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

Campus Name: AUSTIN H S Campus ID: 071902002 District Name: EL PASO ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

										Two			EL
			All	African			American		Pacific	or	Econ	Special	(Current and
				American	Hispanic	White	Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets		Baseline 2016-17	Ottadonto	741101104111	поратто	************	maian	Aoidii	ioiaiiaoi		Diouut	Luuo	
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through											
		2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2020-27 2027-28 through	52%	42%	40%	00%	51%	78%	53%	02%	43%	31%	39%
		2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
		Baseline 2016-17		0070	0070	0070	/ 0	0.70	. 0 / 0	. 0 / 0	0.70	0070	0070
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through											
		2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through	5.40 /	440/	400/	050/	500/	0.50/	530 /	0.40/	450/	0.40/	400/
		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	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
El Duannas		Baseline 2016-17 Rates											41%
EL Progress		2017-18 through											41%
		2021-22											42%
		2022-23 through											1270
		2026-27											44%
		2027-28 through											
		2031-32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17						/					
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22 2022-23 through	90 /0	90 /0	90 /0	90 /0	90 70	90 /0	90 /0	90 70	90 /0	90 /0	90 /0
		2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through											
		2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State; a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including:

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
•	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
_	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

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

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 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.

		State	Distric	tCampus	African American	Hispani	cWhite	America		Pacific Islander			Non Econ Disad		CWOE) EL Male	Female	Migrant	:Homeles	Foste s Care	
STAAR Percer	it at Appro	ache	s Grade	e Level o	Above																
End of Course																					
English I	All Students	64%	56%	49%	50%	48%	69%	*	*	-	100%	47%	56%	17%	54%	24% 47%	53%	71%	-	-	71%
	CWD	25%	20%	17%	*	17%	*	_	_	_	_	11%	33%	17%	_	* 17%	*	*	_	_	*
	CWOD			54%	64%	52%	77%	*	*	_	100%	52%	60%	-	54%	26% 52%	57%	*	_	_	81%
	EL	30%	23%	24%	-	25%	*	-	-	-	-	23%	28%	*	26%	24% 24%	25%	*	-	-	*
	Male	57%	51%	47%	50%	45%	68%	-	*	-	*	43%	55%	17%	52%	24% 47%	-	*	-	-	71%
	Female	71%	63%	53%	*	52%	70%	*	-	-	*	51%	59%	*	57%	25% -	53%	*	-	-	70%
English II	All Students	66%	60%	53%	50%	51%	88%	*	*	*	*	47%	67%	20%	57%	25% 47%	59%	*	-	*	72%
	CWD	25%	18%	20%	*	18%	*	-	-	-	-	15%	33%	20%	-	* 18%	24%	*	-	-	*
