94%	-	*	-	*	*	91%	*	91%	*	92%	-	-	-	-	-
	Female	75%	76%	91%	-	89%	91%	-	-	-	Ŷ	100%	89%	-	91%	-	-	91%	-	-	-	-
Mathematics		77%	78%	93%	-	71%	96%	-	*	-	*	88%	93%	*	94%	*	92%	93%	-	-	-	-
	Students	400/	100/	*		*	*						*				*					
	CWD CWOD	49% 81%	49% 83%	94%	-	77%	96%	-	-	-	- *	- 88%	95%	_	- 94%	*	95%	- 93%	-	-	-	-
	EL	72%	72%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	77%	78%	92%	-	*	100%	-	*	-	*	*	91%	*	95%	*	92%	-	-	-	-	-
	Female	78%	78%	93%	-	78%	94%	-	-	-	*	83%	95%	-	93%	-	-	93%	-	-	-	-
Grade 5																						
Reading	All Students	83%	85%	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	*	100%	100%	-	-	-	-
	CWD	54%	58%	100%	-	*	*	-	-	-	*	-	100%	100%	-	-	*	*	-	_	-	_
	CWOD		89%	100%	*	100%	100%	-	*	-	100%	100%	100%		100%	*	100%	100%	-	-	-	-
	EL	73%	76%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	81%	83%	100%	*	100%	100%		*	-	100%	*	100% 100%		100%	-*	100%	-	-	-	-	-
	Female	0070	87%	100%		100%	100%	-		-			100%		100%		-	100%	-	-	-	-
Mathematics	All Students	90%	91%	99%	*	95%	100%	-	*	-	100%	100%	99%	100%	99%	*	98%	100%	-	-	-	-
	CWD	70%	78%	100%	-	*	*	-	-	-	*	-	100%	100%	-	-	*	*	-	-	-	-
	CWOD	92%	93%	99%	*	94%	100%	-	*	-	100%	100%	99%	-	99%	*	98%	100%	-	-	-	-
	EL	86%	87%	*	- *	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male Female	89% 91%	90% 92%	98% 100%	*	91% 100%	100% 100%		*	-	100%	*	98% 100%	*	98% 100%	- *	98%	- 100%	-	-	-	-
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Science	All Students	75%	76%	91%	*	90%	94%	-	*	-	71%	*	93%	*	94%	*	88%	95%	-	-	-	-
	CWD	48%	50%	*	-	*	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	80%	94%	*	89%	96%	-	*	-	83%	*	96%	-	94%	*	90%	97%	-	-	-	-
	EL	62%	63%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male Female	76% 75%	76% 76%	88% 95%	*	82% 100%	96% 92%	-	*	-	*	*	90% 97%	*	90% 97%	- *	88% -	- 95%	-	-	-	-
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Grade 6	A.U.	000/	000/	0.5%	*	740/	4000/					F00/	000/		040/		050/	0.40/				
Reading	All Students	00%	69%	85%	-	71%	100%	-	-	-	*	56%	93%	-	91%	*	85%	84%	-	-	-	-
	CWD	35%	32%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	71%	73%	91%	*	90%	100%	-	*	-	*	63%	100%	-	91%	*	100%	82%	-	-	-	-
	EL	42%	40%	*	- *	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male Female			85% 84%	*	86%	100% 100%		- *	-	-	*	87% 100%	*	100% 82%	*	85% -	- 84%	-	-	-	-
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Mathematics		76%	73%	78%	*	53%	100%	-	*	-	*	*	90%	*	83%	*	73%	84%	-	-	-	-
	Students CWD	50%	44%	*	-	*	*	_	-	-	-	*	*	*	-	_	*	*	-	-	-	_
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	CWOD			Campus 83%	Americar	1Hispani 64%	cWhite 100%	Indian	Asianl	slander	rRaces	Disadv	Disadv 96%	CWD	83%	EL *		Femalel 82%	MigrantH -	lomeless	S Care	Militar
	EL	61%	53%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	76% 77%	74% 71%	73% 84%	*	* 86%	100% 100%	-	- *	-	*	*	81% 100%	*	83% 82%	*	73% -	- 84%	-	-	-	-
AAR Percent Grade 3	at Meets	Grade	e Level	or Abov	е																	
Reading	All Students	43%	48%	78%	-	65%	82%	-	-	-	*	*	80%	*	79%	*	82%	72%	-	-	-	-
	CWD	28%	26%	* 79%	-	- 65%	* 83%	-	-	-	-	-	* 81%	*	- 79%	-	*	* 71%	-	-	-	-
	EL	44 % 32%	51% 32%	19%	-	*	- 03	-	-	-	-	*	0170 *	-	*	*	84% *	/ 1 70 *	-	-	-	-
	Male	40%	45%	82%	-	75%	83%	-	-	-	*	*	80%	*	84%	*	82%	-	-	-	-	-
	Female		52%	72%	-	50%	80%	-	-	-	î	Ŷ	80%	î	71%	î	-	72%	-	-	-	-
Mathematics	All Students	46%	50%	68%	-	55%	71%	-	-	-	*	71%	68%	*	69%	*	73%	62%	-	-	-	-
	CWD CWOD	30%	28% 53%	* 69%	-	- 55%	* 72%	-	-	-	-	- 71%	* 69%	*	- 69%	- *	* 74%	* 61%	-	-	-	-
	EL	40 <i>%</i> 39%	39%	*	-	55%	1270	-	-	-	-	/ 1 70	*	-	*	*	/4 %	*	-	-	-	-
	Male	47%	50%	73%	-	67%	72%	-	-	-	*	*	71%	*	74%	*	73%	-	-	-	-	-
	Female	45%	49%	62%	-	38%	70%	-	-	-	*	*	64%	*	61%	*	-	62%	-	-	-	-
Grade 4 Reading	All	45%	49%	71%	-	50%	75%	_	*	-	*	50%	74%	*	71%	*	72%	70%	-	-	-	_
	Students			*		*	*					2070	*	*	/0		*					
	CWD CWOD	28% 47%	27% 53%	* 71%	-	* 54%	* 73%	-	- *	-	- *	- 50%	* 74%	-	- 71%	- *	* 73%	- 70%	-	-	-	-
	EL	29%	32%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male Female	43%	48% 51%	72% 70%	-	*	83% 70%	-	*	-	*	* 33%	70% 76%	*	73% 70%	*	72%	-	-	-	-	-
	Female		51%	70%	-	67%	70%	-	-	-			76%	-	70%	-	-	70%	-	-	-	-
Mathematics	Students	48%	50%	76%	-	57%	78%	-	×	-	×	50%	80%	×	77%	×	79%	74%	-	-	-	-
	CWD CWOD	29% 50%	27% 53%	* 77%	-	* 62%	* 78%	-	- *	-	- *	- 50%	* 81%	*	- 77%	- *	* 82%	- 74%	-	-	-	-
	EL	38%	39%	*	-	02 <i>%</i>	- 1070	-	-	-	-	- 50%	0170 *	-	*	*	0Z 70 *	-	-	-	-	-
	Male	48%	51%	79%	-	*	88%	-	*	-	*	*	77%	*	82%	*	79%	-	-	-	-	-
	Female	47%	49%	74%	-	67%	73%	-	-	-	*	33%	81%	-	74%	-	-	74%	-	-	-	-
arade 5 Reading	All	53%	57%	83%	*	75%	88%	_	*	_	71%	50%	86%	20%	87%	*	79%	87%	_	_	_	
. county	Students							-		-		50 /0			01 /0		13/0	01 /0	-	-	-	-
	CWD	30%	29%	20%	-	*	*	-	-	-	*	-	20%	20%	-	-	*	*	-	-	-	-
	CWOD EL	56% 35%	61% 36%	87% *	-	83%	90% *	-	-	-	83% -	50% *	90% -	-	87% *	*	85% -	89% *	-	-	-	-
	Male	50%	54%	79%	*	55%	92%	-	*	-	60%	*	80%	*	85%	-	79%	-	-	-	-	-
	Female	56%	60%	87%	*	100%	84%	-	*	-	*	*	91%	*	89%	*	-	87%	-	-	-	-
Mathematics		57%	60%	87%	*	75%	90%	-	*	-	86%	67%	88%	40%	90%	*	84%	90%	-	-	-	-
	Students CWD	34%	37%	40%	-	*	*	-	-	-	*	-	40%	40%	-	_	*	*	-	-	-	-
	CWOD	60%	64%	90%	*	78%	92%	-	*	-	100%	67%	92%	-	90%	*	88%	92%	-	-	-	-
	EL Male	46% 57%	47% 60%	* 84%	- *	-	* 000/	-	- *	-	- 80º/	*	-	- *	* 800/	*	-	*	-	-	-	-
	Male Female	57% 58%	60% 60%	84% 90%	*	73% 78%	88% 92%	-	*	-	80% *	*	85% 91%	*	88% 92%	- *	84% -	- 90%	-	-	-	-
Science	All	40%	42%	77%	*	75%	80%	-	*	-	57%	*	79%	*	81%	*	79%	74%	-	-	-	-
	Students CWD	25%	23%	*	-	*	*	-	-	-	*	-	*	*	-	_	*	*	-	-	-	_
	CWOD	42%	45%	81%	*	78%	83%	-	*	-	67%	*	83%	-	81%	*	83%	78%	-	-	-	-
	EL Male	24% 42%	24% 45%	* 79%	- *	- 73%	* 84%	-	- *	-	- *	*	- 80%	- *	* 83%	*	- 79%	*	-	-	-	-
	Female		45% 39%	79% 74%	*	73%	84% 76%	-	*	-	*	*	80% 77%	*	83% 78%	*	- 1970	- 74%	-	-	-	-
Grade 6																						
Reading	All Students	38%	44%	72%	*	43%	95%	-	*	-	*	44%	80%	*	76%	*	65%	79%	-	-	-	-
	CWD	22%		*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD EL	40% 14%	47% 14%	76% *	*	50% *	94%	-	*	-	*	50%	84% *	-	76% *	*	75% *	76% *	-	-	-	-
	Male	34%	42%	65%	*	*	91%	-	-	-	*	*	67%	*	75%	*	65%	-	-	-	-	-
	Female	42%	47%	79%	*	71%	100%	-	*	-	-	*	93%	*	76%	*	-	79%	-	-	-	-
Mathematics	All Students	43%	41%	59%	*	40%	71%	-	*	-	*	*	68%	*	60%	*	50%	68%	-	-	-	-
	CWD	23%		*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD EL	46% 24%	44% 17%	60% *	*	45% *	68%	-	*	-	*	*	69% *	-	60% *	*	56% *	65% *	-	-	-	-
	Male	24% 44%	43%	50%	- *	*	- 67%	-	-	-	*	*	56%	*	56%	*	50%	-	-	-	-	-
	Female		39%	68%	*	71%	78%	-	*	-	-	*	80%	*	65%	*	-	68%	-	-	-	-
	at Moot-	re C	do Lou	ol																		
AAR Percent Grade 3																						
		2/0/	29%	58%	-	45%	59%	-	-	-	*	*	58%	*	58%	*	59%	55%	-	-	-	-
Reading	All Students	24 /0																				
Reading		9%	9% 32%	* 58%	-	- 45%	* 60%	-	-	-	-	-	* 58%	*	- 58%	-	* 60%	* 54%	-	-	-	-

