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

Campus Name: BARRINGTON EL Campus ID: 227901149 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		Pacific			Special	
Academia Deufeumenea (At Maste		Baseline 2016-17	Students	American H	ispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets 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 2032-33	62% 72%	54% 66%	58% 69%	73% 80%	62% 72%	82% 87%	63% 73%	70% 78%	55% 67%	45% 60%	52% 65%
	Mathematics	Baseline 2016-17 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-	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		32 2032-33 Baseline 2016-17	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
EL Progress		Rates 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031- 32											44% 46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											40 /0
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%
	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 further used to differentiate all public schools. (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period

used by the State to determine consistent underperformance;

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

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

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

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

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

targeted support and improvement plans under subsection (d)(2);

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

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

											Two										
											or		Non								
		State	Dietriet	Campus	African	Hienanie		America		Pacific					CWOD	El Mala	Eomalol	Migranti	Homeless	Foster	Militane
		State	DISTRICT	Campus	Americai	пізрані	vviile	inulan	Asiai	iisiaiiuei	Races	Disauv	Disau	VCVVD	CWOL	CL Wale	remale	wiigranii	nomeless	Care	wiiitary
STAAR Percent	at Appro	aches	Grade	Level or	Above																
Grade 3 Reading	All	77%	79%	58%	*	55%	*				*	56%	*	*	610/	56% 52%	65%		*		
	Students	11/0	1970	30 /6		33 /6		-	-	-		30 /6			01/0	30 /0 32 /0	05/6	-		-	-
	CWD	51%	52%	*	-	*	-	-	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD	79%	82%	61%	*	58%	*	-	-	-	*	61%	*	-	61%	58% 59%	64%	-	*	-	-
	EL	70%	70%	56%	-	55%	*	-	-	-	-	55%	*	*		56% 50%	63%	-	*	-	-
		74%	76%	52%	- *	47%	*	-	-	-	*	53%	*	*		50% 52%	-	-	*	-	-
	Female	79%	82%	65%	•	65%	•	-	-	-	-	61%	•	•	64%	63% -	65%	-	-	-	-
Mathematics	All	77%	78%	76%	*	77%	*	_	_	_	*	76%	*	50%	82%	78% 76%	77%	_	*	_	_
	Students																				
	CWD	52%	48%	50%	-	50%	-	-	-	-	-	*	*	50%	-	* *	*	-	-	-	-
	CWOD		82%	82%	*	84%	*	-	-	-	*	83%	*	-		81% 85%		-	*	-	-
	EL	74%	72%	78%	-	80%	*	-	-	-	*	79%	*	*		78% 77%		-	*	-	-
	Male Female	77%	77%	76% 77%	*	73% 83%	*	-	-	-	*	78% 74%	*	*	85% 77%	77% 76%	- 77%	-	*	-	-
	remale	1070	78%	1170		03%		-	-	-	-	7470			1170	79% -	1170	-	-	-	-
Grade 4																					
Reading	All	72%	74%	33%	*	33%	*	-	*	-	-	33%	*	*	31%	33% 42%	21%	-	*	-	-
	Students																				
	CWD	46%	46%	*	*	*	-	-	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD		78%	31%	*	34%	*	-	*	-	-	32%	*	-		32% 42%	*	-	*	-	-
	EL Male	60% 70%	61% 72%	33% 42%	*	35% 40%	*	-		-	-	31% 42%		*		33% 41% 41% 42%		-	*	-	-
	Female		76%	21%	*	25%	_	-	*	-	-	*	*	*	*	* -	21%	-	_	_	-
Mathematics		77%	78%	77%	80%	80%	*	-	*	-	-	78%	*	80%	77%	78% 86%	65%	-	*	-	-
	Students												*								
	CWD	49%	49%	80%	*	71%	-	-	-	-	-	78%	*	80%	- 770/	* 88%	~ C70/	-	-	-	-
	CWOD EL	72%	83% 72%	77% 78%	71% -	81% 82%	*	-	*	-	-	78% 77%	*	*		80% 86% 78% 88%		-	*	-	-
		77%	78%	86%	86%	89%	*	_	_	_	_	86%	_	88%		88% 86%	-	_	*	_	_
	Female		78%	65%	*	68%	-	-	*	-	-	67%	*	*	67%		65%	-	-	-	-
Grade 5																					
Reading	All	83%	85%	73%	*	73%	*	-	*	-	-	73%	*	54%	78%	69% 71%	77%	-	*	-	-
	Students CWD	54%	58%	54%	*	50%	_	_	_	_	_	54%	_	54%	_	45% *	*	_	_	_	_
	CWOD		89%	78%	*	79%	*	_	*	_	_	78%	*	-	78%	77% 79%	77%	_	*	_	_
	EL	73%	76%	69%	-	68%	-	-	*	-	-	69%	-	45%		69% 65%		-	*	-	-
	Male	81%	83%	71%	*	72%	*	-	-	-	-	70%	*	*	79%	65% 71%	-	-	-	-	-
	Female	86%	87%	77%	*	75%	-	-	*	-	-	77%	-	*	77%	75% -	77%	-	*	-	-
Mathamatica	AII	000/	040/	000/	*	040/	*		*			000/	*	000/	040/	040/ 000/	020/		*		
Mathematics	Students	90%	91%	90%		91%		-		-	-	90%		89%	91%	91% 88%	93%	-		-	-
		70%	78%	89%	*	88%	_	_	_	_	_	89%	_	89%	_	86% 85%	100%	_	_	_	_
	CWOD		93%	91%	*	92%	*	-	*	-	-	90%	*	-	91%	94% 90%		-	*	-	-
	EL	86%	87%	91%	-	91%	-	-	*	-	-	91%	-	86%	94%	91% 89%	94%	-	*	-	-
	Male	89%	90%	88%	*	90%	*	-	-	-	-	88%	*	85%		89% 88%	-	-	-	-	-
	Female	91%	92%	93%	*	92%	-	-	*	-	-	93%	-	100%	91%	94% -	93%	-	*	-	-
Science	All	75%	76%	70%	*	710/			*			60%	*	56%	75%	64% 68%	710/		*		
Science	Students	15/0	7070	70%		71%	-	-		-	-	69%		30 /6	15/0	04 /0 00 /0	/ 1 /0	-		-	-
	CWD	48%	50%	56%	*	56%	_	-	-	-	_	56%	-	56%	-	50% 46%	*	-	-	-	-
	CWOD		80%	75%	*	77%	-	-	*	-	-	74%	*	-	75%	70% 79%	70%	-	*	-	-
	EL	62%	63%	64%	-	63%	-	-	*	-	-	64%	-	50%		64% 63%	65%	-	*	-	-
	Male	76%	76%	68%	*	71%	-	-	-	-	-	68%	*	46%		63% 68%	-	-	-	-	-
	Female	75%	76%	71%	*	72%	-	-	*	-	-	71%	-	*	70%	65% -	71%	-	*	-	-
STAAR Percent	at Meets	Grad	e Level	or Abov	е																
Grade 3																					
Reading	All	43%	48%	22%	*	25%	*	-	-	-	*	22%	*	*	20%	17% 27%	15%	-	*	-	-
	Students	0001	0001	,		*										* *	*				
	CWD CWOD	28%	26%	*	- *		-	-	-	-	*	*	*	*	200/			-	- *	-	-
	EL	32%	51% 32%	20% 17%	_	23% 18%	*	-	-	-	_	22% 16%	*	*		17% 30% 17% 27%		-	*	-	-
	Male	40%	45%	27%	_	30%	*	-	-	-	*	28%	*	*		27% 27%	-	-	*	-	-
	Female			15%	*	17%	*	-	-	-	-	13%	*	*		5% -	15%	-	-	-	-