	CWOD			57%	61%	55%	95%	*	*	*	*	51%	72%	-	57%	26% 52%	63%	*	-	*	83%
	EL	27%	25%	25%	-	25%	-	-	-	-	-	20%	46%	*		25% 22%	28%	*	-	-	*
	Male	61%		47%	39%	46%	80%	-	*	*	*	41%	63%	18%		22% 47%	-	*	-	-	61%
	Female	2%	66%	59%	71%	57%	93%	*	-	*	-	53%	73%	24%	63%	28% -	59%	-	-	*	83%
Algebra I	All Students	82%	84%	69%	61%	70%	67%	*	-	-	*	68%	73%	36%	76%	58% 68%	72%	*	-	*	71%
	CWD	47%	53%	36%	*	34%	*	-	-	-	-	35%	41%	36%	-	44% 37%	35%	-	-	*	*
	CWOD		88%	76%	64%	76%	71%	*	-	-	*	75%	78%	-		61% 75%	77%	*	-	-	69%
	EL	67%		58%	-	58%	*	-	-	-	-	58%	58%	44%		58% 58%	58%	*	-	*	*
	Male Female	78%	81% 87%	68% 72%	50% *	69% 70%	59% 75%	*	-	-	*	66% 71%	73% 73%	37% 35%	75% 77%	58% 68% 58% -	- 72%	*	-	-	60% 86%
D: 1								_	-	-	1000/							_	-	-	
Biology	All Students			78%	96%	75%	94%	•	-	•	100%	77%	80%	54%	82%	62% 80%	75%	_	-	•	89%
	CWD	56%	51% 82%	54% 82%	88%	46%	83%	*	-	- *	100%	52% 81%	60% 84%	54%	- 020/	41% 55% 65% 85%	54%	*	-	*	95%
	EL	64%	55%	62%	100%	79% 61%	96%	_	-	_	100%	63%	57%	- 41%		62% 69%	78% 54%	*	-	*	95%
	Male	83%	76%	80%	93%	78%	94%	_	_	*	*	78%	86%	55%	85%	69% 80%	-	*	_	*	94%
	Female			75%	100%	72%	93%	*	-	-	*	75%	75%	54%	78%		75%	*	-	*	83%
STAAR Percer End of Course	е	Grad		l or Abov 24%	e 32%	22%	48%	*	*		670/	23%	27%	4%	27%	E0/ 220/	24%	14%			45%
English I	All Students						48%			-	67%				21%	5% 23%	24%	14%	-	-	
	CWD	14%	9%	4%	*	3%	*	-	-	-	-	2%	10%	4%	-	* 4%	*	*	-	-	*
	CWOD		39%	27%	43%	24%	54%	*	*	-	67%	26%	29%	- *	27%	5% 27%	26%	*	-	-	54%
	EL Male	10% 37%	7% 30%	5% 23%	- 38%	5% 21%	42%	-	*	-	*	5% 21%	5% 29%	4%	5% 27%	5% 5% 5% 23%	5% -	*	-	-	38%
	Female		41%	23 % 24%	*	21%	60%	*	_	-	*	25%	23%	*	26%	5% -	24%	*	-	-	60%
English II	All	47%		31%	33%	30%	60%	*	*	*	*	24%	47%	8%	34%	8% 28%	35%	*	_	*	45%
· ·	Students																				
	CWD	14%	9%	8%	*	7%	*	-	-	-	-	6%	11%	8%	-	* 4%	14%	*	-	-	*
	CWOD		44%	34%	44%	32%	67%	*	*	*	*	27%	52%	*	34%	9% 32%	36%	*	-	*	57% *
	EL Male	9% 41%	9% 34%	8% 28%	- 22%	8% 28%	- 40%	-	*	*	*	7% 21%	14% 45%	4%	9% 32%	8% 7% 7% 28%	9%	*	-	-	28%
	Female		46%	35%	57%	31%	73%	*	-	*	-	28%	50%	14%	36%	9% -	35%	-	-	*	67%
Algebra I	All Students	53%	59%	34%	33%	33%	50%	*	-	-	*	32%	39%	11%	38%	18% 35%	33%	*	-	*	48%
	CWD			11%	*	9%	*	-	-	-	-	6%	24%	11%	-	6% 9%	13%	-	-	*	*
	CWOD			38%	36%	37%	57%	*	-	-	*	37%	42%	-		20% 41%	36%	*	-	-	56%
	EL	29%		18%	260/	18%	* 470/	-	-	-	-	19%	15% 45%	6% 9%		18% 19% 19% 35%	17%	*	-	*	400/
	Male Female	49% 58%		35% 33%	36% *	33% 33%	47% 50%	*	-	-	*	30% 33%	33%	13%		19% 35%	33%	*	-	-	40% 57%
Biology	All Students		44%	35%	30%	33%	55%	*	-	*	83%	33%	38%	10%	39%	15% 37%	33%	*	-	*	54%
	CWD	22%	15%	10%	0%	9%	33%	-	-	-	-	10%	10%	10%	-	5% 8%	14%	*	-	*	*
	CWOD	61%	47%	39%	47%	37%	60%	*	-	*	83%	37%	43%	-		17% 43%	35%	*	-	*	59%
	EL	20%		15%	-	15%	*	-	-	-	-	15%	16%	5%		15% 20%	10%	*	-	*	*
	Male		43%	37%	27%	36%	50%	*	-	•	*	34%	43%	8% 14%		20% 37%	220/	*	-	*	56%
	Female	: 59%	43%	33%	38%	30%	60%	-	-	-	-	32%	33%	14%	აა%	10% -	33%		-	-	50%