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	Male	22%	27%	59%	sAmerican	50%	59%	Indian -	AsianIs -	slande -	rRaces *	*	56%	*	60%	*	Male 59%	-	MigrantF -	lomeless -	Gare	Milit -
	Female	26%	32%	55%	-	38%	60%	-	-	-	*	*	60%	*	54%	*	-	55%	-	-	-	-
Mathematics	All	22%	26%	45%	-	50%	43%	-	-	-	*	57%	44%	*	46%	*	45%	45%	-	-	-	-
	Students																					
	CWD CWOD	12% 24%	11% 27%	* 46%	-	- 50%	* 45%	-	-	-	- *	- 57%	* 45%	*	- 46%	- *	* 47%	* 46%	-	-	-	-
	EL	17%	18%	+0 /8	-	*		-	-	-	-	*	+370	-	*	*	*	*	-	-	-	_
	Male	23%	27%	45%	-	58%	38%	-	-	-	*	*	44%	*	47%	*	45%	-	-	-	-	-
	Female	21%	24%	45%	-	38%	50%	-	-	-	*	*	44%	*	46%	*	-	45%	-	-	-	-
Grade 4																						
Reading	All	23%	28%	41%	-	29%	43%	-	*	-	*	13%	44%	*	41%	*	32%	45%	-	-	-	-
5	Students CWD	9%	11%	*		*	*						*	*			*					
	CWOD		30%	41%	-	31%	43%	-	*	-	*	- 13%	45%	-	- 41%	*	32%	- 45%	-	-	-	
	EL	12%	13%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	
	Male Female	22%	26% 30%	32% 45%	-	* 33%	39% 45%	-	*	-	*	* 17%	35% 50%	*	32% 45%	*	32%	- 45%	-	-	-	
	remale	2370	30%	45%	-	33%	43%	-	-	-		17 70	50%	-	40%	-	-	40%	-	-	-	
Mathematics		26%	28%	51%	-	21%	54%	-	*	-	*	25%	54%	*	51%	*	58%	47%	-	-	-	-
S	Students CWD	110/	110/	*		*	*						*	*			*					
	CWD	11% 28%	11% 30%	51%	-	23%	53%	-	*	-	*	- 25%	54%	-	- 51%	*	59%	- 47%	-	-	-	
	EL	18%	18%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	
	Male	27%	30%	58%	-	*	65%	-	*	-	*	*	59%	*	59%	*	58%	-	-	-	-	
	Female	∠ວ%	26%	47%	-	22%	48%	-	-	-	-	17%	51%	-	47%	-	-	47%	-	-	-	-
Grade 5																						
Reading	All	26%	31%	62%	*	45%	72%	-	*	-	43%	0%	67%	0%	66%	*	56%	69%	-	-	-	-
8	Students CWD	9%	9%	0%	-	*	*	-	-	-	*	-	0%	0%	_	-	*	*	-	-	-	
	CWOD		34%	66%	*	50%	75%	-	*	-	50%	0%	72%	-	66%	*	60%	73%	-	-	-	-
	EL	12%	12%	*	-	-	*	-	-	-	-	*	-	- *	*	*	-	*	-	-	-	
	Male Female	24% 28%	29% 33%	56% 69%	*	36% 56%	72% 72%	-	*	-	20%	*	59% 77%	*	60% 73%	- *	56%	- 69%	-	-	-	
	i emaie	2070	0070	0070		0070	12/0						1170		1070			0070				
Mathematics		30%	32%	60%	*	60%	62%	-	*	-	57%	17%	63%	20%	62%	*	65%	54%	-	-	-	•
5	Students CWD	13%	13%	20%	-	*	*	_	_	-	*	-	20%	20%	_	-	*	*	-	-	-	
	CWOD		35%	62%	*	61%	65%	-	*	-	67%	17%	66%	-	62%	*	68%	57%	-	-	-	-
	EL	19%	20%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male Female	29% 30%	33% 30%	65% 54%	*	73% 44%	64% 60%	-	*	-	60% *	*	66% 60%	*	68% 57%	- *	65% -	- 54%	-	-	-	-
	Female	30 %	30 /0	34 /0		44 /0	00 /0	-		-			00 /6		51 /0		-	J 4 /0	-	-	-	-
Science	All	16%	18%	45%	*	35%	50%	-	*	-	57%	*	49%	*	48%	*	47%	44%	-	-	-	-
5	Students CWD	9%	7%	*	_	*	*	_	_	_	*	_	*	*	_	_	*	*	_		_	_
	CWOD		20%	48%	*	39%	52%	_	*	-	67%	*	52%	-	48%	*	50%	46%	-	_	-	-
	EL	7%	7%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male Female	18% 15%	20% 16%	47% 44%	*	36% 33%	52% 48%	-	*	-	*	*	49% 49%	*	50% 46%	- *	47%	- 44%	-	-	-	-
	i emale	1370	10 /0	44 /0		5570	40 /0						4370		4070			/0				
Grade 6																						
Reading	All Students	18%	25%	49%	Ŷ	36%	60%	-	î	-	î	11%	60%	î	55%	î	35%	63%	-	-	-	
	CWD	8%	8%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	
	CWOD		28%	55%	*	50%	61%	-	*	-	*	13%	68%	-	55%	*	38%	71%	-	-	-	
	EL Male	4% 15%	5% 23%	* 35%	- *	*	- 45%	-	-	-	- *	-	* 47%	- *	* 38%	*	* 35%	-	-	-	-	
	Female		23% 27%	35% 63%	*	57%	45% 78%	-	*	-	-	*	73%	*	38% 71%	*	- 35%	- 63%	-	-	-	
Mathematics	All Students	18%	16%	29%	*	27%	33%	-	*	-	*	*	39%	*	31%	*	23%	37%	-	-	-	-
2	CWD	9%	8%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	
	CWOD	19%	18%	31%	*	36%	32%	-	*	-	*	*	42%	-	31%	*	22%	41%	-	-	-	
	EL	6%	4%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	
	Male Female	18% 17%	18% 15%	23% 37%	*	43%	33% 33%	-	- *	-	-	*	31% 47%	*	22% 41%	*	23%	- 37%	-	-	-	
	i emaie	11 /0	1070	01/0		1070	0070						11 /0		1170			01 /0				
		och -	C	Lowel	w Alexand																	
STAAR Percent a All Grades	at Appro	acries	Grade	Level C	N ADOVE																	
All Subjects		77%	77%	93%	67%	85%	97%	-	100%	-	95%	76%	95%	75%	94%	56%	5 93%	93%	-	-	-	
S	Students	4501	4007			F00/	0.407				*	*	7001	750/			0701	000/				
	CWD CWOD		48% 81%	75% 94%	- 67%	56% 88%	94% 97%	-	- 100%	-	* 97%	* 78%	79% 96%	75% -	- 94%	- 56%	67% 595%	92% 93%	-	-	-	•
	EL	60%	60%	56%	-	54%	*	-	-	-	-	*	63%	-	56%		*	67%	-	-	-	
		74%	75%	93%	100%	79%	99%	-	100%	-	92%	81%	94%	67%	95%	*	93%	-	-	-	-	
	Female	79%	80%	93%	*	91%	95%	-	100%	-	100%	73%	97%	92%	93%	67%	- o	93%	-	-	-	
Reading	All	73%	75%	94%	*	85%	98%	-	100%	-	100%	77%	96%	81%	95%	*	95%	92%	-	-	-	
	Students																					
	CWD CWOD	39% 77%	43% 79%	81% 95%	- *	*	100%	-	- 100%	-	*	*	87% 97%	81% -	-	- *	73% 98%	100% 92%	-	-	-	
	EL	77% 52%	79% 53%	95% *	-	89% *	98% *	-	100% -	-	100% -	19%	91% *	-	95% *	*	30 <i>1</i> /0 *	92% *	-	-	-	
	Male	69%	71%	95%	*	86%	99%	-	*	-	100%		96%	73%	98%	*	95%	-	-	-	-	
	Female	77%	78%	92%	*	85%	97%	-	*	-	100%	67%	96%	100%	92%	*	-	92%	-	-	-	
	A II	80%	80%	93%	*	82%	98%	_	100%	-	100%	77%	05%	73%	01%	750/	5 92%	94%	_		_	
Mathematics																						

