

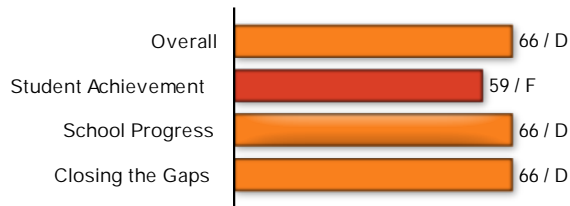
Texas Education Agency
2018-19 School Report Card
WALNUT CREEK EL (227901141)

Accountability Rating



WALNUT CREEK EL earned a D (60-69) for performance that needs improvement by serving too few students well. Not enough students made adequate academic progress for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for WALNUT CREEK EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: AUSTIN ISD
Campus Type: Elementary
Total Students: 653
Grade Span: EE - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ELA/Reading
- Mathematics
- Science
- Comparative Academic Growth
- Comparative Closing the Gaps
- Postsecondary Readiness

School and Student Information

This section provides demographic information about WALNUT CREEK EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.1%	94.9%	95.4%
Enrollment by Race/Ethnicity			
African American	9.3%	7.1%	12.6%
Hispanic	77.3%	55.5%	52.6%
White	8.0%	29.5%	27.4%
American Indian	0.2%	0.1%	0.4%
Asian	4.3%	4.4%	4.5%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.9%	3.2%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	95.4%	53.5%	60.6%
English Learners	77.3%	27.2%	19.5%
Special Education	13.5%	12.0%	9.6%
Mobility Rate (2017-18)	22.8%	16.4%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 1	2.0	18.9	18.8
Grade 4	21.0	18.1	19.2
Grade 5	23.0	23.0	21.2

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information 1.00019u 578 /TT5 8.19 T

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Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	37%	36%	50%	42%	0%	-	-	-	*	31%
2018	38%	38%	29%	*	30%	*	-	*	-	-	*
Mathematics											
2019	45%	42%	38%	50%	44%	0%	-	-	-	-	40%
2018	47%	44%	56%	*	57%	*	-	*	-	-	73%
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	80%	59%	38%	65%	*	-	-	-	*	31%
Students Requiring Accelerated Instruction											
2019	22%	20%	41%	63%	35%	*	-	-	-	*	69%
STAAR Cumulative Met Standard											
2019	86%	88%	75%	63%	80%	*	-	-	-	*	46%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	83%	71%	50%	75%	*	-	-	-	*	54%
Students Requiring Accelerated Instruction											
2019	17%	17%	29%	50%	25%	*	-	-	-	*	46%
STAAR Cumulative Met Standard											
2019	90%	91%	83%	75%	86%	*	-	-	-	*	69%

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 - Indicates zero observations reported for this group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

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