STAAR Percent at Masters Grade Level

End of Course

Two

											or		Non									
					African			America		Pacific	More		Econ								Foste	
English I	All	State 7%	District 5%	Campus 2%	American 0%	Hispani 2%	cWhite 7%	Indian *	Asian	slander	Races 0%	Disadv 2%	Disadv 1%	CWD 0%	2%	0%		Female 2%	Migrantl 0%	Homeles:	s Care	Military 0%
	Students	1 /0	3 /0	2 /0	0 70	2 /0	1 /0			-	0 70	2 /0	1 /0	0 70	2 /0	0 70	2 /0	2 /0	0 70	-	-	0 70
	CWD	3%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	*	*	-	-	*
	CWOD		5%	2%	0%	2%	8%	*	*	-	0%	2%	1%	- *	2%	0%	2%	3%	*	-	-	0%
	EL Male	0% 5%	0% 3%	0% 2%	- 0%	0% 1%	5%	-	*	-	*	0% 2%	0% 1%	0%	0% 2%	0% 0%	0% 2%	0%	*	-	-	0%
	Female		7%	2%	*	2%	10%	*	-	-	*	3%	1%	*	3%	0%	-	2%	*	-	-	0%
English II	ΔII	8%	5%	2%	4%	2%	4%	*	*	*	*	1%	5%	0%	2%	0%	20/	2%	*		*	3%
English II	All Students	070	370	270	470	270	470					1 70	370	070	270	070	270	270		-		370
	CWD	4%	2%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	*	-	-	*
	CWOD EL	8% 0%	6% 0%	2% 0%	6% -	2% 0%	5%	*	*	*	*	1% 0%	6% 0%	- *	2% 0%	0% 0%	2% 0%	2% 0%	*	-	*	4%
	Male	5%	3%	2%	0%	2%	0%	-	*	*	*	1%	4%	0%	2%	0%		-	*	-	-	6%
	Female		7%	2%	14%	1%	7%	*	-	*	-	0%	6%	0%	2%	0%	-	2%	-	-	*	0%
Almahaa I	A.II	040/	000/	400/	440/	400/	400/					440/	4.40/	00/	4.40/	40/	4.40/	400/				0.40/
Algebra I	All Students	31%	38%	12%	11%	12%	13%		-	-		11%	14%	3%	14%	4 70	14%	10%		-		24%
	CWD	7%	9%	3%	*	4%	*	-	-	-	-	0%	12%	3%	-		2%	4%	-	-	*	*
	CWOD		42%	14%	18%	14%	14%	*	-	-	*	14%	14%	-	14%		17%	11%	*	-	-	25%
	EL Male	12% 28%	16% 36%	4% 14%	- 14%	4% 14%	12%	-		-	*	4% 12%	4% 19%	0% 2%	5% 17%	4% 4%	4% 14%	4%	*	-	*	20%
	Female		40%	10%	*	10%	13%	*	-	-	*	11%	8%	4%	11%	4%	-	10%	*	-	-	29%
B: 1	• "	000/	400/	201	00/	40/	000/			_	00/	00/	70/	00/	70/	40/	00/	00/				040/
Biology	All Students	23%	12%	6%	9%	4%	26%	•	-	•	0%	6%	7%	0%	7%	1%	6%	6%	•	-	•	21%
	CWD	5%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*	-	*	*
	CWOD		13%	7%	13%	5%	32%	*	-	*	0%	7%	8%	-	7%	1%	7%	7%	*	-	*	27%
	EL Male	3% 22%	1% 12%	1% 6%	- 7%	1% 4%	* 19%	-	-	*	*	2% 5%	0% 9%	0% 0%	1% 7%	1% 0%	0% 6%	3%	*	-	*	* 25%
	Female		12%	6%	13%	4%	33%	*	-	_	*	7%	6%	0%	7%	3%	-	6%	*	-	*	17%
STAAR Percent	at Annre	achos	· Grado	l aval a	r Ahovo																	
All Grades	at Appro	Jacines	Grauc	Level O	ADOVE																	
All Subjects	All	77%	75%	61%	65%	59%	80%	*	*	*	100%	58%	68%	32%	66%	41%	58%	64%	68%	-	*	77%
	Students CWD	45%	45%	32%	47%	28%	50%					28%	42%	32%		200/	31%	34%	*		*	48%
	CWOD		79%	66%	75%	64%	85%	*	*	*	100%	63%	72%	JZ /0 -	66%	43%		67%	86%	-	*	85%
	EL	60%	57%	41%	-	41%	*	-	-	-	-	39%	46%	28%	43%	41%	42%	40%	58%	-	*	*
	Male Female	74%	72% 77%	58% 64%	59% 80%	57% 62%	75% 85%	-	*	*	100% 100%	55% 61%	67% 70%	31% 34%	64% 67%	42% 40%		- 64%	63%	-	*	75% 80%
	remaie	1970	1170	04 %	00%	0270	0370		-		100%	0170	7070	34%	07 70	40%	-	0470		-		0070
