Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: ALVARADO INT Campus ID: 126901104 District Name: ALVARADO ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

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 assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the 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);

State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perfor	mance (At Meets Grade Level o	or Above)										
Reading/ELA	Baseline 2016-17 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%
	2027-28 through 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%
Mathematics	Baseline 2016-17 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 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 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 Progress												
• • • • • • • • • • • • • • • • • • • •	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate:	4-Year Longitudinal Rate^											
	Baseline 2016-17 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%
	2022-23 through 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%
	-											

^{&#}x27;N' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

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 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 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;

A 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 (90-100), 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; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(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.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

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); and

Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement 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 are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must 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, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Two

		State	Distric	t Campus	Afr S Amer	Hispani	ic White	Amer				Econ Disady		CWD	CWOD) EL	Male	Female	Migrar	nt Homeless	Foste Care	
STAAR Perce	nt at Ani																					
	πι αι Αμ	JI Uac	iles Gi	aue Le	vei oi A	ADOVE																
Grade 4	AII	740/	620/	C20/	1000/	600/	620/	*	*		750/	600/	600/	240/	669/	E40/	E00/	600/		*		*
Reading	All Students	74%	63%	63%	100%	60%	63%			-	75%	60%	68%	21%	66%	51%	58%	68%	-		-	
	CWD	44%	21%	21%	_	25%	14%	_	_	_	*	17%	33%	21%	_	*	13%	38%	_	*	_	_
	CWOD		66%	66%	100%	63%	67%	*	*	_	80%	64%	71%		66%	53%	64%	70%	_	_	_	*
	EL	64%	51%	51%	-	54%	*	_	*	_	-	50%	55%	*	53%		50%	52%	-	_	_	_
	Male	71%	58%	58%	*	60%	56%	*	*	-	80%	57%	62%	13%	64%		58%	-	-	*	-	*
	Female	77%	68%	68%	*	60%	71%	-	*	-	71%	64%	74%	38%	70%	52%	-	68%	-	-	-	-
Mathematic		74%	44%	44%	57%	44%	44%	*	*	-	25%	41%	49%	21%	46%	41%	41%	47%	-	*	-	*
