Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: BECKER EL Campus ID: 227901104 District Name: AUSTIN ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system; The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student

group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander		Econ Disadv	Special Educ	EL (Current and Former)
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	r touding EE t	2017-18 through											
		2021-22 2022-23 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-27 2027-28 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2031-32	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	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2031-32	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											41%
		2021-22 2022-23 through											42%
		2026-27 2027-28 through											44%
One duration: Data 4 Versul an oite direct		2031-32											46%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2021-22 2022-23 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2026-27 2027-28 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		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%
C C	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

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

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

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

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

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

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

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

targeted support and improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

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		State	Distric	tCampus	African sAmericar	Hispani		American Indian		Pacific nIslande				CWD	cwor	D EL Male	Female	Migrant	Homeles	Foster s Care	
STAAR Percen	t at Annro	hache	s Grad	e l evel o	r Above																
Grade 3		Jacines	5 Grau	e Level O	ADOVE																
Reading	All Students		79%	87%	*	78%	100%	-	*	-	*	72%	98%	71%	89%	73% 91%	84%	-	-	-	-
	CWD	51%	52%	71%	_	*	*	-	_	-	-	*	*	71%	-	- *	*	-	-	_	-
	CWOD			89%	*	81%	100%	-	*	-	*	77%	97%	-	89%	73% 93%	86%	-	-	-	-
	EL	70%		73%	-	70%	*	-	-	-	-	78%	*	-		73% 83%	*	-	-	-	-
	Male	74%		91%	*	83%	100%	-	-	-	*	80%	96%	*		83% 91%	-	-	-	-	-
	Female			84%	*	74%	100%	-	*	-	-	68%	100%	*	86%		84%	-	-	-	-
Mathematic		77%	78%	83%	*	76%	92%	-	*	-	*	62%	98%	71%	84%	73% 91%	76%	-	-	-	-
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	CWOD			84%		78%	91% *	-		-		65%	97% *	-	84%		78% *	-	-	-	-
	EL	74%		73%	-	80%	0.00/	-	-	-	-	67%	1000/	-	73%			-	-	-	-
	Male	77%	77%	91%	+	89%	92%	-	-	-		70%	100%	+	93%		-	-	-	-	-
	Female	2 / 8%	78%	76%		65%	92%	-		-	-	58%	95%		78%	* -	76%	-	-	-	-
Grade 4	•																				
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	CWOD			71%	-	65%	88%	-		-	-	42%	94% *	-	71%		68% *	-	-	-	-
	EL	60%		55%	-	50%		-	-	-	-	50%		- +		55% *		-	-	-	-
	Male	70%		69%	*	74%	70%	-		-	-	44%	94%	*	75%		-	-	-	-	-
	Female	275%	76%	69%		60%	89%	-	-	-	-	36%	94%		68%	··· _	69%	-	-	-	-
Mathematic		77%	78%	75%	*	69%	89%	-	*	-	-	55%	91%	*	76%	45% 81%	69%	-	-	-	-
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				76%		70%	88%	-		-	-	58%	91%	-	76%		/1%	-	-	-	-
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	Male	77%	78%	81%	*	79%	80%	-		-	-	63%	94%	*	82%		-	-	-	-	-
	Female	2 / 8%	78%	69%		60%	89%	-	-	-	-	43%	89%		71%	··· -	69%	-	-	-	-
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	EL	73%		*	-	*	-	-	-	-	-	*	-	*	-	* *	-	-	-	-	-
	Male	81%		88%	*	79%	100%	-	-	-	-	70%	100%		90%	* 88%	-	-	-	-	-
	Female	86%	87%	100%	*	*	100%	-	-	-	-	*	100%	-	100%	b	100%	-	-	-	-
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	EL	86%	87%	*	-	*	-	-	-	-	-	*	-	*	-	* *	-	-	-	-	-
	Male	89%	90%	96%	*	93%	100%	-	-	-	-	90%	100%	*	95%	* 96%	-	-	-	-	-
	Female	91%	92%	94%	*	*	100%	-	-	-	-	*	92%	-	94%		94%	-	-	-	-
Science	All	75%	76%	92%	*	74%	100%	-	-	-	-	71%	100%	*	94%	* 87%	94%	-	-	-	-
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	CWOD			56%	*	44%	74%	-	*	-	*	19%	82%	-		18% 57%	56%	-	-	-	-
	EL	32%		18%	-	20%	*	-	-	-	-	11%	*	-		18% 17%	*	-	-	-	-
	Male	40%		58%	*	50%	67%	-	-	-	*	0%	83%	*		17% 58%	-	-	-	-	-
	Female			55%	*	39%	85%	-	*	-	-	26%	84%	*	56%		55%	-	-	-	-