Reading	All	73%	70%	51%	50%	49%	78%	*	*	*	100%	47%	62%	18%	56%	24%	47%	56%	64%	-	*	73%
	Students CWD	39%	37%	18%	*	18%	*			_		13%	33%	18%		*	18%	20%	*	_		*
	CWOD		74%	56%	63%	53%	85%	*	*	*	100%	52%	66%	-	56%	26%		60%	80%	-	*	83%
	EL	52%	47%	24%	-	25%	*	-	-	-	. -	22%	36%	*		24%		26%	56%	-	-	*
	Male Female	69%	66% 74%	47% 56%	45% 57%	45% 54%	72% 84%	*	*	*	100%	42% 52%	58% 66%	18% 20%		23% 26%		- 56%	62% *	-	- *	70% 77%
	i cinaic	, 11 /0	1470	30 /0	37 70	3470	0470		_			02 /u	0070	2070	00 70	2070	_	JU 70		_		7770
Mathematics		80%	80%	69%	61%	70%	67%	*	-	-	*	68%	73%	36%	76%	58%	68%	72%	*	-	*	71%
	Students CWD	52%	53%	36%	*	34%	*	_	_	_		35%	41%	36%	_	44%	37%	35%		_	*	*
	CWOD		84%	76%	64%	76%	71%	*	-	-	*	75%	78%	-	76%	61%	750/	77%	*	-	-	69%
	EL	70%	70%	58%		58%	*	-	-	-	-	58%		44%	61%			58%	*	-	*	*
	Male Female	78%	79% 81%	68% 72%	50% *	69% 70%	59% 75%	*	-	-	*	66% 71%		37% 35%	75% 77%			- 72%	*	-	*	60% 86%
	i ciliale	02 /0	0170	12/0		7070	1370		-	-		7 1 70	1370	3370	11 70	30 70	-	12/0		-	-	00 /0
Science	All		77%	78%	96%	75%	94%	*	-	*	100%	77%	80%	54%	82%	62%	80%	75%	*	-	*	89%
	Students CWD	48%	49%	54%	88%	46%	83%			_		52%	60%	54%		11%	55%	54%	*	_	*	*
	CWOD		81%	82%	100%	79%	96%	*	-	*	100%	81%	84%	-	82%			78%	*	-	*	95%
	EL	58%	55%	62%	-	61%	*	-	-	-	-	63%	57%	41%	65%	62%	69%	54%	*	-	*	*
	Male Female	78%	76% 78%	80% 75%	93% 100%	78% 72%	94% 93%	*	-	*	*	78% 75%	86% 75%	55%	85% 78%			- 75%	*	-	*	94% 83%
	remaie	00 70	1070	13/0	100 /0	12/0	9370		-	-		1370	7370	J4 /0	1070	J 4 /0	-	1370		-		03 /0
STAAR Percent All Grades	at Meets	Grad	e Level	or Abov	re																	
All Grades All Subjects	All	47%	44%	30%	33%	29%	53%	*	*	*	61%	27%	38%	8%	34%	11%	30%	31%	26%	-	*	48%
	Students																					
	CWD		22% 47%	8% 34%	10%	7% 32%	19%	-	- *	-	- 610/	6%	13%	8%	- 340/		6% 35%	12%	*	-	*	13%
	CWOD EL	26%	47% 24%	34% 11%	45% -	32% 11%	59% *	_	_	_	61% -	31% 11%	41% 12%	3%	34% 12%			33% 10%	36% 17%	-	*	58% *
	Male	45%	43%	30%	31%	28%	46%	-	*	*	55%	26%	40%	6%	35%			-	25%	-	*	42%
	Female	50%	46%	31%	36%	29%	63%	*	-	*	71%	29%	35%	12%	33%	10%	-	31%	*	-	*	59%
Reading	All	46%	42%	27%	33%	25%	54%	*	*	*	56%	23%	37%	6%	30%	6%	26%	29%	29%	_	*	46%
	Students										2270				2370							.570
	CWD	22%	19%	6%	*	5%	*	-	-	-	-	4%	10%	6%	-	*	4%	9%	*	-	-	*
	CWOD EL	48% 21%	45% 20%	30% 6%	44% -	28% 6%	60% *	*	*	* -	56%	26% 6%	40% 9%	- *	30% 7%	7% 6%		31% 7%	40% 22%	-	*	56% *
	Male	41%	38%	26%	30%	24%	41%	-	*	*	- 50%	21%	37%	4%	30%		26%	-	23%	-	-	35%
	Female		46%	29%	36%	27%	68%	*	-	*	*	26%	37%	9%	31%	7%	-	29%	*	-	*	64%
Mathematics	ΔІІ	48%	48%	34%	33%	33%	50%	*	_	_	*	32%	39%	11%	38%	18%	35%	33%	*	_	*	48%
	Students		10 /0	J-7 /0		JU /0	JU /0		-	-		JZ /U	JJ /0	. 1 /0	JU /0	10 /0	JJ /0	JJ /0		-		70 /0
	CWD	26%		11%	*	9%	*	-	-	-	-	6%		11%	-	6%		13%	-	-	*	*
	CWOD	51%	51%	38%	36%	37%	57%	*	-	-	*	37%	42%	-	38%	20%	41%	36%	*	-	-	56%