	Students	460/	040/	240/		400/	200/				*	470/	220/	240/		*	400/	050/		*		
	CWD	46%	21%	21%	- 570/	13%	29%	-	*	-	200/	17%	33%	21%	460/	420/	19%	25%	-		-	*
	CWOD EL	69%	46% 41%	46% 41%	57% -	46% 40%	46%		*	-	30%	44% 42%	51% 36%	*	46% 43%		43% 50%	49% 32%	-	-	-	
	Male	74%	41%	41%	*	45%	40%	*	*	-	20%	40%	44%	19%	43%		41%	3270	-	*	-	*
	Female		47%	47%	*	43%	50%	_	*	-	29%	43%	54%	25%	49%	32%		47%	_	_	_	_
	remaie	1 - 70	47 70	47 70		4070	JO 70	_			2570	4070	O-770	2070	4570	02 /0	_	41 /0		_	_	
Grade 5																						
Reading	All	86%	72%	72%	67%	67%	76%	*	-	-	91%	69%	78%	54%	74%	61%	66%	79%	*	*	-	*
· ·	Students																					
	CWD	55%	54%	54%	-	56%	50%	-	-	-	*	56%	50%	54%	-	*	44%	75%	-	-	-	-
	CWOD		74%	74%	67%	68%	78%	*	-	-	90%	70%	81%	-	74%		69%	80%	*	*	-	*
	EL	77%	61%	61%	-	61%	*	*	-	-	-	60%	*		60%		59%	63%	*	-	-	
	Male	83%	66%	66%	40%	66%	68%	*	-	-	83%	65%	69%	44%	69%		66%	-	*	*	-	*
	Female	88%	79%	79%	*	68%	86%	*	-	-	100%	74%	91%	75%	80%	63%	-	79%	-	-	-	-
Mathematics	s All Students	89%	80%	80%	78%	79%	82%	*	-	-	82%	79%	84%	88%	80%	75%	77%	85%	*	*	-	*
	CWD	68%	88%	88%	-	78%	93%	-	-	-	*	88%	88%	88%	-	*	81%	100%	-	-	-	-
	CWOD		80%	80%	78%	79%	81%	*	-	-	80%	78%	83%	-	80%		76%	84%	*	*	-	*
	EL	85%	75%	75%	-	76%	*	*	-	-	-	74%	*	*	75%		70%	81%	*	-	-	-
	Male	88%	77%	77%	60%	75%	80%	*	-	-	83%	77%	76%	81%	76%		77%		*	*	-	*
	Female	90%	85%	85%	*	85%	85%	*	-	-	80%	81%	93%	100%	84%	81%	-	85%	-	-	-	-
Science	All Students	74%	56%	56%	50%	45%	62%	*	-	-	91%	51%	66%	38%	58%	36%	56%	56%	*	*	-	*
	CWD	45%	38%	38%	-	44%	29%	-	-	-	*	44%	25%	38%	-	*	44%	25%	-	-	-	-
	CWOD	77%	58%	58%	50%	45%	65%	*	-	-	90%	52%	69%	-	58%	35%	57%	58%	*	*	-	*
	EL	60%	36%	36%	-	35%	*	*	-	-	-	35%	*	*	35%		35%	37%	*	-	-	-
	Male	74%	56%	56%	*	46%	61%	*	-	-	83%	53%	62%	44%	57%		56%	-	*	*	-	*
	Female	73%	56%	56%	*	44%	63%	*	-	-	100%	50%	70%	25%	58%	37%	-	56%	-	-	-	-
Grade 6																						
Reading	All	67%	53%	53%	*	46%	62%	*	*	_	17%	49%	62%	36%	54%	34%	45%	61%	_	*	_	*
reading	Students	07 70	JJ /0	JJ /6		- -0 /0	UZ /0			-	17 70	- 3/0	OZ /0	JJ 70	U -1 /0	U-T /0	- -J /0	0170	-		-	
	CWD	33%	36%	36%	-	29%	43%	*	-	-	-	36%	38%	36%	-	40%	27%	57%	-	-	-	-
	CWOD		54%	54%	*	47%	64%	*	*	-	17%	50%	64%	-	54%		48%	61%	-	*	-	*
	EL	42%	34%	34%	-	33%	*	*	-	-	-	36%	17%	40%	33%		38%	27%	-	-	-	-
	Male	62%	45%	45%	*	45%	49%	*	-	-	20%	39%	60%	27%	48%		45%	-	-	-	-	*
	Female	71%	61%	61%	*	47%	74%	-	*	-	*	59%	64%	57%	61%	27%	-	61%	-	*	-	*
Mathematic	s All Students	80%	68%	68%	*	61%	74%	*	*	-	83%	67%	70%	50%	70%	49%	69%	67%	-	*	-	*
	CWD	50%	50%	50%	_	43%	57%	*	_	_	_	57%	38%	50%	_	60%	47%	57%	_	_	_	-
	CWOD		70%	70%	*	62%	76%	*	*	-	83%	68%	73%	-	70%		72%	68%	-	*	-	*
	EL	67%	49%	49%	-	49%	*	*	-	-	-	47%	67%	60%	48%		51%	45%	-	-	-	-
	Male	78%	69%	69%	*	61%	76%	*	-	-	80%	67%	74%	47%	72%	51%	69%	-	-	-	-	*
	Female	81%	67%	67%	*	61%	71%	-	*	-	*	68%	66%	57%	68%	45%	-	67%	-	*	-	*