					African			America			Two or More										Foster	
	014/5				American	Hispanio		Indian	Asianle	slander	rRaces	Disadv			CWOD				ligrantH	omeless	Care	Militar
	CWD CWOD	52%	53% 84%	73% 94%	-	* 87%	100% 98%	-	- 100%	-	100%	* 80%	79% 96%	73%	- 94%		60%	100% 94%	-	-	-	-
	EL	83% 70%	69%	94% 75%	_	71%	90%	-	100%	-	100%	00 % *	*	-		75%	95% *	94 %	-	-	-	-
	Male	78%	79%	92%	*	72%	100%	_	*	_	100%	77%	94%	60%	95%	*	92%	-	_	_	_	_
	Female		81%	94%	*	94%	95%	-	*	-	100%	78%				*	-	94%	-	-	-	-
Caianaa		700/	700/	049/	*	000/	0.40/		*		740/	*	0.20/	*	0.40/	*	000/	050/				
Science	All Students	79%	79%	91%	-	90%	94%	-	-	-	71%	-	93%	-	94%		88%	95%	-	-	-	-
	CWD	48%	51%	*	-	*	*	-	-	-	*	-	*	*	-	-	*	*	-	-	-	_
	CWOD		83%	94%	*	89%	96%	-	*	-	83%	*	96%	-	94%	*	90%	97%	-	-	-	-
	EL	58%	59%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	78%	79%	88%	*	82%	96%	-	*	-	*	*	90%	*	90%	-	88%	-	-	-	-	-
	Female	80%	80%	95%		100%	92%	-		-			97%		97%		-	95%	-	-	-	-
TAAR Percent	t at Meets	Grad	e Level	or Abov	'e																	
All Grades All Subjects	All	47%	51%	76%	50%	62%	81%	-	100%	-	84%	51%	79%	42%	78%	6%	76%	76%	-	-	_	-
	Students		0170	10/0	0070	0270	0170		10070		0170	01/0	1070	12.70	10/0	070	1070	10/0				
	CWD	23%	25%	42%	-	25%	65%	-	-	-	*	*	44%	42%	-	-	29%	67%	-	-	-	-
	CWOD		55%	78%	50%	66%	82%	-	100%	-	91%	52%	81%	-	78%		80%	76%	-	-	-	-
	EL	26%	27%	6%	-	8%	*	-	-	-	-	*	0%	-	6%	6% *	*	11%	-	-	-	-
	Male	45%	49% 52%	76%	100%	54%	83% 78%	-	100%	-	80%	67%	77%		80% 76%		76%	-	-	-	-	-
	Female	: 00%	53%	76%		70%	10%	-	100%	-	92%	40%	82%	67%	76%	11%	-	76%	-	-	-	-
Reading	All	46%	51%	77%	*	60%	83%	-	100%	-	87%	50%	80%	44%	79%	*	77%	77%	-	-	-	-
Ŭ	Students																					
	CWD	22%	24%	44%	-	*	75%	-	-	-	*	*	47%	44%	-	-	27%	80%	-	-	-	-
	CWOD		54%	79% *	*	66% *	83%	-	100%	-	93%	52% *	83% *	-	79% *	*	81% *	77%	-	-	-	-
	EL Male	21% 41%	23% 47%	77%	-	49%	87%	-	-	-	- 80%	75%	77%	- 27%	81%	*	77%	_	-	-	-	-
	Female		55%	77%	*	73%	79%	-	*	-	100%	33%	84%		77%	*	-	77%	-	-	-	-
Mathematics		48%	51%	75%	*	59%	79%	_	100%	_	93%	52%	78%		76%	13%	74%	75%	_	_	_	_
Mathematica	Students					*			100 /0		*	*			1070	10 /0						
	CWD CWOD	26% 51%	26% 55%	47% 76%	- *	62%	71% 79%	-	- 100%	-	100%	53%	50% 79%	47%	- 76%	-	30% 77%	80% 75%	-	-	-	-
	EL	33%	34%	13%	-	14%	*	-	-	-	-	*	*	-		13%	*	*	-	-	-	-
	Male	47%	51%	74%	*	53%	80%	-	*	-	90%	62%	75%	30%	77%		74%	-	-	-	-	-
	Female	49%	51%	75%	*	66%	78%	-	*	-	100%	44%	80%	80%	75%	*	-	75%	-	-	-	-
Science	All	49%	53%	77%	*	75%	80%	-	*	-	57%	*	79%	*	81%	*	79%	74%	-	-	-	-
	Students CWD	23%	25%	*	_	*	*	_	_	_	*	_	*	*	_	_	*	*	_	_	_	_
	CWOD		23 <i>%</i> 57%	81%	*	78%	83%	-	*	-	67%	*	83%	-	81%	*	83%	78%	-	-	-	-
	EL	21%	22%	*	-	-	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	50%	54%	79%	*	73%	84%	-	*	-	*	*	80%	*	83%	-	79%	-	-	-	-	-
	Female	49%	52%	74%	*	78%	76%	-	*	-	*	*	77%	*	78%	*	-	74%	-	-	-	-
AAR Percent	t at Maste	rs Gra	ide Lev	el																		
All Grades	All	210/	25%	50%	17%	400/	E 40/															
All Subjects	<i>r</i> -\11	∠ 1 70	20/0			40%	54%	-	54%	-	62%	19%	54%	17%	52%	6%	49%	51%	-	-	-	-
	Students							-	54%	-		19%							-	-	-	-
	Students CWD	8%	9%	17%	-	6%	29%	-	-	-	*	*	18%	17%	-	-	21%	8%	-	-	-	-
	Students CWD CWOD	8% 23%	9% 27%	17% 52%	17%	6% 44%		-	54% - 54%	-		19% * 20%	18% 56%	17% -	- 52%	- 6%		8% 53%	-	-	-	-
	Students CWD CWOD EL	8% 23% 9%	9% 27% 10%	17% 52% 6%	17% -	6% 44% 8%	29% 55% *		- 54% -		* 68% -	* 20% *	18% 56% 0%	17% - -	- 52% 6%	- 6% 6%	21% 52% *	8%	- - -	- - - -	- - - -	
	Students CWD CWOD EL	8% 23% 9% 20%	9% 27%	17% 52%	17%	6% 44%	29%		-		*	*	18% 56%	17% - - 21%	- 52%	- 6% 6% *	21% 52%	8% 53% 11%			- - - -	