											Two											
											or		Non									
		04-4-	Di-4-i-		African			Americar		Pacific				-0\4/D	04405			F1-1			Foste	
	EL	33%		tCampus 18%	American I	Hispani 18%	cwnite	Indian	Asıar	ilsiander	Races	19%	Disad\ 15%	6%				Femalei 17%	Migranti *	Homeless	Care	Military
	Male	47%	32% 48%	35%	36%	33%	47%	-	-	-	*	30%	45%	9%	41%			17 70	*	-	*	40%
	Female		48%	33%	*	33%	50%	*	-		*	33%	33%	13%				33%	*	-		57%
	i ciliale	+3/0	40 /0	JJ /6		33 /0	30 70		-	_		33 /0	JJ 70	1370	JU /0	17 70	-	33 /0		-	-	31 /0
Science	All	49%	44%	35%	30%	33%	55%	*	-	*	83%	33%	38%	10%	39%	15%	37%	33%	*	-	*	54%
	Students																					
	CWD	23%	21%	10%	0%	9%	33%	-	-	-	-	10%	10%	10%	-		8%	14%	*	-	*	*
	CWOD		47%	39%	47%	37%	60%	*	-	*	83%	37%	43%	-		17%			*	-	*	59%
	EL	21%	17%	15%	-	15%	*	-	-	-	-	15%	16%	5%	17%			10%	*	-	*	*
	Male	50%	44%	37%	27%	36%	50%	-	-	*	*	34%	43%	8%		20%		-	*	-	*	56%
	Female	49%	43%	33%	38%	30%	60%	*	-	-	*	32%	33%	14%	35%	10%	-	33%	*	-	*	50%
STAAR Percent	t at Maste	rs Gra	ade Lev	/el																		
All Grades All Subjects	All	21%	18%	5%	6%	4%	13%	*	*	*	0%	4%	6%	1%	6%	1%	5%	5%	0%		*	11%
All Oubjects	Students	2170	10 /0	3 /6	070	7 70	1370				0 70	4 /0	070	1 70	0 70	1 70	J /0	370	0 70	-		1170
	CWD	8%	7%	1%	0%	1%	0%	-	-	-	-	0%	3%	1%	-	0%	1%	1%	*	-	*	4%
	CWOD	23%	20%	6%	9%	5%	15%	*	*	*	0%	5%	7%	-	6%	1%	6%	5%	0%	-	*	13%
	EL	9%	8%	1%	-	1%	*	-	-	-	-	1%	1%	0%	1%	1%	1%	1%	0%	-	*	*
	Male	20%	18%	5%	5%	5%	10%	-	*	*	0%	4%	7%	1%	6%	1%	5%	-	0%	-	*	12%
	Female	22%	19%	5%	8%	4%	17%	*	-	*	0%	4%	5%	1%	5%	1%	-	5%	*	-	*	10%
Reading	All	19%	16%	2%	2%	2%	6%	*	*	*	0%	1%	3%	0%	2%	0%	2%	2%	0%	-	*	2%
	Students																					
	CWD	7%	6%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	*	-	-	*
	CWOD		17%	2%	3%	2%	6%	*	*	*	0%	2%	3%	-	2%	0%	2%	2%	0%	-	*	2%
	EL	7%	7%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	0%	-	-	*
	Male	16%	14%	2%	0%	2%	3%	-	*	*	0%	1%	2%	0%	2%	0%	2%	-	0%	-	-	3%
	Female	22%	19%	2%	7%	2%	8%	*	-	*	*	1%	4%	0%	2%	0%	-	2%	*	-	*	0%
Mathematics	All Students	23%	23%	12%	11%	12%	13%	*	-	-	*	11%	14%	3%	14%	4%	14%	10%	*	-	*	24%
	CWD	10%	10%	3%	*	4%	*	-	-	-	-	0%	12%	3%	-	0%	2%	4%	-	-	*	*
	CWOD	25%	25%	14%	18%	14%	14%	*	-	-	*	14%	14%	-	14%	5%	17%	11%	*	-	-	25%
	EL	13%	13%	4%	-	4%	*	-	-	-	-	4%	4%	0%	5%	4%	4%	4%	*	-	*	*
	Male	23%	23%	14%	14%	14%	12%	-	-	-	*	12%	19%	2%	17%	4%	14%	-	*	-	*	20%
	Female	24%	23%	10%	*	10%	13%	*	-	-	*	11%	8%	4%	11%	4%	-	10%	*	-	-	29%
Science	All	22%	16%	6%	9%	4%	26%	*	-	*	0%	6%	7%	0%	7%	1%	6%	6%	*	-	*	21%
	Students																					
	CWD	7%	5%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*	-	*	*
	CWOD		17%	7%	13%	5%	32%	*	-	*	0%	7%	8%	-	7%		7%	7%	*	-	*	27%
	EL	5%	4%	1%	-	1%	*	-	-	-	-	2%	0%	0%	1%		0%	3%	*	-	*	*
	Male	23%	17%	6%	7%	4%	19%	-	-	*	*	5%	9%	0%	7%		6%	-	*	-	*	25%
	Female	21%	15%	6%	13%	4%	33%	*	-	-	*	7%	6%	0%	7%	3%	-	6%	*	-	*	17%