Two
or Non
Afr Amer Pac More Econ Econ
State District Campus Amer Hispanic White Ind Asian Isl Races Disadv CWD CWOD EL Male Female Migrant Homeless Care Military

STAAR Perce	ent at Me	ets Gı	rade Lo	evel or A	Above																	
Grade 4 Reading	All	43%	30%	30%	29%	26%	33%	*	*		33%	25%	40%	13%	32%	19% 25	% 36%	<u>.</u>	,	*		*
Reading	Students	43%	30%	30%	29%	20%	3370			-	3370	25%	40%	1370	3270	1970 23	/0 307	-			-	
	CWD	24%	13%	13%	-	13%	14%	-	-	-	*	11%	17%	13%	-	* 69	25%	, o -	1	*	-	-
	CWOD		32%	32%	29%	27%	35%	*	*	-	40%	26%	42%	-	32%	20% 27				-	-	*
	EL	30%	19%	19%	- *	19%	*	-	*	-	-	17%	27%	*	20%	19% 25		, -		-	-	-
	Male Female	41%	25% 36%	25% 36%	*	28% 23%	24% 44%	-	*	-	20% 43%	24% 26%	26% 52%	6% 25%	27% 37%	25% 25° 13% -	% - 36%	-			-	-
	i emale	4070	30 /0	30 /8		2570	44 /0	-		-	4070	2070	JZ /0	2570	37 70	1370 -	30 /	-			-	-
Mathematic		46%	16%	16%	0%	15%	17%	*	*	-	17%	12%	25%	8%	17%	13% 14	% 18%	, -	,	*	-	*
	Students	27%	8%	8%		120/	7%				*	6%	17%	8%		* 09	6 25%	,	,	*		
	CWD		17%	17%	0%	13% 15%	18%	*	*	-	20%	12%	26%	070	- 17%	13% 16				_		*
	EL	39%	13%	13%	-	12%	*	-	*	-	-	12%	18%	*	13%	13% 16				-	-	-
	Male	48%	14%	14%	*	16%	14%	*	*	-	20%	13%	20%	0%	16%	16% 14		-	1	*	-	*
	Female	45%	18%	18%	*	15%	21%	-	*	-	14%	10%	30%	25%	18%	10% -	18%	· -		-	-	-
Grade 5																						
Reading	All	53%	33%	33%	0%	23%	41%	*	-	_	45%	26%	46%	21%	34%	17% 31	% 35%	*		*	-	*
Ü	Students																					
	CWD	27%	21%	21%	-	33%	7%	-	-	-	*	25%	13%	21%	-	* 25				-	-	-
	CWOD EL	56% 36%	34% 17%	34% 17%	0% -	22% 18%	44% *	*	-	-	40%	27% 18%	49%	*	34% 16%	16% 32°			•	*	-	*
	Male	50%	31%	31%	0%	22%	39%	*	-	-	- 50%	26%	43%	25%	32%	19% 31		*		*	-	*
	Female		35%	35%	*	25%	44%	*	-	-	40%	27%	51%	13%	36%	15% -	35%	, o -		-	-	-
Mathematic		57%	27%	27%	0%	26%	28%	*	-	-	45%	25%	31%	25%	27%	25% 30	% 24%	*	,	*	-	*
	Students CWD	31%	25%	25%		56%	0%	_	_	_	*	31%	13%	25%	_	* 31	% 13%	, -		_	_	_
	CWOD		27%	27%	0%	23%	31%	*	-	-	40%	25%	33%		- 27%	24% 30			,	*	-	*
	EL	46%	25%	25%	-	26%	*	*	-	-	-	24%	*	*	24%	25% 27				-	-	-
	Male	56%	30%	30%	0%	29%	31%	*	-	-	50%	29%	31%	31%	30%	27% 30		. *	,	*	-	*
	Female	5/%	24%	24%	-	23%	25%	-	-	-	40%	20%	30%	13%	24%	22% -	24%	o -		-	-	-
Science	All	48%	22%	22%	25%	13%	27%	*	_	_	45%	19%	28%	13%	23%	11% 23	% 20%	, *	,	*	_	*
	Students																					
	CWD	27%	13%	13%		22%	0%	-	-	-	*	19%	0%	13%		* 19				-	-	-
	CWOD	50% 31%	23% 11%	23% 11%	25%	12% 11%	29%	*	-	-	40%	19% 11%	31%	*	23% 10%	10% 24°			,	*	-	*
	EL Male	50%	23%	23%	*	13%	30%	*	-	-	- 50%	19%	32%	19%	24%	8% 23		*	,	- *		*