All Subjects	Students CWD CWOD EL Male Female	8% 23% 9% 20% 22%	9% 27% 10% 24% 26%	17% 52% 6% 49% 51%	17% - 40% *	6% 44% 8% 40% 41%	29% 55% * 53% 54%	-	- 54% - 20% 75%	-	* 68% - 56% 75%	* 20% * 26% 15%	18% 56% 0% 52% 57%	17% - - 21% 8%	- 52% 6% 52% 53%	- 6% 6% *	21% 52% * 49% -	8% 53% 11% - 51%	-	- - - -	- - - -	- - -
	Students CWD CWOD EL Male	8% 23% 9% 20% 22% 19%	9% 27% 10% 24% 26%	17% 52% 6% 49%	17% - 40%	6% 44% 8% 40%	29% 55% * 53%		- 54% - 20%		* 68% - 56%	* 20% * 26%	18% 56% 0% 52%	17% - - 21% 8%	- 52% 6% 52%	- 6% 6% *	21% 52% * 49%	8% 53% 11%	-	- - - -	- - - -	
All Subjects	Students CWD CWOD EL Male Female	8% 23% 9% 20% 22% 19%	9% 27% 10% 24% 26%	17% 52% 6% 49% 51%	17% - 40% *	6% 44% 8% 40% 41%	29% 55% * 53% 54%	-	- 54% - 20% 75%	-	* 68% - 56% 75%	* 20% * 26% 15%	18% 56% 0% 52% 57%	17% - - 21% 8%	- 52% 6% 52% 53%	6% 6% * 11% *	21% 52% * 49% -	8% 53% 11% - 51%	-	-		
All Subjects	Students CWD CWOD EL Male Female All Students CWD CWOD	8% 23% 9% 20% 22% 19% 7% 20%	9% 27% 10% 24% 26% 25% 8% 27%	17% 52% 6% 49% 51% 53% 19% 55%	17% - 40% *	6% 44% 8% 40% 41% 40% *	29% 55% * 53% 54% 58% 38% 59%	-	- 54% - 20% 75% 60%	-	* 68% 56% 75% 67%	* 20% * 26% 15% 20% * 21%	18% 56% 0% 52% 57% 58% 20% 60%	17% - 21% 8% 19%	- 52% 52% 53% 55% - 55%	6% 6% * 11% *	21% 52% 49% - 49% 18% 52%	8% 53% 11% 51% 57% 20% 59%	-	-	-	
All Subjects	Students CWD CWOD EL Male Female All Students CWD CWOD EL	8% 23% 9% 20% 22% 19% 7% 20% 7%	9% 27% 10% 24% 26% 25% 8% 27% 8%	17% 52% 6% 49% 51% 53% 19% 55% *	17% - 40% * * - *	6% 44% 8% 40% 41% 40% * 44%	29% 55% 53% 54% 58% 38% 59%		54% - 20% 75% 60%	-	* 68% 56% 75% 67% * 71%	* 20% * 26% 15% 20% * 21%	18% 56% 0% 52% 57% 58% 20% 60%	17% 21% 8% 19% 	52% 6% 52% 53% 55% - 55% *	- 6% 6% * 11% *	21% 52% 49% - 49% 18% 52%	8% 53% 11% 51% 57% 20% 59%	-	-		-
All Subjects	Students CWD EL Male Female All Students CWD CWOD EL Male	8% 23% 9% 20% 22% 19% 7% 20% 7% 16%	9% 27% 10% 24% 26% 25% 8% 27% 8% 22%	17% 52% 6% 49% 51% 53% 19% 55% * 49%	17% - 40% * - * - * -	6% 44% 8% 40% 41% 40% * 44% * 34%	29% 55% 53% 54% 58% 38% 59% * 57%	-	54% - 20% 75% 60%		* 68% 56% 75% 67% * 71% - 50%	* 20% * 26% 15% 20% * 21% * 25%	18% 56% 0% 52% 57% 58% 20% 60% * 52%	17% 21% 8% 19% 19% - 18%	- 52% 52% 53% 55% - 55% * 52%	- 6% 6% * 11% *	21% 52% 49% - 49% 18% 52%	8% 53% 11% 51% 57% 20% 59% *	-	-		
All Subjects	Students CWD CWOD EL Male Female All Students CWD CWOD EL	8% 23% 9% 20% 22% 19% 7% 20% 7% 16%	9% 27% 10% 24% 26% 25% 8% 27% 8% 22%	17% 52% 6% 49% 51% 53% 19% 55% *	17% - 40% * * - *	6% 44% 8% 40% 41% 40% * 44%	29% 55% 53% 54% 58% 38% 59%		54% - 20% 75% 60%	-	* 68% 56% 75% 67% * 71%	* 20% * 26% 15% 20% * 21%	18% 56% 0% 52% 57% 58% 20% 60%	17% 21% 8% 19% 19% - 18%	52% 6% 52% 53% 55% - 55% *	- 6% 6% * 11% *	21% 52% 49% - 49% 18% 52%	8% 53% 11% 51% 57% 20% 59%	-	-	-	-
All Subjects	Students CWD EL Male Female All Students CWD CWOD EL Male Female S All	8% 23% 9% 20% 22% 19% 7% 20% 7% 16% 22% 23%	9% 27% 10% 24% 26% 25% 8% 27% 8% 22% 28%	17% 52% 6% 49% 51% 53% 19% 55% * 49%	17% - 40% * - * - * -	6% 44% 8% 40% 41% 40% * 44% * 34%	29% 55% 53% 54% 58% 38% 59% * 57%	-	54% - 20% 75% 60%		* 68% 56% 75% 67% * 71% - 50%	* 20% * 26% 15% 20% * 21% * 25%	18% 56% 0% 52% 57% 58% 20% 60% * 52%	17% - 21% 8% 19% - 19% - 18% 20%	- 52% 52% 53% 55% - 55% * 52%	- 6% * 11% * - * *	21% 52% 49% - 49% 18% 52% * 49% -	8% 53% 11% 51% 57% 20% 59% *	-	-	-	
All Subjects	Students CWD EL Male Female All Students CWD CWOD EL Male Female S All Students	8% 23% 9% 20% 22% 19% 7% 20% 7% 16% 22% 23%	9% 27% 10% 24% 26% 25% 8% 27% 8% 22% 28% 25%	17% 52% 6% 49% 51% 53% 19% 55% * 49% 57% 49%	17% - 40% * * - * * *	6% 44% 8% 40% 41% 40% * 44% * 34% 45%	29% 55% 53% 54% 58% 38% 59% 57% 60% 51%		54% 20% 75% 60% - 60% - *		* 68% 56% 75% 67% * 71% - 50% 100%	* 20% * 26% 15% 20% * 21% * 25% 17%	18% 56% 0% 52% 57% 58% 60% * 52% 64% 52%	17% - 21% 8% 19% 19% - 18% 20% 20%	52% 6% 52% 53% 55% - 55% * 52% 59%	6% 6% 11% * - * * *	21% 52% 49% - 49% 18% 52% 49% - 50%	8% 53% 11% 51% 57% 20% 59% * 57% 47%	-	-	-	-