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	EL	39%	39%	9%	-	10%	*	-	-	-	-	11%	*	-	9%	9%	0%	*		-	-
	Male Female	47%	50% 49%	58% 45%	*	44% 35%	67% 62%	-	- *	-	*	10% 21%	78% 68%	*	57% 44%	0%	58% -	- 45%		-	-
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	Students														5070	21 /	00070	0070			
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	Male	43%	48%	50%	*	47%	60%	-	*	-	-	19%	81%	*	57%	*	50%			-	-
	Female	47%	51%	56%	*	50%	89%	-	-	-	-	21%	83%	*	58%	*	-	56%		-	-
Mathematics	All	48%	50%	41%	*	28%	72%	-	*	-	-	14%	65%	*	42%	18%	645%	38%		-	-
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	CWD CWOD	29% 50%	27% 53%	42%	*	30%	71%	-	-	-	-	12%	67%	_	- 42%	20%	646%			-	-
	EL	38%	39%	18%	-	*	*	-	-	-	-	*	*	*	20%	18%	ó *	*		-	-
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Grade 5	ΛU	E20/	570/	770/	*	610/	050/					120/	060/	*	700/	*	710/	070/			
Reading	All Students	53%	57%	77%	-	61%	95%	-	-	-	-	43%	96%	-	78%	*	71%	87%		-	-
	CWD	30%	29%	*	-	*	*	-	-	-	-	*	*	*	_	*	*	-		-	-
	CWOD EL	56% 35%	61% 36%	78% *	*	65% *	94%	-	-	-	-	46% *	96%	- *	78%	- *	71%	87%		-	-
	Male	50%	54%	71%	*	50%	- 100%	-	-	-	-	40%	- 93%	*	- 71%	*	71%	-		-	-
	Female		60%	87%	*	*	90%	-	-	-	-	*	100%	-	87%	-	-	87%		-	-
Mathematics	All	57%	60%	79%	*	72%	89%	-	-	-	-	57%	92%	*	81%	*	75%	81%		-	-
	Students	01 /0	0070										0270		0170		1070	0170			
	CWD	34%	37%	*	- *	*	*	-	-	-	-	*	*	*	-	*	*	-		-	-
	CWOD EL	60% 46%	64% 47%	81% *	-	72% *	88% -	-	-	-	-	62% *	91% -	- *	81% -	*	76% *	81% -		-	-
	Male	57%	60%	75%	*	64%	89%	-	-	-	-	60%	86%	*	76%	*	75%			-	-
	Female	58%	60%	81%	*	*	90%	-	-	-	-	*	92%	-	81%	-	-	81%		-	-
Science	All	40%	42%	76%	*	58%	89%	-	-	-	-	43%	92%	*	77%	*	74%	75%		-	-
\$	Students	250/	220/	*		*	*					*	*	*		*	*				
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	EL	24%	24%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-		-	-
	Male Female	42%	45% 39%	74% 75%	*	50% *	100% 80%	-	-	-	-	40% *	93% 83%	*	75% 75%	*	74% -	- 75%		-	-
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TAAR Percent	at Maste	rs Gra	ade Lev	el																	
Grade 3																					
Reading	All Students	24%	29%	39%	*	29%	56%	-	*	-	*	10%	60%	29%	41%	9%	36%	42%		-	-
	CWD	9%	9%	29%	-	*	*	-	-	-	-	*	*	29%	-	-	*	*		-	-
	CWOD		32%	41%	*	31%	57% *	-	*	-	*	12%	61% *	-	41%		36%	44% *		-	-
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	Female		32%	42%	*	30%	62%	-	*	-	-	16%	68%	*	44%	*	-	42%		-	-
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	Male	23%	27%	30%	*	33%	25%	-	-	-	*	0%	43%	*	32%		30%			-	-
	Female	21%	24%	16%	*	13%	23%	-	*	-	-	5%	26%	*	17%	*	-	16%		-	-
Grade 4																					
Reading	All	23%	28%	30%	*	23%	47%	-	*	-	-	3%	53%	*	32%	0%	25%	34%		-	-
:	Students CWD	9%	11%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*		-	-
	CWOD	25%	30%	32%	*	24%	53%	-	*	-	-	4%	55%	-	32%		29%	35%		-	-
	EL Male	12% 22%	13% 26%	0% 25%	- *	0% 21%	* 30%	-	- *	-	-	0% 0%	* 50%	*	0% 29%	0% *	* 25%	*		-	-
	Female		30%	34%	*	25%	67%	-	-	-	-	7%	56%	*	29 % 35%	*	2570	34%		-	-
Mothew - 4' -					*		220/		÷					*		0.07	100/	050/			
Mathematics	All Students	26%	28%	22%	-	21%	33%	-	•	-	-	7%	35%	-	22%	ษ%	19%	25%		-	-