	Female		20%	20%	*	13%	22%	*	-	-	40%	18%	23%	0%	21%	15% -	20%	, o -		-	-	-
Grade 6						4=0/						- 404										
Reading	All	36%	24%	24%	*	15%	33%	*	*	-	0%	21%	30%	32%	23%	10% 18	% 30%	· -	•	*	-	*
	Students CWD	19%	32%	32%	_	29%	36%	*	_	_	_	36%	25%	32%	_	40% 27	% 43%	, -		_	_	_
	CWOD		23%	23%	*	15%	33%	*	*	-	0%	20%	30%	-	23%	7% 17			1	*	-	*
	EL	14%	10%	10%	-	11%	*	*	-	-	-	11%	0%	40%	7%	10% 119		-		-	-	-
	Male Female	33%	18% 30%	18% 30%	*	11% 20%	27% 39%	*	*	-	0%	18% 24%	19% 40%	27% 43%	17% 29%	11% 18' 9% -	% - 30%	-		- *	-	*
	remale	40 /0	30 /6	30 /6		20 /0	3970	-		•		24 /0	40 /0	45/0	29 /0	370 -	30 /	-			-	
Mathematic	s All	46%	24%	24%	*	20%	29%	*	*	-	0%	22%	28%	23%	24%	17% 22	% 26%	, o -	,	*	-	*
	Students			/								2001										
	CWD	23%	23% 24%	23% 24%	*	29% 20%	21% 30%	*	*	-	0%	29% 21%	13% 29%	23%	- 24%	40% 13° 15% 23°				- *	-	*
	EL	27%	17%	17%	_	18%	30%	*	_	-	-	19%	0%	40%	15%	17% 16				_		_
	Male	45%	22%	22%	*	15%	30%	*	-	-	0%	19%	28%	13%	23%	16% 22		-		-	-	*
	Female	46%	26%	26%	*	25%	29%	-	*	-	*	25%	28%	43%	25%	18% -	26%	, -	1	*	-	*
TAAR Perce	nt at Ma	etare	Grado	Lovel																		
Grade 4	int at ma	31013	Orace	Level																		
Reading	All	21%	11%	11%	0%	10%	12%	*	*	-	17%	7%	21%	4%	12%	8% 9%	6 14%	, o -	,	*	-	*
•	Students																					
	CWD	8%	4%	4%	-	13%	0%	-	-	-	*	0%	17%	4%	4001	* 09			,	*	-	-
	CWOD EL	23% 12%	12% 8%	12% 8%	0% -	10% 7%	13%	-	*	-	20%	8% 6%	21% 18%	*	12% 8%	8% 10°				-	-	-
	⊏∟ Male	20%	9%	9%	*	10%	8%	*	*	-	20%	7%	14%	0%	10%	9% 9%		-	,	*	-	*
	Female		14%	14%	*	11%	16%	-	*	-	14%	6%	26%	13%	14%	6% -	14%	, -		-	-	-
Mathematic		27%	6%	6%	0%	4%	7%	*	*	-	8%	3%	11%	8%	5%	3% 5%	6%	-	,	*	-	*
	Students CWD	13%	8%	8%	_	13%	7%	_	_	_	*	6%	17%	8%	_	* 09	6 25%	, p -	,	*	_	_
	CWOD		5%	5%	0%	3%	7%	*	*	-	10%	3%	11%	-	5%	3% 6%				-	-	*
	EL	20%	3%	3%	-	2%	*	-	*	-	-	2%	9%	*	3%	3% 3%	3%			-	-	-
	Male	29%	5% 6%	5% 6%	*	5% 2%	5% 9%	*	*	-	20%	4% 3%	10%	0% 25%	6% 5%	3% 5% 3% -	6% 6%	-	,	*	-	*
	Female	∠5%	6%	6%	-	2%	9%	-	-	-	0%	5%	12%	25%	5%	3% -	6%	-		-	-	-
Grade 5																						
Reading	All	29%	14%	14%	0%	10%	17%	*	-	-	18%	12%	19%	0%	15%	8% 119	6 17%	*	,	*	-	*
3	Students																					
	CWD	9%	0%	0%	-	0%	0%	-	-	-	*	0%	0%	0%	450/	* 09			:	- *	-	-
	CWOD EL	31% 14%	15% 8%	15% 8%	0% -	11% 8%	18% *	*	-	-	20%	13% 8%	20%	*	15% 8%	8% 12°		0		-	-	-
	Male	26%	11%	11%	0%	11%	13%	*	-	-	0%	10%	15%	0%	12%	11% 11		*	,	*	-	*
	Female	31%	17%	17%	*	9%	22%	*	-	-	40%	14%	23%	0%	18%	4% -	17%	, -		-	-	-