All Subjects	Students CWD EL Male Female All Students CWD CWOD EL Male Female S All	8% 23% 9% 20% 22% 19% 7% 20% 7% 16% 22% 23%	9% 27% 24% 26% 25% 8% 27% 8% 22% 28% 25% 10%	17% 52% 6% 49% 51% 53% 19% 55% * 49% 57%	17% - 40% * * - * * *	6% 44% 8% 40% 41% 40% * 44% * 34% 45%	29% 55% * 53% 54% 58% 38% 59% * 57% 60%	-	54% 20% 75% 60% - 60% - *		* 68% 75% 67% * 71% - 50% 100% 60%	* 26% 15% 20% * 21% 25% 17% 23%	18% 56% 0% 52% 57% 58% 20% 60% * 52% 64%	17% - 21% 8% 19% - 18% 20% 20%	52% 6% 52% 53% 55% - 55% 52% 59% 50%	- 6% 6% 11% * - * * * * * 13%	21% 52% 49% - 49% 18% 52% 49% - 50% 30%	8% 53% 11% 51% 57% 20% 59% * 57%	-	-	-	-
All Subjects	Students CWD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWD EL CWD CWD EL	8% 23% 9% 20% 22% 19% 7% 20% 7% 16% 22% 23% 23% 10% 25% 13%	9% 27% 24% 26% 25% 8% 27% 8% 22% 28% 22% 25% 10% 27% 14%	17% 52% 6% 49% 51% 53% 19% 55% * 49% 57% 49% 20% 50% 13%	17% 40% * - * * * * *	6% 44% 8% 40% 41% 40% * 44% * 34% 45% 43% * 46% 14%	29% 53% 54% 58% 38% 59% * 57% 60% 51% 29% 52%	-	54% 20% 75% 60% - * * 60% -	-	* 68% 56% 75% 67% * 71% 50% 100% 60% *	* 20% 15% 20% * 21% 25% 17% 23% * 23%	18% 56% 52% 57% 58% 20% 60% * 52% 64% 52% 21% 54% *	17% 21% 8% 19% 19% - 18% 20% 20% -	- 52% 52% 53% 55% - 55% * 52% 59% 50% 13%	- 6% 6% * 11% * * * * * * * * * 13% 13%	21% 52% 49% - 49% 18% 52% 49% - 50% 30% 52%	8% 53% 11% 51% 57% 20% 59% * 57% 47% 0%	-	-	-	
All Subjects	Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Students CWD CWD EL Male	8% 23% 9% 20% 22% 19% 7% 20% 7% 16% 22% 23% 10% 25% 13% 23%	9% 27% 10% 24% 26% 25% 8% 27% 8% 22% 28% 25% 10% 27% 14% 25%	17% 52% 49% 51% 53% 19% 55% 49% 20% 57% 20% 13% 50%	17% 40% * - * - * * * *	6% 44% 8% 40% 41% 40% * 44% 45% 43% 43% 44% 14% 47%	29% 55% 53% 54% 58% 38% 59% * 57% 60% 51% 29% 52% * 51%	-	54% 20% 75% 60% - * * 60% -	-	* 68% 56% 75% 67% * 71% 50% 100% 60% *	* 20% * 26% 15% 20% * 21% * 21% * 25% 17% 23% * 23% * 31%	18% 56% 52% 57% 58% 60% * 52% 64% 52% 52% 52% 52% 52% 52%	17% - 21% 8% 19% - 18% 20% 20% - 30%	- 52% 52% 53% 55% - 55% 52% 59% 50% 13% 52%	- 6% 6% * 11% * * * * * * * * * 13% 13% *	21% 52% 49% - 49% 18% 52% 49% - 50% 30% 52%	8% 53% 11% 51% 57% 20% 59% * 57% 47% 0% 49% *	-	· · · · ·	· · · · ·	· · · · · · · · · · · · · · · · · · ·
All Subjects	Students CWD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWD EL CWD CWD EL	8% 23% 9% 20% 22% 19% 7% 20% 7% 16% 22% 23% 10% 25% 13% 23%	9% 27% 10% 24% 26% 25% 8% 27% 8% 22% 28% 25% 10% 27% 14% 25%	17% 52% 6% 49% 51% 53% 19% 55% * 49% 57% 49% 20% 50% 13%	17% 40% * - * * * * *	6% 44% 8% 40% 41% 40% * 44% * 34% 45% 43% * 46% 14%	29% 53% 54% 58% 38% 59% * 57% 60% 51% 29% 52%	-	54% 20% 75% 60% - * * 60% -	-	* 68% 56% 75% 67% * 71% 50% 100% 60% *	* 20% 15% 20% * 21% 25% 17% 23% * 23%	18% 56% 52% 57% 58% 20% 60% * 52% 64% 52% 21% 54% *	17% 21% 8% 19% 19% - 18% 20% 20% -	- 52% 52% 53% 55% - 55% * 52% 59% 50% 13%	- 6% 6% * 11% * * * * * * * * * 13% 13%	21% 52% 49% - 49% 18% 52% 50% 30% 52% *	8% 53% 11% 51% 57% 20% 59% * 57% 47% 0%	-		· · · · ·	
All Subjects	Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Students CWD CWD EL Male	8% 23% 9% 20% 22% 19% 7% 20% 7% 16% 22% 23% 23% 23% 23%	9% 27% 10% 24% 26% 25% 8% 27% 8% 22% 28% 25% 10% 27% 14% 25%	17% 52% 49% 51% 53% 19% 55% 49% 20% 57% 20% 13% 50%	17% 40% * - * * * * *	6% 44% 8% 40% 41% 40% * 44% 45% 43% 43% 44% 14% 47%	29% 55% 53% 54% 58% 38% 59% * 57% 60% 51% 29% 52% * 51%	-	54% 20% 75% 60% - * * 60% -	-	* 68% 56% 75% 67% * 71% 50% 100% 60% *	* 20% * 26% 15% 20% * 21% * 21% * 25% 17% 23% * 23% * 31%	18% 56% 52% 57% 58% 60% * 52% 64% 52% 52% 52% 52% 52% 52%	17% - 21% 8% 19% - 18% 20% 20% - 30%	- 52% 52% 53% 55% - 55% 52% 59% 50% 13% 52%	- 6% 6% * 11% * * * * * * * * * 13% - 13% * *	21% 52% 49% - 49% 52% * 49% - 50% 30% 52% * 50%	8% 53% 11% 51% 57% 20% 59% * 57% 47% 0% 49% *		-	· · · · · · · · · · · · · · · · · · ·	