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

Part (iii): Academic Growth and Graduation Rate

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 Disady	CWD	EL
Academic Growth Score											
Reading											
All Students	68	81	68	65	-	-	*	*	65	60	49
CWD	60	*	58	-	-	-	-	-	56	60	*
CWOD	69	79	69	65	-	-	*	*	66	-	51
EL	49	-	49	-	-	-	-	-	47	*	49
Male	69	*	69	*	-	-	-	*	68	62	46
Female	68	*	68	*	-	-	*	-	63	*	52
Mathematics											
All Students	64	*	64	56	-	-	-	*	61	41	48
CWD	41	*	39	*	-	-	-	-	37	41	*
CWOD	68	*	68	*	-	-	-	*	65	-	50
EL	48	-	49	*	-	-	-	-	47	*	48
Male	64	*	64	*	-	-	-	*	61	42	44
Female	64	*	63	*	-	-	-	*	61	40	53

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort C	Fraduation Rate	(Gr 9-12):	Class of 20	17									
All Students	79.9%	75.0%	80.5%	72.2%	-	*	*	80.0%	81.5%	67.9%	57.1%	53.8%	*
CWD	67.9%	*	60.9%	*	-	-	-	*	65.2%	67.9%	33.3%	-	-

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
CWOD	81.0%	73.3%	82.2%	66.7%	-	*	*	*	83.1%	-	59.2%	53.8%	*
EL	57.1%	-	57.1%	-	-	-	-	-	60.6%	33.3%	57.1%	66.7%	-
Male	74.6%	55.6%	74.8%	80.0%	-	*	*	*	75.5%	64.7%	54.1%	44.4%	*
Female	85.3%	100.0%	86.7%	69.2%	-	*	*	*	88.3%	72.7%	60.0%	*	-

- *' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' 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
312	14	4%

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

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

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

Student Success (Student Achie	All Students vement Don		•	White omponen	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	32	35	31	49	*	*	*	*	30	*	18
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	38%	*	39%	43%	-	*	*	*	39%	23%	25%

- * 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 Disady	CWD	EL+
STAAR Performance Status	Otadonto	Amorioan	mopanio	***********	maian	Adian	ioidiidoi	110000	Diodat	0115	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met `	N	Υ	N	N					N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	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	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
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 Prof	ficiency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											N
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Long-Term Goals											46%
Target Met											N
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	0070	N	0070	0070	0070	0070	0070	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	02 /0	N	02.0	02.0	0=.0	02.0	02.0	N N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	0.70	N	0.70	0.70	0.,0	0.70	0.70	N	N	N
·-··g-···			• •						••	• •	• •

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N	N	N

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.