Two or

											or		Non									
Mathematics	All	State	District 11%	Campus 11%	Afr Amer 0%	Hispanio	White 13%	Amer Ind	Asian		More Races 9%	Econ Disadv 8%		CWD 4%	CWOD 11%	EL 5%	Male 13%	Female 8%	Migrant	Homeless	Foster Care	
	Students				070				-	-	970				1170	370					-	
	CWD CWOD	14% 38%	4% 11%	4% 11%	- 0%	0% 8%	0% 14%	*	-	-	* 0%	6% 8%	0% 18%	4% -	- 11%	* 5%	6% 13%	0% 9%	*	*	-	*
	EL Male	24% 36%	5% 13%	5% 13%	- 0%	5% 8%	* 16%	*	-	-	- 17%	5% 8%	* 22%	* 6%	5% 13%	5% 3%	3% 13%	7% -	*	- *	-	- *
	Female		8%	8%	*	8%	10%	*	-	-	0%	8%	9%	0%	9%	7%	-	8%	-	-	-	-
Science	All Students	23%	6%	6%	0%	3%	8%	*	-	-	9%	4%	10%	0%	6%	2%	9%	2%	*	*	-	*
	CWD	11%	0% 6%	0% 6%	- 0%	0% 4%	0% 9%	- *	-	-	* 10%	0% 4%	0% 11%	0%	- 6%	* 2%	0% 10%	0% 2%	-	- *	-	-
	EL	11%	2%	2%	-	2%	*	*	-	-	-	2%	*	*	2%	2%	3%	0%	*	-	-	-
	Male Female	25% 21%	9% 2%	9% 2%	*	6% 0%	11% 4%	*	-	-	17% 0%	6% 1%	15% 5%	0% 0%	10% 2%	3% 0%	9% -	2%	-	-	-	-
Grade 6																						
Reading	All	17%	8%	8%	*	4%	12%	*	*	-	0%	6%	11%	5%	8%	2%	3%	12%	-	*	-	*
,	Students CWD	6%	5%	5%	-	0%	7%	*	-	-	-	7%	0%	5%	-	0%	0%	14%	-	-	-	-
	CWOD	18% 4%	8% 2%	8% 2%	*	4% 2%	13%	*	-	-	0% -	6% 2%	12% 0%	- 0%	8% 2%	2% 2%	4% 0%	12% 5%	-	*	-	*
	Male	14%	3%	3%	*	0%	7%	*	-	-	0%	3%	4%	0%	4%	0%	3%	-	-	-	-	*
	Female	20%	12%	12%		8%	17%	-		-		10%	17%	14%	12%	5%	-	12%	-		-	
	All Students	20%	7%	7%	*	5%	11%	*	*	-	0%	5%	12%	5%	8%	3%	8%	7%	-	*	-	*
	CWD	9%	5%	5% 8%	-	0%	7%	*	-	-	-	7%	0%	5%	-	0%	0%	14%	-	-	-	-
	EL	22% 8%	8% 3%	8% 3%	-	5% 4%	11% *	*	-	-	0% -	5% 4%	13% 0%	0%	8% 4%	4% 3%	9% 5%	7% 0%	-	-	-	-
	Male Female	20% 20%	8% 7%	8% 7%	*	6% 3%	10% 11%	*	*	-	0%	5% 5%	13% 11%	0% 14%	9% 7%	5% 0%	8%	- 7%	-	- *	-	*
		2070		. ,,		0.0	,					0,0		, , ,		0,0		. , ,				
STAAR Percer All Grades	nt at App	oroaci	hes Gr	ade Lev	el or A	Above																
All Subjects	All	77%	72%	63%	71%	57%	66%	21%	50%	-	68%	60%	68%	44%	64%	50%	59%	66%	*	57%	-	89%
•	Students CWD	46%	48%	44%		42%	45%	*		-	57%	44%	44%	44%	-		39%	54%	-	*	-	-
	CWOD EL	81% 62%	74% 56%	64% 50%	71% -	59% 50%	68% 38%	25% 20%	50% *	-	69% -	61% 50%	70% 50%	- 42%	64% 50%		62% 51%	67% 49%	*	80% -	-	89% -
	Male Female	74% 80%	69% 77%	59% 66%	54% 88%	57% 58%	62% 72%	27%	*	-	66% 71%	57% 63%	64% 72%	39% 54%	62% 67%		59%	- 66%	*	40% *	-	86%
D din -								470/														