	CWD	11%	11%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	*		-	-
	CWOD EL	28% 18%	30% 18%	22% 9%	*	22% *	29% *	-	*	-	-	4% *	36% *	- *	22% 10%	10% 9%	618% *	26% *		-	-
	Male	27%	30%	9% 19%	*	21%	20%	-	*	-	-	13%	25%	*	18%	9%	19%	-		-	-
	Female		26%	25%	*	20%	44%	-	-	-	-	0%	44%	*	26%	*	-	25%		-	-
Grade 5																					
Reading	All	26%	31%	49%	*	39%	63%	-	-	-	-	14%	68%	*	47%	*	42%	60%		-	-
ę	Students CWD	9%	9%	*	_	*	*	_	_	_	_	*	*	*	_	*	*	-	. -	_	_
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		State	District	Campus	African American I	lispanir		Americar Indian		Pacific Islander			Non Econ Disadv	CWD	смол	EL	Malel	emale	MigrantHo	omeles	Foster Care	
	CWOD	27%	34%	47%	*	41%	59%	-	-	-	-	15%	65%	-	47%	-	38%		-	-	-	-
	EL	12%	12%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	Male Female	24%	29% 33%	42% 60%	*	29% *	67% 60%	-	-	-	-	20% *	57% 82%	-	38% 60%	-	42%	- 60%	-	-	-	-
	i cinaic	2070	0070	00 /0			0070						02 /0		0070			0070				
Mathematic		30%	32%	54%	*	44%	63%	-	-	-	-	21%	72%	*	53%	*	54%	50%	-	-	-	-
	Students CWD	13%	13%	*	_	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD		35%	53%	*	44%	59%	-	-	-	-	23%	70%	-	53%	-	52%	50%	-	-	-	
	EL	19%	20%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	
	Male Female	29% 30%	33% 30%	54% 50%	*	36%	78% 50%	-	-	-	-	20% *	79% 58%	_	52% 50%	_	54% -	- 50%	-	-	-	
		0070	0070				0070						0070		0070			0070				
Science	All	16%	18%	42%	*	32%	53%	-	-	-	-	14%	56%	*	40%	*	43%	38%	-	-	-	
	Students CWD	9%	7%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	
	CWOD	17%	20%	40%	*	33%	47%	-	-	-	-	15%	52%	-	40%	-	40%	38%	-	-	-	
	EL Male	7% 18%	7% 20%	* 43%	- *	* 29%	- 67%	-	-	-	-	* 20%	- 57%	*	- 40%	*	* 43%	-	-	-	-	
	Female		16%	43 % 38%	*	2970	40%	-	-	-	-	20 /0	50%	-	38%	-	- 4370	- 38%	-	-	-	
STAAR Percei	nt at Annre	achor	Grado																			
All Grades	it at Appro	aches	Graue	Level O	ADOVE																	
All Subjects			77%	83%	75%	76%	94%	-	*	-	*	64%	97%	66%	85%	60%	86%	81%	-	-	-	
	Students		400/	669/	*	F0%	700/					200/	1000/	660/		*	60%	*				
	CWD CWOD	45% 80%	48% 81%	66% 85%	83%	59% 78%	79% 95%	-	- *	-	*	29% 68%	100% 97%	- 000	- 85%		69% 88%	82%	-	-	-	
	EL	60%	60%	60%	-	58%	*	-	-	-	-	56%	63%	*	62%	60%	70%	43%	-	-	-	
	Male Female	74%	75% 80%	86% 81%	67% 82%	82% 69%	93% 96%	-	*	-	*	68% 60%	98% 96%	69% *	88% 82%		86% -	- 81%	-	-	-	
	remale	1970	00%	0170	0270	09%	90%	-		-	-	00%	90%		0270	43%	-	0170	-	-	-	
Reading	All	73%	75%	82%	67%	74%	94%	-	*	-	*	60%	97%	60%	84%	61%	82%	81%	-	-	-	
	Students CWD	20%	43%	60%	*	63%	*					*	100%	60%		*	58%	*				
	CWD		43 <i>%</i> 79%	84%	75%	76%	96%	-	*	-	*	65%	97%	- 00	- 84%		86%	82%	-	-	-	
	EL	52%	53%	61%	-	57%	*	-	-	-	-	60%	*	*			69%	50%	-	-	-	
	Male Female	69%	71% 78%	82% 81%	*	78% 70%	90% 97%	-	*	-	*	61% 59%	96% 98%	58% *	86% 82%			- 81%	-	-	-	
	remaie	11/0	10/0	01/0		10%	91 /0	-		-	-	5970	90 /0		02 /0	50 /0	-	01/0	-	-	-	
Mathematic		80%	80%	83%	78%	77%	94%	-	*	-	*	65%	96%	67%	84%	61%	89%	78%	-	-	-	
	Students CWD	52%	53%	67%	*	63%	83%	_	_	_	_	*	100%	67%	_	*	75%	*	_	_	_	
	CWOD		84%	84%	88%	78%	93%	-	*	-	*	68%	96%	-	84%			79%	-	-	-	
	EL	70%	69%	61%	-	62%	*	-	-	-	- *	55%	*	*			77%	*	-	-	-	