		_	African			American		Pacific	Two or More	Econ	Non Econ						
Participation Ra	nte	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	99%	97%	99%	99%	100%	*	*	100%	99%	99%	98%	99%	100%	99%	99%	100%
	CWD	98%	100%	98%	100%	-	-	-	-	98%	99%	98%	-	100%	97%	99%	100%
	CWOD	99%	95%	99%	99%	100%	*	*	100%	99%	99%	-	99%	100%	99%	99%	100%
	EL	100%	-	100%	100%	-	*	-	-	100%	99%	100%	100%	100%	100%	99%	100%
	Male	99%	97%	99%	98%	4000/	*	*	100%	99%	99%	97%	99%	100%	99%	-	100%
	Female	99%	96%	99%	100%	100%	•		100%	98%	99%	99%	99%	99%	-	99%	
Reading	All Students	99%	96%	99%	100%	*	*	*	100%	99%	100%	98%	99%	100%	99%	99%	100%
	CWD	98%	100%	98%	100%	-	-	-	-	97%	100%	98%	-	100%	98%	98%	*
	CWOD	99%	94%	99%	100%	*	*	*	100%	99%	100%	-	99%	100%	99%	99%	100%
	EL	100%	-	100%	*	-	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	99%	97%	99%	100%	-	*	*	100%	99%	99%	98%	99%	100%	99%	-	100%
	Female	99%	93%	99%	100%	*	*	*	*	98%	100%	98%	99%	100%	-	99%	*
Mathematics	Students	98%	94%	99%	96%	*	-	-	*	98%	99%	97%	99%	99%	98%	98%	*
	CWD	97%	100%	97%	*	-	-	-	-	96%	100%	97%	-	100%	96%	100%	-
	CWOD	99%	91%	99%	95%	*	-	-	*	98%	99%	-	99%	99%	99%	98%	*
	EL	99%	-	99%	*	-	-	-	*	100%	96%	100%	99%	99%	100%	98%	*
	Male	98%	93%	99%	94%	-	-	-	*	98%	100%	96%	99%	100%	98%	-	*
	Female	98%		98%	100%		-	-		98%	98%	100%	98%	98%	-	98%	
Science	All Students	99%	100%	99%	100%	*	-	*	100%	99%	99%	99%	99%	99%	99%	99%	*
	CWD	99%	100%	98%	100%	-	-	-	-	100%	95%	99%	-	100%	98%	100%	*
	CWOD	99%	100%	99%	100%	*	-	*	100%	99%	99%	-	99%	99%	99%	99%	*
	EL .	99%	-	99%		-	-	*	-	100%	97%	100%	99%	99%	100%	99%	
	Male	99%	100%	99%	100%	-	-	•	*	99%	99%	98%	99%	100%	99%	-	*
Non-Participation	Female on Rate	99%	100%	99%	100%		-	-		99%	99%	100%	99%	99%	-	99%	_
All Subjects	All Students	1%	3%	1%	1%	0%	*	*	0%	1%	1%	2%	1%	0%	1%	1%	0%
	CWD	2%	0%	2%	0%	_	_	_	_	2%	1%	2%	_	0%	3%	1%	0%
	CWOD	1%	5%	1%	1%	0%	*	*	0%	1%	1%		1%	0%	1%	1%	0%
	EL	0%	-	0%	0%	_	*	-	-	0%	1%	0%	0%	0%	0%	1%	0%
	Male	1%	3%	1%	2%	-	*	*	0%	1%	1%	3%	1%	0%	1%	-	0%
	Female	1%	4%	1%	0%	0%	*	*	0%	2%	1%	1%	1%	1%	-	1%	*
Reading	All Students	1%	4%	1%	0%	*	*	*	0%	1%	0%	2%	1%	0%	1%	1%	0%
	CWD	2%	0%	2%	0%	-	-	-	-	3%	0%	2%	-	0%	2%	2%	*
	CWOD	1%	6%	1%	0%	*	*	*	0%	1%	0%	-	1%	0%	1%	1%	0%
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	1%	3%	1%	0%	-	*	*	0%	1%	1%	2%	1%	0%	1%	-	0%
	Female	1%	7%	1%	0%	*	*	*	*	2%	0%	2%	1%	0%	-	1%	*
Mathematics	All Students	2%	6%	1%	4%	*	-	-	*	2%	1%	3%	1%	1%	2%	2%	*
	CWD	3%	0%	3%	*	-	-	-	-	4%	0%	3%	-	0%	4%	0%	-
	CWOD	1%	9%	1%	5%	*	-	-	*	2%	1%	-	1%	1%	1%	2%	*
	EL	1%	<u>-</u>	1%	*	-	-	-	-	0%	4%	0%	1%	1%	0%	2%	*
	Male	2%	7%	1%	6%	-	-	-	*	2%	0%	4%	1%	0%	2%	-	*
	Female	2%	*	2%	0%	*	-	-	*	2%	2%	0%	2%	2%	-	2%	*
Science	All Students	1%	0%	1%	0%	*	-	*	0%	1%	1%	1%	1%	1%	1%	1%	*
	CWD	1%	0%	2%	0%	-	-	-	-	0%	5%	1%	40/	0%	2%	0%	*
	CWOD	1%	0%	1%	0% *	*	-	*	0%	1%	1%	- 00/	1%	1%	1%	1%	*
	EL Mala	1%	- 00/	1%		-	-	*	*	0%	3%	0%	1%	1%	0%	1%	*
	Male	1% 1%	0% 0%	1% 1%	0%	*	-		*	1% 1%	1% 1%	2% 0%	1% 1%	0% 1%	1%	10/	*
	Female	1 70	U 70	1%	0%		-	-		170	1 70	U 70	1%	1%	-	1%	

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

Part (viii): Civil Rights Data

Indicates zero observations reported for this group.