Mathematics					African			America	•	Pacific	or More	Ecca	Non							Foster	
Mathematic		State	District	Campus	American	lispanic\	Nhite							CWD	cwod	EL Male	Female	MigrantHo			
	s All	46%	50%	51%	*	51%	*	-	-	-	*	51%	*			51% 58%		-	*	-	-
	Students																				
	CWD	30%	28%	40%	-	40%	-	-	-	-	-	*	*	40%	-	* *	*	-	-	-	-
	CWOD		53%	53%	*	53%	*	-	-	-	*	54%	*	-		53% 67%	36%	-	*	-	-
	EL	39%	39%	51%	-	53%	*	-	-	-	-	50%	*	*		51% 59%	42%	-	*	-	-
	Male	47%	50%	58%	*	53%	*	-	-	-	•	59% 39%	*	*		59% 58%	- 42%	-	•	-	-
	Female	45%	49%	42%		48%		-	-	-	-	39%			30%	42% -	42%	-	-	-	-
Grade 4																					
Reading	All	45%	49%	19%	*	20%	*	-	*	-	-	18%	*	*	17%	19% 18%	21%	-	*	-	-
	Students			*	*	*						*									
	CWD	28%	27%	17%	*	18%	-	-	*	-	-	17%	*	•	- 17%	160/ 150/	*	-	*	-	-
	CWOD EL	29%	53% 32%	19%	_	21%	*	-	*	-	-	17%	*	*		16% 15% 19% 18%	*	-	*	-	-
	Male	43%	48%	18%	*	16%	*	-	_	-	_	18%	_	*		18% 18%	_	_	*	_	_
	Female		51%	21%	*	25%	-	-	*	-	-	*	*	*	*	* -	21%	-	-	-	-
Mathematics	s All Students	48%	50%	42%	50%	43%	*	-	*	-	-	42%	*	40%	42%	43% 50%	31%	-	*	-	-
	CWD	29%	27%	40%	*	14%	_	_	_	_	_	33%	*	40%	_	* 38%	*	_	_	_	_
	CWOD		53%	42%	29%	48%	*	_	*	_	_	43%	*		42%	46% 54%	29%	_	*	_	_
	EL	38%	39%	43%	-	45%	*	_	*	_	_	41%	*	*		43% 50%	31%	_	*	_	_
	Male	48%	51%	50%	71%	48%	*	-	-	-	-	50%	-	38%		50% 50%	-	-	*	-	-
	Female	47%	49%	31%	*	36%	-	-	*	-	-	29%	*	*	29%	31% -	31%	-	-	-	-
Sanda E																					
Grade 5 Reading	All	53%	57%	25%	*	23%	*	_	*	_	_	24%	*	38%	22%	17% 26%	23%	_	*	_	-
. Cauing	Students	JJ /0	J1 /0	25/0		20 /0		-		-	-	∠ → /0		JU /0	~~ /0	11/020/0	20/0	-		-	-
	CWD	30%	29%	38%	*	33%	-	-	-	-	-	38%	-	38%	-	27% *	*	-	-	-	-
	CWOD		61%	22%	*	21%	*	-	*	-	-	20%	*	-		13% 28%	14%	-	*	-	-
	EL	35%	36%	17%	-	17%	-	-	*	-	-	17%	-	27%		17% 15%	19%	-	*	-	-
	Male	50%	54%	26%	*	25%	*	-	-	-	-	24%	*	*		15% 26%	-	-	-	-	-
	Female	56%	60%	23%	•	21%	-	-	•	-	-	23%	-	•	14%	19% -	23%	-		-	-
Mathematics	s All	57%	60%	49%	*	50%	*	-	*	-	-	49%	*	33%	55%	44% 44%	57%	-	*	-	-
	Students																				
	CWD	34%	37%	33%	*	31%	-	-	-	-	-	33%	-	33%	-	29% 23%	60%	-	-	-	-
	CWOD		64%	55%	*	56%	*	-	*	-	-	54%	*	-		52% 53%	57%	-	*	-	-
	EL	46%	47%	44%	- *	43%	-	-	*	-	-	44%	*	29%		44% 36%	59%	-	*	-	-
	Male Female	57%	60% 60%	44% 57%	*	46% 56%	*	-	- *	-	-	43% 57%	-	23% 60%		36% 44% 59% -	- 57%	-	- *	-	-
	remale	50%	60%	5/%		50%	-	-		-	-	5/%	-	00%	57%	59% -	5/%	-		-	-
Science	All	40%	42%	29%	*	29%	-	-	*	-	-	28%	*	39%	25%	20% 29%	29%	-	*	-	-
	Students																				
	CWD	25%	23%	39%	*	38%	-	-	-	-	-	39%	-	39%		36% 31%	*	-	-	-	-
	CWOD		45%	25%	*	26%	-	-	*	-	-	24%	*	-		13% 29%	22%	-	*	-	-