	Male Female	78%	79% 81%	89% 78%	*	86% 66%	93% 94%	-	*	-	-	74% 57%	98% 94%	75% *	90% 79%	77% *	89% -	- 78%	-	-	-	
	i omaic					0070							0170		1070			10/0				
Science	All	79%	79%	92%	*	74%	100%	-	-	-	-	71%	100%	*	94%	*	87%	94%	-	-	-	
	Students CWD	48%	51%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	
	CWOD	82%	83%	94%	*	78%	100%	-	-	-	-	77%	100%	-	94%	-	90%	94%	-	-	-	
	EL Mala	58%	59%	*	-	* 710/	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	
	Male Female	78% 80%		87% 94%	*	71% *	100% 100%	-	-	-	-	60% *	100% 92%	-	90% 94%	-	87% -	- 94%	-	-	-	
STAAR Percei	nt at Mootr	Grad		or Abov	•																	
All Grades	It at meets	Grau	3 Level	OF ADOV	e																	
All Subjects			51%	59%	25%	46%	79%	-	*	-	*	25%	82%	47%	60%	17%	60%	57%	-	-	-	
	Students CWD		250/	47%	*	24%	79%					6%	88%	47%		*	50%	*				
	CWD	23% 50%		47% 60%	28%	24 % 48%	79% 79%	-	*	-	*	27%	82%	4770	- 60%			58%	-	-	-	
	EL	26%	27%	17%	-	14%	*	-	-	-	-	12%	38%	*	19%	17%	19%	14%	-	-	-	
	Male	45%	49%	60%	44%	49%	77%	-	*	-	*	26%		50% *			60%	-	-	-	-	
		50%	53%	57%	9%	44%	81%	-		-	-	24%	81%		58%	14%	-	57%	-	-	-	
	Female		E40/	60%	11%	49%	81%	-	*	-	*	23%	86%	40%	62%	22%	58%	61%	-	-	-	
Reading	All	46%	51%				*					*	000/	400/			400/					
Reading	All Students						^	-	- *	-	-	26%	86% 86%	40%	- 62%		42% 61%	^ 62%	-	-	-	
Reading	All Students CWD	22%	24%	40% 62%	* 13%	25% 51%	82%	-			-	15%	*	*	24%	22%	23%	20%				
Reading	All Students	22%	24% 54%	40% 62% 22%	* 13% -	25% 51% 19%	82% *	-	-	-	-	1370			G10/			20 /0	-	-	-	
Reading	All Students CWD CWOD EL Male	22% 48% 21% 41%	24% 54% 23% 47%	62% 22% 58%	13% - *	51% 19% 49%	* 74%	- - -	- *	-	*	19%					58%	-	-	-	-	
Reading	All Students CWD CWOD EL	22% 48% 21% 41%	24% 54% 23% 47%	62% 22%	13% -	51% 19%	*	- - -	- * *	- -			85% 88%	42% *	62%			- 61%	- -	-	- -	
Reading	All Students CWD CWOD EL Male Female	22% 48% 21% 41% 50%	24% 54% 23% 47%	62% 22% 58%	13% - *	51% 19% 49%	* 74%	- - -	- * *	- - -	*	19%	88%	*		20%	-	-	-	-	- - -	
-	All Students CWD CWOD EL Male Female Cs All Students	22% 48% 21% 41% 50% 48%	24% 54% 23% 47% 55% 51%	62% 22% 58% 61% 54%	13% - * 33%	51% 19% 49% 49% 41%	* 74% 88% 74%	- - -	- * *	- - -	*	19% 27% 24%	88% 75%	* 47%	62%	20% 13%	- 58%	- 61%	- - -	-	-	
-	All Students CWD CWOD EL Male Female cs All Students CWD	22% 48% 21% 41% 50% 48% 26%	24% 54% 23% 47% 55% 51% 26%	62% 22% 58% 61% 54% 47%	13% - * 33% *	51% 19% 49% 49% 41% 25%	* 74% 88% 74% 83%		- * * -	-	*	19% 27% 24% *	88% 75% 86%	* 47% 47%	62% 54% -	20% 13% *	- 58% 50%	- 61% 49% *	-	-	-	
-	All Students CWD CWOD EL Male Female Cs All Students	22% 48% 21% 41% 50% 48% 26% 51%	24% 54% 23% 47% 55% 51% 26%	62% 22% 58% 61% 54%	13% - * 33%	51% 19% 49% 49% 41%	* 74% 88% 74%		- * * - *		* - *	19% 27% 24%	88% 75%	* 47%	62%	20% 13% * 14%	- 58% 50% 58%	- 61%	-	-	-	
-	All Students CWD EL Male Female Cs All Students CWD CWOD EL Male	22% 48% 21% 41% 50% 48% 26% 51% 33% 47%	24% 54% 23% 47% 55% 51% 26% 55% 34% 51%	62% 22% 58% 61% 54% 47% 54% 13% 58%	13% - * 33% * 38%	51% 19% 49% 49% 41% 25% 42% 10% 47%	* 74% 88% 74% 83% 72% * 73%		- * * - * - *	- - - - - -	* - * - *	19% 27% 24% * 25% 10% 29%	88% 75% 86% 74% * 77%	* 47% 47% - 50%	62% 54% - 54% 14% 58%	20% 13% * 14% 13% 15%	- 58% 50% 58% 15% 58%	- 61% 49% * 50% *	-	-		