All Subjects Reading Mathematics	Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female All Students CWD EL Male Female	8% 23% 9% 20% 22% 19% 7% 16% 22% 23% 23% 23% 23% 24% 22%	9% 27% 10% 24% 26% 25% 8% 22% 28% 22% 28% 25% 10% 27% 14% 25% 24% 26%	17% 52% 49% 51% 53% 19% 55% 49% 20% 50% 13% 50% 47%	17% 40% * - * * * * * * *	6% 44% 8% 40% 41% 40% * 44% 45% 43% 45% 43% 14% 14% 38% 35%	29% 55% 53% 54% 58% 58% 57% 60% 51% 52% * 51% 51%	-	54% 20% 75% 60% - * * 60% -	-	* 68% 56% 75% 67% * 71% - 0% 100% 60% * 64% 60%	* 20% * 26% 15% 20% * 21% 21% 23% * 23% * 31% 17% *	18% 56% 0% 52% 57% 20% 64% 52% 21% 52% 21% * 53% 52% 49%	17% - 21% 8% 19% - 18% 20% 20% - 30% 0%	55% 6% 53% 55% 55% 55% 59% 50% 13% 52% 49%	6% 6% 11% * * 13% 13% * *	21% 52% * 49% - 49% 18% 52% * 49% - 50% 30% 52% * * 47%	8% 53% 11% 51% 57% 20% 59% * 57% 47% 0% 49% * 47%				
All Subjects Reading Mathematics	Students CWD EL Male Female All Students CWD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	8% 23% 9% 20% 22% 19% 7% 20% 20% 20% 20% 16% 22% 23% 23% 24% 22% 7%	9% 27% 10% 24% 26% 25% 8% 27% 28% 22% 28% 22% 28% 25% 10% 27% 14% 25% 24% 26% 8%	17% 52% 49% 51% 53% 19% 55% * 49% 57% 49% 20% 50% 13% 50% 47% 45% *	17% 40% * - * * * * * *	6% 44% 8% 40% 41% 40% * 44% 45% 43% 43% * 46% 14% 38% 35% *	29% * 53% 54% 58% 38% 59% * 57% 60% 51% 52% 51% 51% 50% *	-	54% 20% 75% 60% - * * 60% -	-	* 68% 56% 75% 67% * 71% 50% 100% 60% 60% 60% 57% *	* 20% 15% 20% * 21% 25% 17% 23% * 23% * 31% 17%	18% 56% 0% 52% 57% 20% 64% 52% 21% 52% 21% * 53% 52% 49% *	17% - 21% 8% 19% - 18% 20% 20% - 30% 0%	52% 6% 52% 55% 55% 52% 59% 50% 50% 13% 52% 49% 48%	- 6% 6% * 11% * * * * * * * * * 13% - 13% * *	21% 52% 49% - 49% 18% 52% 50% 50% 50% 50% - 47% *	8% 53% 11% 57% 57% 20% 59% * 57% 47% 44% *				
All Subjects Reading Mathematics	Students CWD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	8% 23% 9% 20% 22% 19% 7% 20% 7% 22% 23% 10% 25% 13% 23% 22% 22% 7% 24%	9% 27% 24% 26% 25% 8% 22% 22% 28% 22% 28% 25% 10% 27% 14% 25% 24% 26% 8% 29%	17% 52% 49% 51% 53% 19% 55% 49% 20% 50% 13% 50% 47%	17% 40% * * * * * * * * * * * *	6% 44% 8% 40% 41% 40% * 44% 45% 43% 45% 43% 14% 14% 38% 35%	29% 55% 53% 54% 58% 58% 57% 60% 51% 52% * 51% 51%	-	54% 20% 75% 60% - * * 60% -	-	* 68% 56% 75% 67% * 71% - 0% 100% 60% * 64% 60%	* 20% 15% 20% * 21% 25% 17% 23% * 23% * 31% 17% *	18% 56% 0% 52% 57% 20% 64% 52% 21% 52% 21% * 53% 52% 49%	17% - 21% 8% 19% - 18% 20% 20% - 30% 0%	55% 6% 53% 55% 55% 55% 59% 50% 13% 52% 49%	6% 6% 11% * * 13% 13% * *	21% 52% * 49% - 49% 18% 52% * 49% - 50% 30% 52% * * 47%	8% 53% 11% 51% 57% 20% 59% * 57% 47% 0% 49% * 47%				
All Subjects Reading Mathematics	Students CWD EL Male Female All Students CWD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	8% 23% 9% 20% 22% 19% 7% 16% 22% 23% 23% 23% 23% 24% 22% 7% 24% 5%	9% 27% 10% 24% 26% 25% 8% 27% 28% 22% 28% 22% 28% 25% 10% 27% 14% 25% 24% 26% 8%	17% 52% 49% 51% 53% 19% 55% * 49% 57% 49% 20% 50% 13% 50% 45% * 48%	17% 40% * * * * * * * * * * * *	6% 44% 8% 40% 41% 40% * 44% 45% 43% 43% * 46% 14% 38% 35% *	29% * 53% 54% 58% 38% 59% * 57% 60% 51% 52% 51% 51% 50% *	-	54% 20% 75% 60% - * * 60% -	-	* 68% 56% 75% 67% * 71% 50% 100% 60% 60% 60% 57% *	* 20% 15% 20% * 21% 25% 17% 23% * 23% * 31% 17% *	18% 56% 0% 52% 57% 20% 64% 52% 21% 52% 21% * 53% 52% 49% *	17% - 21% 8% 19% - 18% 20% 20% - 30% 0%	52% 6% 52% 55% 55% 55% 50% 50% 50% 13% 52% 49%	6% 6% 11% * * 13% 13% * *	21% 52% 49% - 49% 18% 52% 50% 50% 50% 50% - 47% *	8% 53% 11% 57% 57% 20% 59% * 57% 47% 44% *				