Reading	All Students	73%	69%	63%	75%	57%	67%	17%		-	69%	60%	70%	37%	65%		57%	69%			-	-
	CWD	39% 78%	39% 71%	37% 65%	- 75%	38% 59%	36% 70%	20%	*	-	* 69%	35% 62%	41% 72%	37% -	- 65%		28% 61%	57% 70%	*	*	-	*
	EL	54%	49%	49%	-	50%	33%	*	*	-	-	49%	47%	33%	50%	49%	49%	49%	*	-	-	-
	Male Female	69% 78%	63% 75%	57% 69%	50% 100%	57% 57%	59% 77%	20%	*	-	63% 77%	54% 66%	64% 76%	28% 57%	61% 70%	49%	57% -	69%	-	*	-	*
Mathematics	All	81%	75%	65%	75%	62%	67%	33%	*	-	59%	63%	68%	53%	66%	55%	63%	67%	*	*	-	*
•	Students CWD	53%	56%	53%	-	46%	60%	*	-	-	*	52%	55%	53%	-		49%	61%	-	*	-	-
	CWOD EL	84% 72%	76% 64%	66% 55%	75% -	63% 56%	68% 33%	40% *	*	-	62%	64% 56%	69% 53%	- 44%	66% 56%		64% 58%	67% 53%	*	*	-	*
	Male	79%	73%	63%	60%	60%	65%	40%	*	-	63%	61%	66%	49%	64%	58%	63%	-	*	*	-	*
	Female	82%	77%	67%	90%	63%	69%	*	*	-	54%	65%	70%	61%	67%	53%	-	67%	-	*	-	*
Science	All Students	80%	77%	56%	50%	45%	62%	*	-	-	91%	51%	66%	38%	58%	36%	56%	56%	*	*	-	*
	CWD CWOD	51% 84%	52% 78%	38% 58%	- 50%	44% 45%	29% 65%	*	-	-	90%	44% 52%	25% 69%	38%	- 58%	* 35%	44% 57%	25% 58%	- *	*	-	*
	EL	61%	56%	36%	-	35%	*	*	-	-	-	35%	*	*	35%	36%	35%	37%	*	-	-	-
	Male Female	79% 81%	73% 80%	56% 56%	*	46% 44%	61% 63%	*	-	-	83% 100%	53% 50%	62% 70%	44% 25%	57% 58%	35%	56% -	- 56%	-	-	-	-
STAAR Percer	nt at Me	ets Gr	ade Le	evel or A	bove																	
All Subjects	All	49%	39%	25%	10%	20%	30%	14%	25%	-	30%	22%	33%	19%	26%	16%	24%	27%	*	29%	-	11%
;	Students CWD	24%	22%	19%	-	28%	12%	*	-	-	43%	21%	13%	19%	-	37%	17%	22%	-	*	-	-
	CWOD EL	52% 29%	40% 19%	26% 16%	10%	19% 16%	32% 0%	17% 0%	25%	-	29%	22% 16%	34% 15%	- 37%	26% 15%		24% 17%	27% 14%	*	40%	-	11%
	Male	47%	36%	24%	4%	19%	28%	18%	*	-	29%	21%	29%	17%	24%	17%	24%	-	*	0%	-	14%
Dondin	Female		43%	27%	17%	21%	32%		*	-	32%	22%	37%	22%	27%	14%		27%	*	*	-	*
Reading	All	47%	39%	29%	15%	21%	36%	17%	-	-	31%	24%	39%	21%	30%		25%	33%	-		-	-
	CWD CWOD	21% 50%	23% 40%	21% 30%	- 15%	25% 21%	19% 38%	20%	*	-	* 31%	23% 24%	18% 41%	21%	30%		19% 26%	26% 34%	*	*	-	*
	EL Male	23% 43%	14% 34%	16% 25%	- 10%	16% 20%	0% 30%	* 20%	*	-	- 25%	16% 23%	16% 30%	33% 19%	15% 26%	16% 18%	18% 25%	13%	*	*	-	-
	Female		34% 45%	25% 33%	20%	23%	42%	20%	*	-	38%	26%	48%	26%	34%	13%		33%	-	*	-	*
Mathematics	All	51%	37%	22%	0%	21%	25%	17%	*	-	24%	20%	28%	19%	23%	18%	22%	23%	*	*	-	*
:	Students																					