-	All Students CWD EL Male Female cs All Students CWD CWOD EL	22% 48% 21% 41% 50% 48% 26% 51% 33% 47%	24% 54% 23% 47% 55% 51% 26% 55% 34% 51%	62% 22% 58% 61% 54% 47% 54% 13%	13% - * 33% * 38%	51% 19% 49% 49% 41% 25% 42% 10%	* 74% 88% 74% 83% 72% *	-	- * * - * - * *		* - * - *	19% 27% 24% * 25% 10%	88% 75% 86% 74%	* 47% 47% - *	62% 54% - 54% 14%	20% 13% * 14% 13%	- 58% 50% 58% 15%	- 61% 49% *	-	-	-	
-	All Students CWD EL Male Female Cs All Students CWD CWOD EL Male	22% 48% 21% 41% 50% 48% 26% 51% 33% 47%	24% 54% 23% 47% 55% 51% 26% 55% 34% 51% 51%	62% 22% 58% 61% 54% 47% 54% 13% 58%	13% - * 33% * 38%	51% 19% 49% 49% 41% 25% 42% 10% 47%	* 74% 88% 74% 83% 72% * 73%	-	- * * * - * - * *		* - * - *	19% 27% 24% * 25% 10% 29%	88% 75% 86% 74% * 77%	* 47% 47% - 50%	62% 54% - 54% 14% 58%	20% 13% 14% 13% 15%	- 58% 50% 58% 15% 58%	- 61% 49% * 50% *	-	-	-	
Mathematic	All Students CWD EL Male Female CS All Students CWD CWOD EL Male Female All Students	22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49%	24% 54% 23% 47% 55% 51% 26% 55% 34% 51% 51% 51%	62% 22% 58% 61% 54% 47% 54% 13% 58% 49% 76%	13% - * 33% * 38%	51% 19% 49% 41% 25% 42% 10% 47% 34% 58%	* 74% 88% 74% 83% 72% * 73% 75% 89%	-	- * * * - * - *	-	* - * - *	19% 27% 24% * 25% 10% 29% 19% 43%	88% 75% 86% 74% * 77% 73% 92%	* 47% 47% - 50%	62% 54% 54% 14% 58% 50%	20% 13% 14% 13% 15%	- 58% 50% 58% 15% 58% -	- 61% 49% * 50% * 49%	-	-	-	
Mathematic	All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD	22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49% 49% 23%	24% 54% 23% 55% 51% 26% 34% 51% 51% 51% 53% 25%	62% 22% 58% 61% 54% 47% 54% 13% 58% 49% 76% *	13% - * 33% * 38%	51% 19% 49% 41% 25% 42% 10% 47% 34% 58% *	* 74% 88% 74% 83% 72% * 73% 75% 89% *	-	- * * - * -	-	* - * - *	19% 27% 24% * 25% 10% 29% 19% 43% *	88% 75% 86% 74% * 77% 73% 92% *	* 47% 47% - 50%	62% 54% 54% 14% 58% 50% 77%	20% 13% 14% 13% 15% *	- 58% 50% 58% 15% 58% - 74% *	- 61% 49% * 50% * 49% 75%	-	-	-	
Mathematic	All Students CWD EL Male Female CS All Students CWD CWOD EL Male Female All Students	22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49% 49% 23% 52%	24% 54% 23% 55% 51% 26% 34% 51% 51% 51% 53% 25%	62% 22% 58% 61% 54% 47% 54% 13% 58% 49% 76%	13% - * 33% * 38%	51% 19% 49% 41% 25% 42% 10% 47% 34% 58%	* 74% 88% 74% 83% 72% * 73% 75% 89%	-	- * * * - * - * - *	-	* - * - *	19% 27% 24% * 25% 10% 29% 19% 43%	88% 75% 86% 74% * 77% 73% 92%	* 47% 47% - 50%	62% 54% 54% 14% 58% 50%	20% 13% 14% 13% 15% *	- 58% 50% 58% 15% 58% -	- 61% 49% * 50% * 49%	- - - - - - - - - -	-	-	
Mathematic	All Students CWD EL Male Female CS All Students CWD EL Male Female All Students CWD CWD	22% 48% 21% 41% 50% 48% 26% 51% 33% 47% 49% 49% 23% 52% 21% 50%	24% 54% 23% 55% 51% 26% 55% 34% 51% 51% 53% 25% 57% 22% 54%	62% 22% 58% 61% 54% 47% 54% 13% 58% 49% 76% *	13% - * 33% * 38%	51% 19% 49% 41% 25% 42% 10% 47% 34% 58% *	* 74% 88% 74% 83% 72% * 73% 75% 89% *	-	- * * * - * - *	-	* - * - *	19% 27% 24% * 25% 10% 29% 19% 43% *	88% 75% 86% 74% * 77% 73% 92% * 91%	* 47% 47% - 50%	62% 54% 54% 14% 58% 50% 77%	20% 13% 14% 13% 15% *	- 58% 50% 58% 15% 58% - 74% *	61% 49% 50% 49% 75%	- - - - - - - - - - - - -	-	-	