	EL Mala	24%	24%	20%	*	19%	-	-	*	-	-	20%	*	36%		20% 19%	24%	-	*	-	-
	Male Female	42%	45% 39%	29% 29%	*	32% 24%	-	-	*	-	-	28% 29%	_	31%	29% 22%	19% 29% 24% -	29%	-	*	-	-
	Tomaio	0070	0070	20 70		2170						2070				2170	2070				
		_																			
AAR Percen	ıt at Maste	rs Gra	ide Lev	el																	
Grade 3 Reading	All	24%	29%	10%	*	11%	*	_	_	_	*	11%	*	*	10%	5% 9%	12%	_	*	_	_
9	Students		_5 /0	70		, •						/ 0			. 5 70	2.3 370	. = , 0				
	CWD	9%	9%	*	-	*	-	-	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD	26%	32%	10%	*	12%	*	-	-	-	*	11%	*	-	10%	6% 11%	9%	-	*	-	-
	EL	15%	14%	5%	-	5%	*	-	-	-	-	5%	*	*	6%	5% 9%	0%	-	*	-	-
	Male	22%	27%	9%	-	10%	*	-	-	-	*	9%	*	*		9% 9%	-	-	*	-	-
	Female	26%	32%	12%	*	13%	*	-	-	-	-	13%	*	*	9%	0% -	12%	-	-	-	-
	s All	22%	26%	14%	*	13%	*	_	_	_	*	13%	*	10%	14%	12% 12%	15%	_	*	_	_
Mathematica	Students		∠∪ /0	· /0		10 /0		-	-	-		10/0		10 /0	i T /0	12/012/0	10/0	_		-	-
Mathematics	CWD		11%	10%	-	10%	-	-	-	-	-	*	*	10%	-	* *	*	-	-	-	-
Mathematic.		24%	27%	14%	*	14%	*	-	-	-	*	15%	*	-		11% 15%	14%	-	*	-	-
Mathematic	OIIOD	17%	18%	12%	-	13%	*	-	-	-	-	11%	*	*	11%	12% 14%	11%	-	*	-	-
Mathematic	EL		27%	12%	-	10%	*	-	-	-	*	13%	*	*		14% 12%	-	-	*	-	-
Mathematic	EL Male	23%			*	17%	*	-	-	-	-	13%	*	*	14%	11% -	15%	-	-	-	-
Mathematic	EL	23%		15%																	
	EL Male	23%		15%																	
	EL Male	23% 21%		15% 4%	*	4%	*	-	*	-	_	4%	*	*	4%	3% 0%	8%	-	*	-	-
Grade 4	EL Male Female All Students	23% 21% 23%	24%	4%	*		*	-	*	-	-		*	*	4%	3% 0%	8%	-	*	-	-
Grade 4	EL Male Female All Students CWD	23% 21% 23% 9%	24% 28% 11%	4% *	*	*	*	-	* - *	-	-	*	* *	*	-	* *	8%	-	* - *	-	-
Grade 4	EL Male Female All Students CWD CWOD	23% 21% 23% 9% 25%	24% 28% 11% 30%	4% * 4%	*	* 5%	* - *	- - -	* - *	- - -	-	* 4%	* * *	* - *	- 4%	* * 3% 0%	8% * *	- - -	* - * *	- -	-
Grade 4	EL Male Female All Students CWD CWOD EL	23% 21% 23% 9% 25% 12%	24% 28% 11% 30% 13%	4% * 4% 3%	*	* 5% 3%	* - * *	- - - -	* - * *	- - - - -	-	* 4% 3%	* * *	* - *	- 4% 3%	* * 3% 0% 3% 0%	* *	- - - -	* - * *	-	- - -
Grade 4	EL Male Female All Students CWD CWOD EL Male	23% 21% 23% 9% 25% 12% 22%	24% 28% 11% 30% 13% 26%	4% * 4% 3% 0%	* * -	* 5% 3% 0%	* * * * * *	- - - - -	* - * * - *	-		* 4%	* * * * * *	* - * *	- 4%	* * 3% 0%	* * *	- - - -	* - * *	- - - -	- - - -
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Grade 4 Reading	EL Male Female All Students CWD CWOD EL Male Female CS All Students CWD CWOD EL CWD CWOD EL	23% 21% 23% 9% 25% 12% 22% 25% 26% 11% 28% 18%	24% 28% 11% 30% 13% 26% 30% 28% 11% 30% 18%	4% * 4% 3% 0% 8% 18% 20% 17% 13%	* * * * * * * * * * * * * * * * * * *	* 5% 3% 0% 10% 16% 0% 19% 13%	* - * * - * - * *		* - * * - * * * *		-	* 4% 3% 0% * 18% 22% 18% 13%	* * * * * * * * * * *	20%	- 4% 3% 0% * 17% - 17% 14%	* * 3% 0% 3% 0% 0% 0% * - 13% 17% * 25% 14% 14% 13% 13%	* * * - 8% 19% * 21% 13%		* * * * * * * * * * * * *	-	-