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

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	76	*	74	76	-	100	-	82	50	73	*
CWD	73	-	*	*	-	-	-	*	*	73	-
CWOD	76	*	76	75	-	100	-	80	52	-	*
EL	*	-	*	*	-	-	-	-	*	-	*
Male	77	*	77	76	-	*	-	71	*	75	*
Female	75	*	71	75	-	*	-	*	54	*	*
Mathematics											
All Students	75	*	63	77	-	*	-	95	50	80	*
CWD	80	-	*	*	-	-	-	*	*	80	-
CWOD	74	*	63	77	-	*	-	95	52	-	*
EL	*	-	*	*	-	-	-	-	*	-	*
Male	75	*	67	75	-	*	-	93	70	71	*
Female	74	*	59	79	-	*	-	*	36	*	*

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates			Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort Gra	duation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

1*1 Indicates results are masked due to small numbers to protect student confidentiality.

Q. Indicates there are no students in the group.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

1*1 Indicates results are masked due to small numbers to protect student confidentiality. 2

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			Hispanic e: STAAR Co	White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL			
STAAR Component Score 73 * 62 77 - 85 - 80 49 45 *														
School Quality (College, Career,	and Military	Readines	s Performa	nce)										
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-			

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

ų,

Indicates there are no students in the group.
 'n/a' Indicates the student group is not applicable to this report.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y					Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	Y		Y	Y					Y		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y	Y					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y		N	Y					N		
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	Y					Y		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y	Y					Y		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		Y	Y					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y		N	N					Ν		
English Learner Language Profie	ciency Statu	IS									42%
Interim Goals (2018-2022) Target Met											42%
Interim Goals (2023-2027)											44%
Target Met											44 /0
Interim Goals (2028-2032)											46%
Target Met											1070
Long-Term Goals											46%
Target Met											
C C											
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat		•															9.
All Subjects	All Students	100%	100%	99%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	100%	-	-	-	*	*	100%	100%	-	-	100%	100%	-
	CWOD	100%	100%	99%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	99%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	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%	100%	-
	EL	100%	-	100%		-	-	-	-			-	100%	100% *		*	-
	Male	100%	*	100%	100%	-	÷	-	100%	100%	100%	100%	100%	*	100%	-	-
	Female	100%	^	100%	100%	-	•	-	100%	100%	100%	100%	100%	Ŷ	-	100%	-
Mathematics	All Students	100%	100%	99%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	-	100%	100%	-	-	-	*	*	100%	100%	-	-	100%	100%	-
	CWOD	100%	100%	98%	100%	-	100%	-	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	- *	100%		-	-	-	-			-	100%	100%		*	-
	Male	100%	*	100%	100%	-	+	-	100%	100%	100%	100%	100%	*	100%	-	-
	Female	99%		97%	100%	-		-	100%	100%	99%	100%	99%		-	99%	-
Science	All Students	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	-	*	*	-	-	-	*	-	100%	100%	-	-	*	*	-
	CWOD	100%	*	100%	100%	-	*	-	100%	100%	100%	-	100%	*	100%	100%	-
	EL	*	- *	-	*	-	-	-	-	*	-	- *	*	*	-	*	-
	Male	100%	*	100%	100%	-	*	-	100%	*	100%	*	100%	-	100%	-	-
	Female	100%	*	100%	100%	-	*	-	*	*	100%	*	100%	*	-	100%	-
Non-Participation	n Rate																
All Subjects	All Students	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	-		*	0%	0%	-	-	0%	0%	-
	CWOD	0%	0%	1%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%		-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	-	*	*	0%	0%	-	-	0%	0%	-

