







Texas Education Agency  
2023 Federal Report Card  
MCCALLUM H S (227901005) - 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-12s; 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, K-12s, and AEAs	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%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

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

Texas Education Agency  
2023 Federal Report Card  
MCCALLUM H S (227901005) - AUSTIN ISD - TRAVIS COUNTY

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)











Texas Education Agency  
 2023 Federal Report Card  
 MCCALLUM H S (227901005) - AUSTIN ISD - TRAVIS COUNTY

[Redacted]	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female				

Texas Education Agency  
2023 Federal Report Card  
MCCALLUM H S (227901005) - AUSTIN ISD - TRAVIS COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	87	75	96	81	-	-	-	*	90	96	100
Female	93	79	96	93	-	*	-	*	93	89	91

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2022.

	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 Graduation Rate (Gr 9-12): Class of 2022													
All Students	97.5%	91.7%	97.2%	98.0%	*	100.0%	-	100.0%	94.2%	88.9%	100.0%	85.7%	-
CWD	88.9%	71.4%	92.3%	100.0%	-	-	-	-	76.9%	88.9%	*	*	-
CWOD	98.0%	100.0%	97.7%	97.9%	*	100.0%	-	100.0%	97.3%	-	100.0%	100.0%	-
EL €	100.0%	-	100.0%	*	-	*	-	-	100.0%	*	100.0%	-	-
Male	97.7%	90.9%	97.2%	98.4%	*	*	-	100.0%	95.2%	94.4%	100.0%	*	-
Female	97.2%	92.3%	97.2%	97.5%	-	*	-	100.0%	93.2%	77.8%	*	*	-

- Indicates there are no students in the group.

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

€ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
99	24	24%

- 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.

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

Texas Education Agency  
2023 Federal Report Card  
MCCALLUM H S (227901005) - AUSTIN ISD - TRAVIS COUNTY

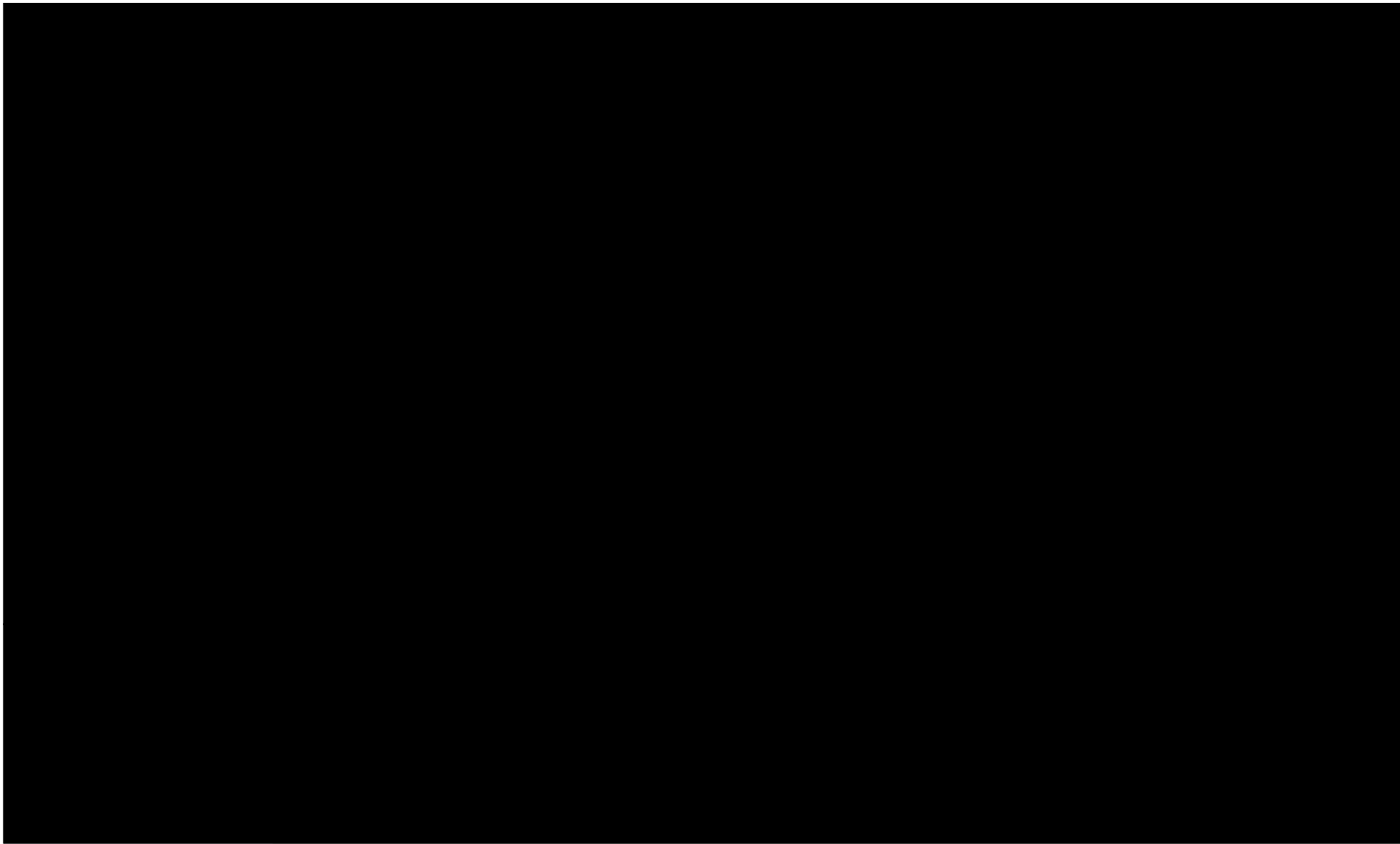
This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the



