



Texas Education Agency  
2022 Federal Report Card  
AUSTIN H S (227901002) - AUSTIN ISD - TRAVIS COUNTY

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- 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 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: STAAR Component Only	10%
High Schools and K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.















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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	78	*	75	82	*	58	-	57	82	59	100
<b>Mathematics</b>											
All Students	56	*	50	65	-	*	-	*	47	35	45
CWD	35	*	17	64	-	-	-	-	6	35	*
CWOD	63	*	64	66	-	*	-	*	60	-	63
EL •	45	-	40	*	-	-	-	-	50	*	45
Male	53	*	39	69	-	-	-	*	44	50	43
Female	59	*	59	60	-	*	-	-	50	22	*

- Indicates there are no students in the group.

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

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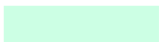
Total EL in Class	Proficiency of EL	Rate of Proficiency
120	23	19%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates data reporting does not meet for Minimum Size.

**School Quality or Student Success (SQSS)**

Provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

All Students	African American	Hispanic	White									









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arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)





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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	26
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	14
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	2
On the basis of disability	2
On the basis of sexual orientation	0
On the basis of religion	0

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Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in pri 7wBol Progrent accr0.28 130 d 0 J0 j 0 272.16 769.24 0.43 re B\* 0 d 1 J1 j 07644.91 356 q 0aj 0 245.52 769.24 0.43 re B\* 0 d 1 .



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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	127	3	38	81	0	1	0	4	1	5
	Female	130	3	53	67	0	2	0	5	0	1
	Total	257	6	91	148	0	3	0	9	1	6

- Indicates there are no data available in the group.
  - 3 Indicates skip logic failure.
  - 8 Indicates EDFacts missing data.
  - 9 Indicates not applicable / skipped.
  - 11 Indicates suppressed data.
- 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 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 School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders		






This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	7%	11%	11%	4%	0%	4%	*	4%	17%	11%	20%

- Indicates there are no students in the group.
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