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	EL	12%	12%	5%	-	5%	-	-	*	-	-	5%	-	9%	3%		4%	6%	-	*	-	-
	Male	24%	29%	8%	*	6%	*	-	-	-	-	5%	*	*	10%	4%	8%	-	-	-	-	-
	Female	28%	33%	8%	*	8%	-	-	*	-	-	8%	-	*	5%	6%	-	8%	-	*	-	-
Mathematics	s All	30%	32%	15%	*	14%	*	_	*	_	_	16%	*	17%	15%	11%	14%	18%	_	*	_	_
	Students		0270	1070		1170						1070		,0	1070	,0	, 0	1070				
	CWD	13%	13%	17%	*	19%	-	-	-	-	-	17%	-	17%	-	14%	15%	20%	-	-	-	-
	CWOD		35%	15%	*	13%	*	-	*	-	-	15%	*	-	15%	10%		17%	-	*	-	-
	EL Male	19% 29%	20% 33%	11% 14%	*	9% 13%	*	-	_	-	-	11% 14%	*	14% 15%	10% 13%	11% 7%		18%	-	_	-	-
	Female		30%	18%	*	16%	_	-	*	-	-	18%	_	20%	17%	18%	-	18%	_	*	-	_
Science	All	16%	18%	1%	*	2%	-	-	*	-	-	1%	*	0%	2%	0%	2%	0%	-	*	-	-
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	CWD		20%	2%	*	2%	-	-	*	-	-	2%	*	U 70 -	2%		4%	0%	-	*	-	-
	EL	7%	7%	0%	-	0%	-	-	*	-	_	0%	-	0%	0%		0%	0%	-	*	-	-
	Male	18%	20%	2%	*	3%	-	-	-	-	-	3%	*	0%	4%		2%	-	-	-	-	-
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TAAR Percent	t at Appro	aches	Grade	Level or	r Above																	
All Grades					• . •																	
All Subjects	All	77%	77%	69%	57%	70%	70%	-	*	-	*	69%	73%	61%	71%	68%	70%	68%	-	86%	-	-
	Students				655:							000		0.15								
	CWD	45%	48%	61%	90%	58%	- 700/	-	-	-	-	60%	*	61%	7401	58%		77%	-	-	-	-
	CWOD EL	80% 60%	81% 60%	71% 68%	44%	73% 69%	70% *	-	*	-	_	71% 68%	64% 75%	- 58%	71% 70%			66% 67%	-	86% 80%	-	-
	EL Male	74%	75%	68% 70%	60%	69% 70%	75%	-	_	-	*	68% 70%	75% *	58% 55%	70% 75%			-	-	80% 75%	-	-
	Female		80%	68%	53%	70%	*	_	*	_	_	67%	80%	77%	66%		-	68%	_	100%	_	_
Reading	All	73%	75%	56%	38%	56%	*	-	*	-	*	55%	71%	47%	57%	54%	56%	55%	-	*	-	-
	Students CWD	39%	43%	47%	*	41%						43%	*	47%		43%	260/	70%				
	CWD		79%	57%	*	59%	*	_	*	-	*	43% 57%	*	4770	57%	56%		53%	-	*	-	_
	EL	52%	53%	54%	_	54%	*	_	*	_	_	53%	*	43%		54%		55%	_	*	_	_
	Male	69%	71%	56%	*	55%	*	-	-	-	*	56%	*	36%	61%			-	-	*	-	-
	Female	77%	78%	55%	*	57%	*	-	*	-	-	54%	*	70%	53%	55%	-	55%	-	*	-	-
N 4 - 41 41	- 411	000/	000/	000/	700/	000/						000/	740/	700/	000/	000/	0.40/	700/		4000/		
Mathematics	Students	80%	80%	82%	76%	83%		-		-		82%	71%	76%	83%	83%	84%	79%	-	100%	-	-
	CWD	52%	53%	76%	100%	73%	_	_	_	_	_	75%	*	76%	_	75%	74%	82%	_	_	_	_
	CWOD		84%	83%	67%	86%	*	-	*	-	*	84%	*	-	83%			78%	-	100%	-	_
	EL	70%	69%	83%	-	84%	*	-	*	-	-	83%	*	75%	84%	83%	85%	79%	-	*	-	-
	Male	78%	79%	84%	80%	84%	*	-	-	-	*	85%	*	74%		85%	84%	-	-	*	-	-