Two	
or	

Non

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

STAAR Percen	t at Maste	rs Gra	ade Lev	el																	
All Grades		040/	050/	0.50/	F 0/	000/	400/		+		+	00/	500/	040/	050/	40/ 050/	0.50/				
All Subjects		21%	25%	35%	5%	28%	48%	-		-		9%	52%	31%	35%	4% 35%	35%	-	-	-	-
	Students																				
	CWD	8%	9%	31%	*	12%	57%	-	-	-	-	6%	56%	31%	-	* 38%	*	-	-	-	-
	CWOD		27%	35%	6%	29%	47%	-	*	-	*	9%	52%	-	35%	5% 34%	36%	-	-	-	-
	EL	9%	10%	4%	-	2%	*	-	-	-	-	2%	13%	*	5%	4% 4%	5%	-	-	-	-
	Male	20%	24%	35%	11%	28%	47%	-	*	-	*	10%	51%	38%	34%	4% 35%	-	-	-	-	-
	Female	22%	26%	35%	0%	28%	49%	-	*	-	-	8%	54%	*	36%	5% -	35%	-	-	-	-
Reading	All	19%	25%	38%	0%	29%	56%	-	*	-	*	8%	59%	27%	39%	4% 34%	42%	-	-	-	-
	Students																				
	CWD	7%	8%	27%	*	13%	*	-	-	-	-	*	57%	27%	-	* 33%	*	-	-	-	-
	CWOD	20%	27%	39%	0%	30%	56%	-	*	-	*	9%	60%	-	39%	5% 34%	44%	-	-	-	-
	EL	7%	8%	4%	-	5%	*	-	-	-	-	5%	*	*	5%	4% 0%	10%	-	-	-	-
	Male	16%	22%	34%	*	25%	48%	-	*	-	*	6%	53%	33%	34%	0% 34%	-	-	-	-	-
	Female	22%	28%	42%	*	32%	63%	-	*	-	-	11%	67%	*	44%	10% -	42%	-	-	-	-
Mathematics		23%	25%	29%	11%	26%	39%	-	*	-	*	8%	45%	27%	30%	4% 33%	26%	-	-	-	-
	Students																				
	CWD	10%	10%	27%	*	13%	50%	-	-	-	-	*		27%	-	* 33%	*	-	-	-	-
	CWOD		27%	30%	13%	27%	37%	-	*	-	*	8%	45%	-	30%	5% 32%	27%	-	-	-	-
	EL	13%	14%	4%	-	0%	*	-	-	-	-	0%	*	*	5%	4% 8%	*	-	-	-	-
	Male	23%	25%	33%	*	29%	40%	-	*	-	*	11%	47%	33%	32%	8% 33%	-	-	-	-	-
	Female	24%	24%	26%	*	21%	38%	-	*	-	-	5%	42%	*	27%	* -	26%	-	-	-	-
Science	All	22%	26%	42%	*	32%	53%	-	-	-	-	14%	56%	*	40%	* 43%	38%	-	-	-	-
	Students																				
	CWD	7%	8%	*	-	*	*	-	-	-	-	*	*	*	-	* *	-	-	-	-	-
	CWOD	24%	29%	40%	*	33%	47%	-	-	-	-	15%	52%	-	40%	- 40%	38%	-	-	-	-
	EL	5%	6%	*	-	*	-	-	-	-	-	*	-	*	-	* *	-	-	-	-	-
	Male	23%	28%	43%	*	29%	67%	-	-	-	-	20%	57%	*	40%	* 43%	-	-	-	-	-
	Female	21%	25%	38%	*	*	40%	-	-	-	-	*	50%	-	38%		38%	-	-	-	-