Texas Education Agency  
2023 Federal Report Card  
MCCALLUM H S (227901005) - AUSTIN ISD - TRAVIS COUNTY

		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
Reading	All Students	97%	93%	95%	98%	-	100%	*	100%	94%	98%	92%	98%	96%	98%	96%	-
	CWD	92%	83%	92%	93%	-	*	-	*	93%	90%	92%	-	97%	94%	88%	-
	CWOD	98%	98%	96%	99%	-	100%	*	100%	94%	99%	-	98%	96%	99%	97%	-
	EL	96%	*	95%	100%	-	100%	-	-	96%	96%	97%	96%	96%	95%	97%	-
	Male	98%	100%	97%	98%	-	100%	*	100%	96%	99%	94%	99%	95%	98%	-	-
	Female	96%	87%	93%	98%	-	100%	*	100%	92%	98%	88%	97%	97%	-	96%	-
Mathematics	All Students	96%	95%	95%	98%	-	92%	-	95%	94%	97%	92%	97%	93%	98%	95%	-
	CWD	92%	91%	91%	92%	-	*	-	*	92%	92%	92%	-	100%	98%	84%	-
	CWOD	97%	96%	96%	99%	-	92%	-	94%	95%	98%	-	97%	91%	98%	97%	-
	EL	93%	-	94%	100%	-	83%	-	-	92%	100%	100%	91%	93%	95%	91%	-
	Male	98%	100%	97%	97%	-	*	-	100%	96%	99%	98%	98%	95%	98%	-	-
	Female	95%	91%	92%	99%	-	89%	-	89%	93%	96%	84%	97%	91%	-	95%	-
Science	All Students	97%	97%	97%	98%	-	93%	*	100%	95%	98%	96%	97%	98%	100%	96%	-
	CWD	96%	89%	93%	100%	-	-	-	*	94%	97%	96%	-	100%	100%	90%	-
	CWOD	97%	100%	97%	97%	-	93%	*	100%	96%	98%	-	97%	98%	100%	96%	-
	EL	98%	-	100%	100%	-	*	-	-	97%	100%	100%	98%	98%	100%	96%	-
	Male	100%	100%	100%	99%	-	*	-	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	96%	95%	94%	96%	-	92%	*	100%	92%	97%	90%	96%	96%	-	96%	-
SAT/ACT All Subjects	All Students	99%	100%	100%	99%	-	*	-	90%	100%	99%	*	99%	-	100%	98%	-
	CWD	*	-	-	*	-	-	-	*	*	*	*	-	-	*	*	-
	CWOD	99%	100%	100%	99%	-	*	-	89%	100%	99%	-	99%	-	100%	98%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	-	100%	-	-
	Female	98%	100%	100%	99%	-	*	-	83%	100%	98%	*	98%	-	-	98%	-
Non-Participation Rate																	
All Subjects	All Students	3%	6%	5%	2%	-	4%	*	1%	6%	2%	7%	2%	4%	2%	4%	-
	CWD	7%	14%	8%	5%	-	*	-	0%	7%	8%	7%	-	2%	4%	13%	-
	CWOD	2%	2%	4%	2%	-	4%	*	1%	5%	2%	-	2%	4%	1%	3%	-
	EL	4%	*	4%	0%	-	9%	-	-	4%	3%	2%	4%	4%	4%	4%	-
	Male	2%	0%	2%	2%	-	0%	*	0%	3%	1%	4%	1%	4%	2%	-	-
	Female	4%	10%	7%	2%	-	5%	*	2%	8%	3%	13%	3%	4%	-	4%	-
Reading	All Students	3%	7%	5%	2%	-	0%	*	0%	6%	2%	8%	2%	4%	2%	4%	-
	CWD	8%															

Tw							
Under	Races	Dis	DD	EL	Male	Female	Migrant
*	0%	8%	0%	3%	-	4%	-
-	5%	6%	0%	7%	2%	5%	-
-	*	8%	-	0%	2%	16%	-
-	6%	5%	0%	9%	2%	3%	-
-	-	8%	0%	7%	5%	9%	-
-	0%	4%	0%	5%	2%	-	-
-	11%	7%	0%	5%	2%	-	-



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Texas Education Agency  
2023 Federal Report Card

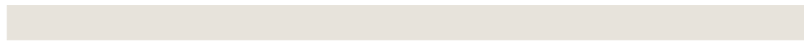


Texas Education Agency  
2023 Federal Report Card  
MCCALLUM H S (227901005) - AUSTIN ISD - TRAVIS COUNTY

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	State Number of ALT2	State Rate of ALT2	District Number	Number		
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State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

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

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (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
In-State Public Institutions	43%	36%	45%	43%	*	*	-	32%	36%	47%	*
In-State Private Institutions	3%	-	*	3%	-	*	-	*	*	-	-
Out-of-State Institutions	28%	15%	22%	32%	-	*	-	48%	9%	*	*

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism

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 2021-22 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	24%	43%	31%	19%	*	27%	*	22%	44%	35%	37%