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	African	Hianania	Mhito	Indian or Alaska Native	Acion	Pacific Islander	Two or More Races	EL	with	Students with Disabilities (Section 504)
Students Without Disabilities		Students	American	пізрапіс	White	Native	Asian	isianuer	Races	EL	Disabilities	504)
In-School Suspensions												
·	Male	42	*	38	*	*	*	*	*	8		
	Female	21	*	17	*	*	*	*	*	*		
	Total	63	*	55	*	*	*	*	*	10		
Out-of-School Suspensions												
	Male	67	*	61	*	*	*	*	*	19		
	Female	40	*	34	*	*	*	*	*	5		
	Total	107	8	95	*	*	*	*	*	24		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	13	*	11	*	*	*	*	*	*		
	Female	8	*	8	*	*	*	*	*	*		
	Total	21	*	19	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions				_	*	*	*	_	*			
	Male	14	*	8	*	*	*	*	*	*		*
	Female		*		*	*	*	*	*	*		*
	Total	16	*	10	*	*	*	*	*	*		*
Out-of-School Suspensions			*		*	*	*		*			
	Male .	20	*	10 *	*	*	*	*	*	*		*
	Female	6	*		*	*	*	*	*	*		*
	Total	26	6	14	•	^	•	•	•	•		6
Expulsions		_		_	_		_	_				
With Educational Services	Male .	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Mari (51 6 10 1	Total	_	_	*	*	*	*	*	*	_		_
Without Educational Services	Male	_	_	_	*	*	_	_	*	_		_
	Female	_	_	_	_	_	_	_	_	_		_
Hadaa Zaas Talaasaa Dalisisa	Total			*	*	*	*	*				
Under Zero Tolerance Policies	Male			*	*	*			*			
	Female				*							
Cabaal Dalatad Amaasta	Total	•	•	•	•	^	•	^	•	•		•
School-Related Arrests	Mala	*	*	*	*	*	*	*	*	*		*
	Male				*	*			*			
	Female	*	*	*	*	*	*	*	*	*		*
Referrele to Law Caferanas *	Total	•	•	-	•	•	•	•	-	•		•
Referrals to Law Enforcement	Mala	*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
All Studente	Total	**	**		-	**			**			
All Students												
Chronic Absenteeism	Male	134	*	122	ρ	*	*	*	*	20	17	8
	Female	112	*	101	8 5	*	*	*	*	32 14	17	5
	Total	246	*	223	13	*	*	*	*	46	34	13
	iolai	240		223	13					40	34	13

	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	6
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	19
On the basis of race	*
On the basis of disability	*

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

		Total	African	Hismania	White	Indian or Alaska Native	Anina	Pacific	Two or More		Students with Disabilities
Preschool Programs		students	American	ніѕрапіс	wnite	Native	Asian	Islander	Races	EL	Disabilities
Prescribor Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	136	8	113	11	*	*	*	*	8	*
	Female	190	8	161	14	*	*	*	5	11	*
	Total	326	16	274	25	*	*	*	7	19	*
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.

High Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 6.6	Percent 6.6%
Teachers Teaching with Emergency or Provisional Credentials	2.0	2.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	18.4	19.6%

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%	88	2%	-	-
Mathematics	6,020	1%	88	2%	-	-
Grade 4 Reading	6,061	1%	66	2%	-	-
Mathematics	6,056	1%	66	2%	-	-
Grade 5 Reading	6,162	2%	82	2%	-	-
Mathematics	6,160	1%	82	2%	-	-
Science	6,164	1%	82	2%	-	-
Grade 6 Reading	5,678	1%	60	2%	-	-
Mathematics	5,677	1%	60	1%	-	-

	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 7 Reading	5,298	1%	55	1%		-
Mathematics	5,294	1%	55	1%	-	-
Grade 8 Reading	5,088	1%	49	1%	-	-
Mathematics	5,087	2%	49	2%	-	-
Science	5,087	1%	49	1%	-	-
End of Course English I	4,868	1%	40	1%	*	*
English II	4,556	1%	28	0%	*	*
Algebra I	4,884	1%	41	1%	*	*
Biology	4,861	1%	44	1%	*	*
All Grades All Subjects	99,020	1%	1,084	1%	10	0%
Reading	43,730	1%	468	1%	*	*
Mathematics	39,178	1%	441	2%	*	*
Science	16,112	1%	175	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 Aho	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
Orauc 4	rtoading	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
			∠ I *	52 52	3 4 *	28	33 *	3 4 17	*	
		American Indian								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
		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
			29	47	44	39	23	13	4	2
		English Language Learners	29	41	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
	Mathomatico	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	36 24	37	32	40	32
		Pacific Islander	3 *	36	19 *	24 39	31 *	32 18	40 *	32 6
			24	27	43	36	24	25	8	13
		Two or More Races								
		Econ Disadv	40 67	45 60	40 23	37 22	17	15 7	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		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

^{*&#}x27; Indicates reporting standards not met.

Source: TEA Division of Student Assessment

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

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

Data are not available.

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^{&#}x27;n/a' Indicates data reporting is not applicable for this group.