	Female	82%	81%	79%	71%	81%	*	-	*	-	-	79%	*	82%	78%	79%	-	79%	-	*	-	-
Science	All	79%	79%	70%	*	71%		_	*	_	_	69%	*	56%	75%	64%	68%	71%	_	*	_	_
	Students		1370	1070		7 1 70						0370		00 /0	1070	0-7/0	00 /0	7 1 70				
	CWD	48%	51%	56%	*	56%	-	-	-	-	-	56%	-	56%	-	50%	46%	*	-	-	-	-
	CWOD		83%	75%	*	77%	-	-	*	-	-	74%	*	-	75%			70%	-	*	-	-
	EL.	58%	59%	64%	-	63%	-	-	*	-	-	64%	-	50%	70%			65%	-	*	-	-
	Male Female	78%	79% 80%	68% 71%	*	71% 72%	-	-	*	-	-	68% 71%	•	46% *	79% 70%			- 71%	-	*	-	-
	remaie	00 /0	00 /6	/ 1 /0		12/0	-	-		-	-	/ 1 /0	-		7070	05 /6	-	1 1 /0	-		-	-
TAAR Percent	t at Meets	Grad	e Level	or Abov	re																	
All Grades	ΛII	47%	E10/	34%	29%	35%	30%		*		*	34%	53%	36%	34%	300/	260/	320/	_	50%		
All Subjects	All Students		51%	34%	29%	35%	30%	-		-		34%	53%	30%	34%	30%	30%	32%	-	50%	-	-
	CWD	23%	25%	36%	70%	32%	_	_	_	_	_	33%	*	36%	_	31%	26%	62%	_	_	_	_
	CWOD		55%	34%	12%	35%	30%	-	*	-	*	34%	36%	-	34%			27%	-	50%	-	-
	EL	26%	27%	30%	-	31%	*	-	*	-	-	30%	63%	31%	30%	30%	32%	29%	-	50%	-	-
	Male	45%	49%	36%	35%	36%	38%	-	-	-	*	36%	*	26%	39%			-	-	50%	-	-
	Female	50%	53%	32%	20%	33%	*	-	*	-	-	30%	50%	62%	27%	29%	-	32%	-	50%	-	-
Reading	All	46%	51%	22%	23%	23%	*	_	*	_	*	21%	43%	34%	20%	18%	24%	20%	_	*	_	_
	Students		31/0	22 /0	23 /0	23 /0		-		-		21/0	43/0	J 4 /0	20 /0	10 /0	Z 4 /0	20 /0	-		-	-
	CWD		24%	34%	*	31%	-	-	-	-	_	30%	*	34%	_	29%	23%	60%	-	-	_	-
	CWOD		54%	20%	*	21%	*	-	*	-	*	20%	*	-	20%	15%	24%	14%	-	*	-	-
	EL	21%	23%	18%	-	18%	*	-	*	-	-	17%	*	29%	15%			14%	-	*	-	-
	Male	41%	47%	24%	*	24%	*	-	- *	-	*	24%	*	23%	24%			-	-	*	-	-
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	remait	48%	51%	47%	35%	48%	*	_	*	_	*	47%	57%	37%	50%	46%	50%	44%	_	83%	-	_
Mathematics		. 5 /0	/ 0	/0	30,0	.070						70	2. 70	/0	/0	. 5 / 0	. 5 / 0	, 3		-0,0		
Mathematics			26%	37%	80%	30%	-	-	-	-	-	33%	*	37%	-	29%		64%	-	-	-	-
	s All Students CWD	26%		50%	17%	53%	*	-	*	-	*	50%	*	-	50%			41%	-	83%	-	-
	s All Students CWD CWOD	26% 51%	55%		_	47%	*	-	*	-	-	45%	*	29%	50%			44%	-	*	-	-
	s All Students CWD CWOD EL	26% 51% 33%	55% 34%	46%	E00'		*	-	*	-	-	50% 43%	*	26% 64%	58% 41%			- 44%	-	*	-	-
	S All Students CWD CWOD EL Male	26% 51% 33% 47%	55% 34% 51%	50%	50%	49% 47%	*			-	-	4370		U 4 70	+ 1 70	++ 70	-	-1-1- /0	-			
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	S All Students CWD CWOD EL Male	26% 51% 33% 47%	55% 34% 51%	50%			*	-	*	_	_	28%	*	39%	25%	20%	29%	29%	_	*	-	_
Science	s All Students CWD CWOD EL Male Female	26% 51% 33% 47% 49%	55% 34% 51% 51%	50% 44%	14%	47%	*	-	*	-	-	28%	*	39%	25%	20%	29%	29%	-	*	-	-