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

2 Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			-								
Reading											
All Students	72	*	68	82	-	*	-	-	62	79	*
CWD	79	*	*	*	-	-	-	-	*	79	*
CWOD	72	*	70	79	-	*	-	-	59	-	*
EL	*	-	*	*	-	-	-	-	*	*	*
Male	80	*	79	82	-	*	-	-	77	83	*
Female	64	*	54	82	-	-	-	-	41	*	*
Mathematics											
All Students	67	71	63	74	-	*	-	-	64	71	50
CWD	71	*	*	*	-	-	-	-	*	71	*
CWOD	67	*	65	72	-	*	-	-	63	-	50
EL	50	-	45	*	-	-	-	-	45	*	50
Male	75	*	74	81	-	*	-	-	76	83	71
Female	57	*	48	68	-	-	-	-	47	*	*

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 Gr	aduation 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.

₂ Indicates there are no students in the group. This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
57	16	28%

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

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Part (v): School Quality or Student Success (SQSS)
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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 vement Don			White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	59	*	50	74	-	*	-	*	33	48	*
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y					N		Ν
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Y					N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	Y					N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	Y					N		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	Y					N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		N	Y					N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	Y					N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Ν		Ν	Ν					Ν		Ν

English Learner Language Proficiency Status

Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027)	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. 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 Ra	te																
All Subjects	All Students	99%	100%	99%	99%	-	*	-	*	99%	99%	97%	99%	96%	99%	99%	-
	CWD	97%	*	100%	93%	-	-	-	-	94%	100%	97%	-	100%	96%	100%	-
	CWOD	99%	100%	99%	100%	-	*	-	*	99%	99%	-	99%	96%	99%	99%	-
	EL	96%	-	96%	*	-	-	-	-	100%	78%	100%	96%	96%	100%	91%	-
	Male	99%	100%	99%	99%	-	*	-	*	98%	100%	96%	99%	100%	99%	-	-
	Female	99%	100%	98%	100%	-	*	-	-	100%	98%	100%	99%	91%	-	99%	-
Reading	All Students	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%	-
	EL	100%	-	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-	100%	-
Mathematics	All Students	99%	100%	99%	98%	-	*	-	*	99%	99%	93%	99%	96%	99%	99%	-
	CWD	93%	*	100%	83%	-	-	-	-	88%	100%	93%	-	*	92%	*	-
	CWOD	99%	100%	99%	100%	-	*	-	*	100%	99%	- *	99%	95%	100%	99%	-
	EL	96%	- *	95%	*	-	-	-	- *	100%	*		95%	96%	100%	91%	-
	Male	99%	100%	100%	97%	-	*	-	Ŷ	97% 100%	100% 98%	92% *	100%	100%	99%	- 99%	-
	Female	99%		98%	100%	-		-	-	100%	90%		99%	91%	-	99%	-
Science	All Students	95%	*	89%	100%	-	-	-	-	93%	96%	*	95%	*	96%	94%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-
	CWOD	95%	*	89%	100%	-	-	-	-	92%	96%	-	95%	*	95%	94%	-
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-
	Male	96%	*	93%	100%	-	-	-	-	90%	100%	*	95%	*	96%	-	-
	Female	94%	*	*	100%	-	-	-	-	*	92%	-	94%	*	-	94%	-
Non-Participatio	on Rate																
All Subjects	All Students	1%	0%	1%	1%	-	*	-	*	1%	1%	3%	1%	4%	1%	1%	-
	CWD	3%	*	0%	7%	-	-	-	-	6%	0%	3%	-	0%	4%	0%	-
	CWOD	1%	0%	2%	0%	-	*	-	*	1%	1%	-	1%	4%	1%	1%	-
	EL	4%	-	4%	*	-	-	-	-	0%	22%	0%	4%	4%	0%	9%	-
	Male	1%	0%	1%	1%	-	*	-	*	2%	0%	4%	1%	0%	1%	-	-
	Female	1%	0%	2%	0%	-	*	-	-	0%	2%	0%	1%	9%	-	1%	-
Reading	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-	0%	-
Mathematics	All Students	1%	0%	1%	2%	-	*	-	*	1%	1%	7%	1%	4%	1%	1%	-
	CWD	7%	*	0%	17%	-	-	-	-	13%	0%	7%	-	*	8%	*	-
	CWOD	1%	0%	1%	0%	-	*	-	*	0%	1%	-	1%	5%	0%	1%	-
	EL	4%	-	5%	*	-	-	-	-	0%	*	*	5%	4%	0%	9%	-
	Male	1%	*	0%	3%	-	*	-	*	3%	0%	8%	0%	0%	1%	-	-
	Female	1%	0%	2%	0%	-	*	-	-	0%	2%	*	1%	9%	-	1%	-
Science	All Students	5%	*	11%	0%	-	-	-	-	7%	4%	*	5%	*	4%	6%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	-	-
	CWOD	5%	*	11%	0%	-	-	-	-	8%	4% *	-	5% *	*	5%	6%	-
	EL	*	-	*	-	-	-	-	-	*		*		*	*	*	-
	Male Female	4% 6%	*	7% *	0% 0%	-	-	-	-	10% *	0% 8%	-	5% 6%	*	4% -	- 6%	-