								Desifie	Two or	F	Non						
		^	African		14/1-14-	American		Pacific	More	Econ	Econ		014/010			F	
	014/00		American		White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%		-	-	-	-			-	0%	0%		*	-
	Male	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%		0%	-	-
	Female	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	*	-	0%	-
Mathematics	All Students	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	-	0%	0%	-	-	-	*	*	0%	0%	-	-	0%	0%	-
	CWOD	0%	0%	2%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	*	-	-	-	-	*	*	-	0%	0%	*	*	-
	Male	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	*	0%	-	-
	Female	1%	*	3%	0%	-	*	-	0%	0%	1%	0%	1%	*	-	1%	-
Science	All Students	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	-	*	*	-	-	-	*	-	0%	0%	-	-	*	*	-
	CWOD	0%	*	0%	0%	-	*	-	0%	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	-	*	-	-	-	-	*	-	-	*	*	-	*	-
	Male	0%	*	0%	0%	-	*	-	0%	*	0%	*	0%	-	0%	-	-
	Female	0%	*	0%	0%	-	*	-	*	*	0%	*	0%	*	-	0%	-

1*1 Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

2

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 Manerican HispaniaWaiteNativeAsianIslanderRatesE.Disabilities (Section 504)Subditist SupervisionsInternational			Total	African	Westerle	14/1-14-	Indian or Alaska	• - i		Two or More	-		Students with Disabilities
In School Suspensions Male I<	Students Without Disabilities		students	American	Hispanic	white	Native	Asian	Islander	Races	EL	Disabilities	Section 504)
Image - <td></td>													
				*	*	*		*	*				
Out-of-School Surgensions Male I			*	*	*	*	*	*	*	*	*		
Male Fenale TotalI Fenale Fenale FenaleI Fenale Fenale Fenale Fenale 		Total	*	*	*	*	*	*	*	*	*		
Fenale TotalIIIIIIIIIExpulsions With Educational Services Fenale 	Out-of-School Suspensions												
Instance Image			*	*	*	*	*	*	*	*	*		
Explains With Educational ServicesMaleIII <t< td=""><td></td><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td>*</td><td>*</td><td></td><td></td><td></td></t<>				*	*	*	*		*	*			
With Educational ServicesMaleIIIIIIIWithout Educational ServicesMaleII </td <td></td> <td>Iotal</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td></td>		Iotal	*	*	*	*	*	*	*	*	*		
Female - - - - - - - Without Educational Services Female - - - - - Under Zero Tolerance Policies Male - - - - - Under Zero Tolerance Policies Male - - - - - Total - - - - - - School-Related Arrests Male - - - - - Female - - - - - - - Referrals to Law Enforcement Female - - - - - Total - - - - - - - Students With Disabilities - - - - - - In-School Suspensions Male - - - - - - With Educational Services Male - - - - - - With Educational Services Male - - - - - - With Educational Services Male - - - -		Mala	+		+	+			+	+			
$ \begin{array}{c c c c c c } \mbox{Total} & \m$	With Educational Services		+	÷	^	÷	÷	÷	÷	÷	÷		
Without Educational ServicesMaleII <th< td=""><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td></th<>			*	*	*	*	*	*	*	*	*		
Female TotalFemale FemaleFe	Without Educational Sanciosa		*	*	*	*	*	*	*	*	*		
Total Mete Female Female Female TotalTotal Female	Without Educational Services		*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies Female Female Female Female Female Female Female Female Female Female Female Female Female TotalImage Female Fe			*	*	*	*	*	*	*	*	*		
Female TotalFemale FemaleFe	Inder Zero Tolerance Policios		*	*	*	*	*	*	*	*	*		
Total** <td>Under Zero Tolerance Funcies</td> <td></td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td></td>	Under Zero Tolerance Funcies		*	*	*	*	*	*	*	*	*		
School-Related ArrestsMale111 <td></td> <td></td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td></td>			*	*	*	*	*	*	*	*	*		
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Referrais to Law EnforcementTotalII <th< td=""><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td></th<>			*	*	*	*	*	*	*	*	*		
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Male Female TotalMale Female Female FemaleMale Female Female FemaleMale Fem	Referrals to Law Enforcement												
Female TotalFemale TotalFemale FemaleFema		Male	*	*	*	*	*	*	*	*	*		
Should subject to be a serie of the serie			*	*	*	*	*	*	*	*	*		
In-School SuspensionsMaleNNN		Total	*	*	*	*	*	*	*	*	*		
Male Female TotalMale Female FemaleMale Female FemaleIII	Students With Disabilities												
Fenale totalFenal	In-School Suspensions												
Heritary		Male	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions Male -			*	*	*	*	*	*	*	*	*		*
Male ·		Total	*	*	*	*	*	*	*	*	*		*
Male Image Image <thimage< th=""> I</thimage<>	Out-of-School Suspensions												
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With Educational Services Male · <th< td=""><td></td><td>Total</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td>*</td></th<>		Total	*	*	*	*	*	*	*	*	*		*
Female - <td></td>													
Initial Image <	With Educational Services		+	÷	+	÷	÷	÷	÷	÷	÷		* *
Without Educational Services Male I <thi< th=""> I I I <thi< td=""><td></td><td></td><td>*</td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td>*</td></thi<></thi<>			*		*	*	*	*	*	*	*		*
Female Female<	Without Educational Sandaca		*		*	*	*	*	*	*	*		*
Total**	Without Educational Services		*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance PoliciesMale** <th< td=""><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td>*</td></th<>			*	*	*	*	*	*	*	*	*		*
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Linder Zero Tolerance Policies		*	*	*	*	*	*	*	*	*		*
Total**	Onder Zero Tolerance i olicies		*	*	*	*	*	*	*	*	*		*
School-Related Arrests Male i<			*	*	*	*	*	*	*	*	*		*
Male *	School-Related Arrests	- otal											
Female Total * <t< td=""><td></td><td>Male</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td>*</td></t<>		Male	*	*	*	*	*	*	*	*	*		*
Total * <td></td> <td></td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td>*</td>			*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement Male *			*	*	*	*	*	*	*	*	*		*
Male *	Referrals to Law Enforcement												
Female * <td></td> <td>Male</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td>*</td>		Male	*	*	*	*		*	*	*	*		*
Total * <td></td> <td></td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td>*</td>			*	*	*	*	*	*	*	*	*		*
Male 12 * 8 * <td></td> <td></td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td></td> <td>*</td>			*	*	*	*	*	*	*	*	*		*
Male 12 * * 8 * * * * * * * * * Female 15 * * 11 * * * * * * * *	All Students												
Female 15 * * 11 * * * * * * * * *	Chronic Absenteeism												
				*	*		*	*	*	*	*	*	*
Total 27 * * 19 * * * * * * * * *					*		*	*	*	*	*	*	*
		Total	27	*	*	19	*	*	*	*	*	*	*

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

Students

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
-	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

Indicates there are no students in the group.
 Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

Low Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 1.2	Percent 4.1%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.8	2.9%

'-' 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 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%	6	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 At	ove Basic	% At or Abo	ve Proficient	% At or Abov	ve Advanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25

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

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

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

1*1

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting