

**Texas Education Agency
2017-18 School Report Card
ANNUNCIATIONMATERNITY HOME (227806017)**

District Name: **UNIVERSITY OF TEXAS UNIVERSITY CHA**
Campus Type: **High School**

Total Students: **8**
Grade Span: **08 - 12**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Not Rated	N/A
Student Achievement	Not Rated	N/A
School Progress	Not Rated	N/A
Closing the Gaps	Not Rated	N/A

2018 Accountability Rating

Not Rated

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, 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		Campus	District	State
Attendance Rate (2016-17)	*	92.7%	95.7%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Secondary			
African American	12.5%	18.2%	12.6%	English/Language Arts	2.0	3.7	16.7
Hispanic	62.5%	40.2%	52.4%	Mathematics	2.5	3.6	17.9
White	12.5%	35.8%	27.8%	Science	2.0	4.1	19.0
American Indian	0.0%	1.6%	0.4%				
Asian	12.5%	0.6%	4.4%				
Pacific Islander	0.0%	0.1%	0.1%				
Two or More Races	0.0%	3.4%	2.3%				
Enrollment by Student Group							
Economically Disadvantaged	50.0%	57.7%	58.8%				
English Learners	12.5%	11.3%	18.8%				
Special Education	50.0%	32.3%	9.1%				
Mobility Rate (2016-17)	80.0%	92.0%	16.0%				

School Financial Information (2016-17)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	75.4%	64.4%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	75.4%	63.1%	Total Operating Expenditures	\$25,216	\$17,031	\$9,503
				Instruction	\$16,960	\$9,821	\$5,338
				Instructional Leadership	\$4	\$114	\$149
				School Leadership	\$5,207	\$2,258	\$555

For more information about this campus, please see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/index.html>.

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2018	77%	56%	*	-	*	-	-	-	-	-	-
	2017	75%	70%	*	-	*	-	-	*	-	-	-
Reading	2018	74%	52%	*	-	*	-	-	-	-	-	-
	2017	72%	61%	*	-	*	-	-	*	-	-	-
Mathematics	2017	79%	74%	*	-	*	-	-	*	-	-	-
Writing	2017	67%	*	*	-	-	-	-	*	-	-	-
Science	2017	79%	*	*	-	*	-	-	-	-	-	-
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	36%	*	-	*	-	-	-	-	-	-
	2017	45%	48%	*	-	*	-	-	*	-	-	-
Reading	2018	46%	28%	*	-	*	-	-	-	-	-	-
	2017	44%	45%	*	-	*	-	-	*	-	-	-
Mathematics	2017	46%	57%	*	-	*	-	-	*	-	-	-
Writing	2017	36%	*	*	-	-	-	-	*	-	-	-
Science	2017	49%	*	*	-	*	-	-	-	-	-	-
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	19%	*	-	*	-	-	-	-	-	-
	2017	20%	23%	*	-	*	-	-	*	-	-	-
Reading	2018	19%	11%	*	-	*	-	-	-	-	-	-
	2017	19%	20%	*	-	*	-	-	*	-	-	-
Mathematics	2017	22%	36%	*	-	*	-	-	*	-	-	-
Writing	2017	11%	*	*	-	-	-	-	*	-	-	-
Science	2017	19%	*	*	-	*	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2016-17	1.9%	7.0%	*	-	*	-	-	-	-	-	-
2015-16	2.0%	4.6%	*	-	*	*	-	-	-	-	*
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	89.7%	17.1%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	31.7%	-	-	-	-	-	-	-	-	-
Class of 2016											
Graduated	89.1%	32.1%	*	-	*	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.8%	50.0%	*	-	*	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	91.6%	37.9%	*	-	*	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.4%	51.7%	*	-	*	-	-	-	-	-	-
Class of 2015											
Graduated	91.3%	21.9%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.3%	46.9%	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2015											
Graduated	91.8%	21.9%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.3%	43.8%	-	-	-	-	-	-	-	-	-
Class of 2014											
Graduated	90.9%	37.8%	66.7%	-	*	*	-	-	-	*	*
Graduates, TxCHSE, & Cont	92.8%	54.1%	66.7%	-	*	*	-	-	-	*	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2017	89.7%	16.7%	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	35.5%	*	-	*	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2017	88.5%	16.7%	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	55.6%	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2017	85.9%	14.3%	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	55.6%	-	-	-	-	-	-	-	-	-
College, Career, and Military Ready (Annual Graduates)											
2016-17	54.2%	50.0%	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)											
Tested											
Class of 2017	73.5%	11.1%	-	-	-	-	-	-	-	-	-
Class of 2016	71.6%	0.0%	-	-	-	-	-	-	-	-	-
Average SAT Score											
Class of 2017	1019	*	-	-	-	-	-	-	-	-	-
Class of 2016	1375	-	-	-	-	-	-	-	-	-	-
Average ACT Score											
Class of 2017	20.3	-	-	-	-	-	-	-	-	-	-
Class of 2016	20.3	-	-	-	-	-	-	-	-	-	-

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