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

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 Without Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students D	Students with isabilities (Section 504)
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions	Male	6	*	*	*	*	*	*	*	*		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Studer with Students Disabili with (Secti Disabilities 504)	n ities ion
	Female		*	*	*	*	*	*	*	*		
=	Total	8	Ŷ	6	Ŷ	^	•	Ŷ	Ŷ	•		
Expulsions	Mala		+	+		+		+	+	+		
With Educational Services	Male	-	*	-		-		-	-	-		
	Female	-	*	-	*	-		-	-	-		
	Total		*		*		*					
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	-	*	-		-		-	-	-		
	Total	<u>.</u>	*	*	*	<u>.</u>	Ĵ		*			
Under Zero Tolerance Policies	Male	<u>.</u>	*	÷	*	<u>.</u>	Ĵ	÷		, ,		
	Female	<u>.</u>	*		*	<u>.</u>	Ĵ		*			
	Total	^	Ŷ	Ŷ	Ŷ	^	•	Ŷ	Ŷ	•		
School-Related Arrests			*	*	*		*	*	*			
	Male	÷	*	*	*	÷	÷	*	*	÷		
	Female		+	+	- -	- +	- +	- -	*	- +		
	Total	^	Ŷ	Ŷ	Ŷ	^	•	Ŷ	Ŷ	•		
Referrals to Law Enforcement	Mala	*	*	*	*	*	*	*	*	*		
	Male		*	*	*	*	*	*	*	- +		
	Female		+	+	- -	- +	- +	- -	+	- +		
Of a damate Mildle Disachillities	Total	-		-	-	-	-		-			
Students With Disabilities												
In-School Suspensions	Mala	*	*	*	*	*	*	*	*	*	*	
	Male	*	*	*	*	*	*	*	*	*	*	
	Female Total	*	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions	IUlai											
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
Expulsions	IUlai											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*	
Will Educational Services	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*	
Without Educational Services	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
School-Related Arrests	iotai											
	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
Referrals to Law Enforcement	iotai											
	Male	*	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	*	
All Students												
Chronic Absenteeism												
C	Male	21	*	17	*	*	*	*	*	*	* *	
	Female	20	*	14	*	*	*	*	*	5	* *	
	Total	41	*	31	*	*	*	*	*	7	* *	

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	9
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
0	Male	17	*	8	5	*	*	*	*	*	*
	Female	30	*	20	8	*	*	*	*	5	*
	Total	47	*	28	13	*	*	*	*	7	*
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 School	
Inexperienced Teachers, Principals, and Other School Leaders	Number 5.0	Percent 16.5%
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	0.3	1.0%

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel 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%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,088	1%	61	1%	-	-
Mathematics	5,087	2%	61	1%	-	-
Science	5,087	1%	61	1%	-	-
End of Course English I	4,868	1%	71	1%		
English II	4,556	1%	78	1%	-	-
Algebra I	4,884	1%	68	1%	-	-
Biology	4,861	1%	72	1%	-	-
All Grades All Subjects	99,020	1%	1,531	1%		-
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 A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
0.000	riodanig	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	29 32	31	29 16	30 18	8	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
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disady	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
		English Language Learners	25	7/		55	25	15	-	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	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

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

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

Texas Education Agency | Academics | Performance Reporting

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