											Two											
											or		Non									
					Afr			Amer			More	Econ	Econ								Foster	
		State	District	t Campus	s Amer	r Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWD	26%		19%	-	33%	10%	*	-	-	*	21%	14%	19%	-	33%	15%	26%	-	*	-	-
	CWOD	54%	38%	23%	0%	20%	26%	20%	*	-	23%	20%	29%	-	23%	18%	23%	22%	*	*	-	*
	EL	37%	27%	18%	_	19%	0%	*	*	_	-	19%	16%	33%	18%	18%	20%	16%	*	-	-	-
	Male	50%	36%	22%	0%	20%	25%	20%	*	_	25%	20%	27%	15%	23%	20%	22%	_	*	*	-	*
	Female			23%	0%	21%	25%	*	*	_	23%	19%	29%	26%	22%	16%		23%	_	*	-	*
		0.70	0070	070	0.0	2.70						.070				.070		2070				
Science	All	53%	43%	22%	25%	13%	27%	*			45%	19%	28%	13%	23%	110/	23%	20%	*	*		*
Science	Students	33%	4370	22 70	25%	1370	2170		-	-	45%	1970	2070	1370	2370	1170	2370	2070			-	
		050/	040/	400/		000/	00/					400/	00/	400/			400/	00/				
	CWD	25%		13%	-	22%	0%	-	-	-	400/	19%	0%	13%	-	400/	19%	0%	*	-	-	-
	CWOD	56%		23%	25%	12%	29%		-	-	40%	19%	31%	-	23%	10%		21%		*	-	*
	EL	26%		11%	-	11%	*	*	-	-	-	11%	*	*	10%	11%		15%	*	-	-	-
	Male	53%	42%	23%	*	13%	30%	*	-	-	50%	19%	32%	19%	24%	8%	23%	-	*	*	-	*
	Female	53%	45%	20%	*	13%	22%	*	-	-	40%	18%	23%	0%	21%	15%	-	20%	-	-	-	-
OT4 4 D D			0 1																			
STAAR Perce All Grades	nt at Mas	sters	Grade	Level																		
All Subjects	All	23%	14%	9%	0%	6%	11%	0%	25%	_	10%	6%	14%	4%	9%	4%	8%	10%	*	0%	_	11%
All Subjects		23 /0	14 /0	3 /0	0 70	0 70	11/0	0 70	23 /0	-	10 /0	0 /0	14 /0	4 /0	9 /0	4 /0	0 /0	10 /0		0 70	-	1170
	Students	00/	00/	40/		40/	00/	*			4.407	40/	40/	40/		00/	40/	00/		*		
	CWD	8%	6%	4%		4%	3%			-	14%	4%	4%	4%		0%	1%	9%	*		-	
	CWOD	25%		9%	0%	6%	12%	0%	25%	-	10%	7%	15%		9%	5%	9%	10%	*	0%	-	11%
	EL	11%	4%	4%	-	4%	0%	0%	*	-	-	4%	8%	0%	5%	4%	5%	4%	*	-	-	-
	Male	22%	13%	8%	0%	7%	10%	0%	*	-	11%	6%	14%	1%	9%	5%	8%	-	*	0%	-	14%
	Female	24%	15%	10%	0%	6%	13%	*	*	-	10%	7%	15%	9%	10%	4%	-	10%	-	*	-	*
Reading	All	20%	13%	11%	0%	8%	14%	0%	*		14%	8%	17%	3%	12%	6%	8%	14%	*	*	_	*
	Students	20 /0	1370	11/0	0 70	0 /0	1-70	0 70		-	1 70	0 /0	17 70	3 /0	12 /0	0 70	0 /0	1 - 70			_	
		7%	5%	3%		4%	2%	*			*	2%	5%	3%		0%	0%	9%		*		
	CWD				-				-	-					400/				*		-	-
	CWOD			12%	0%	8%	15%	0%		-	15%	9%	18%		12%	6%	9%	15%	*	•	-	•
	EL	8%	4%	6%	-	6%	0%	*	*	-	-	5%	11%	0%	6%	6%	7%	5%		-	-	-
	Male	17%	10%	8%	0%	7%	10%	0%	*	-	6%	7%	11%	0%	9%	7%	8%	-	*	*	-	*
	Female	23%	17%	14%	0%	9%	18%	*	*	-	23%	10%	22%	9%	15%	5%	-	14%	-	*	-	*
Mathematics	. All	26%	14%	8%	0%	5%	10%	0%	*		7%	5%	13%	6%	8%	4%	9%	7%	*	*		*
wattiematics	Students	20 /0	1 7 /0	0 /0	0 /0	370	10 /0	0 /0		-	1 /0	J /0	10 /0	0 /0	0 /0	7 /0	3 /0	1 /0			-	
		440/	00/	C 0/		40/	E0/				*	60/	E0/	60/		00/	20/	400/				
	CWD	11%		6%	-	4%	5%		-	-	40/	6%	5%	6%	-	0%	2%	13%	*		-	-
	CWOD			8%	0%	6%	11%	0%		-	4%	5%	14%	-	8%	4%	9%	7%	*	*	-	*
	EL	16%		4%	-	3%	0%	*	*	-	-	4%	5%	0%	4%	4%	4%	4%	*	-	-	-
	Male	25%		9%	0%	6%	11%	0%	*	-	13%	6%	15%	2%	9%	4%	9%	-	*	*	-	*
	Female	26%	13%	7%	0%	4%	10%	*	*	-	0%	5%	11%	13%	7%	4%	-	7%	-	*	-	*
Science	All	24%	16%	6%	0%	3%	8%	*			9%	4%	10%	0%	6%	2%	9%	2%	*	*		*
Science		Z4 /0	10 /0	U /0	U /0	3 /0	O /0		-	-	5 /0	4 /0	10 /0	U /0	U /0	∠ /0	9 /0	2 /0			-	
	Students	00/	00/	•••		00/	00/				*	00/	00/	00/			00/	00/				
	CWD	8%	2%	0%		0%	0%	-	-	-		0%	0%	0%		*	0%	0%		-	-	-
				6%	0%	4%	9%	*	-	-	10%	4%	11%	-	6%	2%	10%	2%	*	*	-	*
	EL	7%	1%	2%	-	2%	*	*	-	-	-	2%	*	*	2%	2%	3%	0%	*	-	-	-
	Male	25%	17%	9%	*	6%	11%	*	-	-	17%	6%	15%	0%	10%	3%	9%	-	*	*	-	*
	Female	23%	16%	2%	*	0%	4%	*	-	-	0%	1%	5%	0%	2%	0%	-	2%	-	-	-	-