Science	S All Students CWD CWOD EL Male Female All Students CWD	26% 51% 33% 47% 49% 49%	55% 34% 51% 51% 53%	50% 44% 29% 39%	14%	47% 29% 38%	-	- - -	*	-	-	39%	*	39% 39%	-	36%	31%	*	-	*	-	-
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All Grades		040/	050/	400/	00/	400/	000/		_		*	400/	400/	00/	400/	7 0/ 0	۰,	440/		70/		
All Subjects	All Students	21%	25%	10%	9%	10%	20%	-	*	-	*	10%	13%	9%	10%	7% 9	%	11%	-	7%	-	-
	CWD	8%	9%	9%	20%	8%	-	-	-	-	-	8%	*	9%	-	7% 6	%	15%	-	-	-	-
	CWOD	23%	27%	10%	4%	10%	20%	_	*	_	*	10%	9%	_	10%	7% 10	0%	11%	_	7%	_	_
	EL	9%	10%	7%	-	7%	*	_	*	_	_	7%	13%	7%	7%	7% 6		8%	_	10%	_	_
	Male	20%	24%	9%	15%	8%	25%	_	_	_	*	9%	*	6%	10%	6% 9		-	_	0%	_	_
	Female		26%	11%	0%	12%	*	-	*	-	-	11%	10%	15%	11%		-	11%	-	17%	-	-
Reading	All	19%	25%	7%	0%	8%	*	_	*	_	*	7%	14%	6%	7%	4% 6	%	9%	_	*	_	_
3	Students																					
	CWD	7%	8%	6%	*	7%	_	_	_	_	_	7%	*	6%	_	5% 0	%	20%	_	_	_	_
		20%	27%	7%	*	8%	*	_	*	_	*	7%	*	-	7%		%	8%	_	*	_	_
	EL	7%	8%	4%	_	4%	*	_	*	_	_	4%	*	5%	4%		%	4%	_	*	_	_
	Male	16%	22%	6%	*	5%	*	_	_	_	*	5%	*	0%	7%	4% 6		-	_	*	_	_
	Female		28%	9%	*	10%	*	_	*	_	_	10%	*	20%	8%		-	9%	_	*	_	_
	Torridio	/0	2070	0 70		1070						1070		2070	0 70	170		0 70				
Mathematics	s All	23%	25%	16%	18%	14%	*	-	*	-	*	16%	14%	16%	16%	12% 14	1%	18%	-	17%	-	-
	Students																					
	CWD	10%	10%	16%	40%	12%	-	-	-	-	-	14%	*	16%	-	13% 1	5%	18%	-	-	-	-
	CWOD	25%	27%	16%	8%	15%	*	-	*	-	*	16%	*	-	16%	12% 14	1%	17%	-	17%	-	-
	EL	13%	14%	12%	-	11%	*	-	*	-	-	11%	*	13%	12%	12% 1	1%	13%	-	*	-	-
	Male	23%	25%	14%	30%	11%	*	-	-	-	*	15%	*	15%	14%	11% 14	1%	-	-	*	-	-
	Female	24%	24%	18%	0%	19%	*	-	*	-	-	17%	*	18%	17%	13%	-	18%	-	*	-	-
Science	All	22%	26%	1%	*	2%	_	_	*	_	_	1%	*	0%	2%	0% 2	%	0%	_	*	_	_
00.000	Students	/ 0	2070	. , ,		_,,,						.,,		0,0		0,0 =	, 0	0,0				
	CWD	7%	8%	0%	*	0%	_	_	_	_	_	0%	_	0%	_	0% 0	0/2	*	_	_	_	_
		24%	29%	2%	*	2%	_	_	*	_	_	2%	*	-	2%		%	0%	_	*	_	_
	EL	5%	6%	0%	_	0%	_	_	*	_	_	0%	_	0%	0%	0% 0		0%	_	*	_	_
	Male	23%	28%	2%	*	3%	_	_	_	_	_	3%	*	0%	4%	0% 2		-	_	_	_	_
	Female		25%	2 % 0%	*	0%	-	-	*	-	_	0%	_	*	0%		-/0	0%	_	*	_	-
	i elliale	Z I /0	20/0	U /0		U /0	-	-		-	-	U /0	-		U /0	U /0	-	U /0	-		-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			•								
Reading											
All Students	69	89	67	*	-	*	-	-	69	63	68
CWD	63	*	57	-	-	-	-	-	63	63	55
CWOD	70	86	69	*	-	*	-	-	70	-	72
EL	68	-	68	-	-	*	-	-	68	55	68
Male	70	83	70	*	-	-	-	-	70	54	73
Female	67	*	63	-	-	*	-	-	67	*	61
Mathematics											
All Students	75	73	75	*	-	*	-	-	75	84	75
CWD	84	*	83	-	-	-	-	-	84	84	82
CWOD	72	67	73	*	-	*	-	-	73	-	73
EL	75	-	74	-	-	*	-	-	75	82	75
Male	72	67	73	*	-	-	-	-	73	92	73
Female	79	*	78	-	-	*	-	-	79	*	77

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

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

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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

^{&#}x27;-' 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
283	23	8%

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

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

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

Student Success (Student Achie			Hispanic : STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	38	*	38	*	-	*	-	*	38	35	35
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	_	_	_	_	_	_	_	_	_	_	_

- Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
 'n/a' Indicates the student group is not applicable to this report.

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Υ						Υ	Υ	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		Υ						Υ	N	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long Term Goals	ficiency Statu	IS									42% Y 44% Y 46% Y
Long-Term Goals											46% Y
Target Met											Ţ
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

Source: 2018 Accountability Closing the Gaps Status Table

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

All Subjects	Posticipation P.	-4-	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
Substant	Participation K	ate																
CWD	All Subjects		100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
El. 100% 1			100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
Male Male 100%		CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
Reading All 100%		EL	100%	-	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
Reading All 100%		Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
Students		Female	100%	100%	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	-	100%	-
CAMOO	Reading		100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
Mathematics Martin 100%				*	100%	-	-	-	-		100%	*	100%	-	100%	100%	100%	-
Mathematics				100%			-	*	-	*			-					-
Mathematics All 100% 1							-	*	-								100%	-
Mathematics All 100% 1							-	-	-	*						100%	-	-
Students		Female	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Charles	Mathematics		100%	100%	100%	100%	-	*	-	*	100%		100%	100%	100%	100%	100%	-
Science All 100%							-	-	-				100%				100%	-
Male 100% 100% 100% 2 2 2 2 100% 2 2 2 2 100% 2 2 2 2 2 2 2 2 2				100%			-	*	-	*								-
Science All 100%							-	*	-								100%	-
Science						*	-	-	-									-
Students		Female	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
CWOD 100% - 100% - 0 0 0 0 0 100% 100% -	Science		100%	100%	100%	-	-	*	-	-	100%	*	100%	100%	100%	100%	100%	-
Female		CWD	100%	*	100%	-	-	-	-	-	100%		100%	-	100%	100%	100%	-
Male 100% * 100				*		-	-	*	-	-		*						-
Non-Participation Rate				-		-	-	*	-	-							100%	-
All Subjects				*		-	-	-	-	-		*				100%		-
All Subjects	Non-Participation		100%	*	100%	-	-	*	-	-	100%	-	100%	100%	100%	-	100%	-
Students	•																	
CWOD	All Subjects		0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
EL		CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
Male		CWOD	0%	0%	0%	0%	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
Reading All 0% 0% 0% 0% 0% 0% 0%		EL	0%	-	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
Reading All 0% 0% 0% 0% 0% 0% 0%		Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
Students CWD 0% * * * * * * * * * * * * * * * * * *		Female	0%	0%	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	-	0%	-
CWOD 0% 0% 0% 0% 0% - * - * 0% 0% - 0% 0% 0% 0% - EL 0% 0% 0% 0% 0% 0% 0% - * * 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Reading		0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
EL		CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
Male 0% 0% 0% 0% * - - - * 0% * 0% 0% 0% 0% 0%				0%		0%	-	*	-	*		0%						-
Mathematics All 0% 0% 0% 0% 0% 0% 0%		EL		-		*	-	*	-	-							0%	-
Mathematics All 0% 0% 0% 0% 0% - * - * 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% - Students CWD 0% 0% 0% 0% 0 0% * 0% 0% 0 - 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%		Male				*	-	-	-	*						0%		-
Students CWD 0% 0% 0% 0% - - - - - 0% * 0% - 0% 0% 0% 0% - CWOD 0% 0% 0% 0% - * - 0% 0% 0% - 0% 0% 0%		Female	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
CWOD 0% 0% 0% 0% 0% - * - * - * 0% 0% - 0% 0% 0% 0% 0% 0% - EL 0% - 0% 0% 0% 0% 0% - 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Mathematics		0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
EL 0% - 0% * - 0% * - * - * - 0% * 0% 0% 0% 0% 0% 0% 0% - Male 0% 0% 0% 0% 0% * 0% * 0% 0% 0% 0% 0% * 0% 0% 0% 0% 0% 0% 0% * * 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%		CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
Male 0% 0% 0% 0% 0 - - 0% 0%				0%			-	*	-	*			-					-
Female 0% 0% 0% 0% * - * - * - 0% 0% 0% 0% 0% 0% 0% - 0% -						*	-	*	-								0%	-
Science All 0% 0% 0% * - 0% * 0% 0% 0% 0% 0% 0% 0% - Students CWD 0% * 0% 0% - 0% - 0% 0% 0% 0% - CWOD 0% * 0% 0% 0% 0% 0%						*	-	-	-	*						0%	-	-
Students CWD 0% * 0% 0% - 0% 0% 0% 0% - CWOD 0% * 0% * 0% * - 0% 0% 0% 0% EL 0% - 0% - 0% 0% 0% 0% * 0% - 0%		Female	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% - EL 0% - 0% - * - * - 0% - 0% - 0% 0% 0% 0% 0% Male 0% * 0% 0% * 0% 0% 0% 0% 0%	Science		0%	0%	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%	0%	-
CWOD 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%	0%	0%	-
EL 0% - 0% * 0% - 0% 0% 0% 0% 0% Male 0% * 0% 0% * 0% 0% 0% 0%				*		-	-	*	-	-				0%				-
Male 0% * 0% 0% * 0% 0% 0% 0%				-		-	-	*	-	-		-	0%					-
				*		-	-	-	-	-		*						-
				*		-	-	*	-	-		-				-	0%	-

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Disabilities 504)	ities on
Students Without Disabilities In-School Suspensions												
	Male	10	5	5	*	*	*	*	*	5		
	Female	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions	Total	10	5	5	*	*	*	*	*	5		
cut of control cuopencies	Male	11	5	*	*	*	*	*	*	*		

		Total	African			Indian or Alaska		Pacific	Two or More		with	Students with Disabilities (Section
	Famala	students	American	Hispanic	White	Native	Asian	Islander *	Races	EL	Disabilities	504)
	Female Total	15	7	6	*	*	*	*	*	*		
Expulsions	iolai	15	,	O								
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
With Eddodional Colvidor	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female				·	*						
Ctudente Mith Dischilities	Total	8	-	-		-	-		-	-		
Students With Disabilities In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		6
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*			*
	Female				·							
Under Zero Tolerance Policies	Total Male	*	*	*	*	*	*	*	*	*		*
Officer Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Total											
Ochool-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	24	5	17	*	*	*	*	*	11	*	*
	Female	23	*	23	*	*	*	*	*	11	*	*
	Total	47	5	40	*	*	*	*	*	22	*	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	14
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	African	Hismania	18/bi4-	Indian or Alaska	A = i = u	Pacific	Two or More		Students with
B 1 1B		students	American	ніѕрапіс	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs											
	Male	57	*	53	*	*	*	*	*	47	5
	Female	43	*	41	*	*	*	*	*	38	*
	Total	100	*	94	*	*	*	*	*	85	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.

Part (ix): Teacher Quality Data

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

High Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 8.0	Percent 21.0%
Teachers Teaching with Emergency or Provisional Credentials	3.0	8.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.8	5.0%

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 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%	6	9%
Mathematics	6,160	1%	103	2%	6	8%
Science	6,164	1%	103	2%	6	9%
Grade 6 Reading	5,678	1%	96	2%	-	
Mathematics	5,677	1%	96	2%	-	-
Grade 7 Reading	5,298	1%	73	1%		-
Mathematics	5,294	1%	73	2%	-	-
Grade 8						

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

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,088	1%	61	1%	-	-
Mathematics	5,087	2%	61	1%	-	-
Science	5,087	1%	61	1%	-	-
End of Course						
English I	4,868	1%	71	1%	-	-
English II	4,556	1%	78	1%	-	-
Algebra I	4,884	1%	68	1%	-	-
Biology	4,861	1%	72	1%	-	-
All Grades						
All Subjects	99,020	1%	1,531	1%	28	6%
Reading	43,730	1%	688	1%	11	6%
Mathematics	39,178	1%	607	2%	11	6%
Science	16,112	1%	236	1%	6	9%

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

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	e 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
Glaue 4	Reading									
		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
					25	23		8	1	1
		English Language Learners	63	68	25	23	11	8	ı	ı
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
			*		*		*		*	
		Pacific Islander		29		42		25		4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
Ciddo o	rtodding	Black	42	40	43	42	14	17	n/a	i
		Hispanic	34	33	45	44	20	22	1	1
			17						•	•
		White	1 / *	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
	Maniemanes	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
		English Language Learners	01	/ 1	52	25	,	5	'	'

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		

'*' 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

December 2018