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			-								
Reading											
All Students	47	45	48	47	25	*	-	54	47	51	49
CWD	51	-	62	43	*	-	-	*	52	51	57
CWOD	47	45	47	47	30	*	-	50	47	-	49
EL	49	-	49	*	*	*	-	-	49	57	49
Male	42	39	44	41	30	*	-	47	43	45	48
Female	54	50	51	54	*	*	-	64	52	62	51
Mathematics											
All Students	49	45	48	51	33	*	-	48	49	49	47
CWD	49	-	43	51	*	-	-	*	53	49	13
CWOD	49	45	49	51	40	*	-	44	49	-	49
EL	47	-	47	*	*	*	-	-	49	13	47
Male	48	61	45	51	40	*	-	56	48	44	47
Female	51	30	52	51	*	*	-	36	51	60	47

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

^{&#}x27;-' Indicates zero observations reported for this group.

	All	African			American		Pacific	or More	Econ				Foster	
			Hispanic	White	Indian	Asian	Islander			CWD	EL^	Homeless	Care	
Federal Graduation Rates			•											
4-year Longitudinal Cohort	Graduatio	n Rate (Gr	9-12): Clas	s of 201	8									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	
EL	-	-	-	-	-	-	-	-	-	-	-	-	-	
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	
Female	_	_	_	_	_	_	_	_	_	_	_	_	_	

Two

- * Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- '^' Ever EL 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 2019 TELPAS (Texas English Language Proficiency Assessment System) data.

(EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
175	18	10%

- 'A' Indicates data reporting does not meet for Minimum Size.
- 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. (CWD: children with disability; EL: English learner)

Student Success (Student Achiev			Hispanic	White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	32	27	28	36	12	33	-	36	29	22	23
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	=	-	-	-

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.

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. (CWD: children with disability; EL: English learner)

	All	African American	Lienanie	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status	Students	American	пізрапіс	wille	iliulali	ASIAII	isianuei	Naces	Disauv	CVVD	EL T
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N	N				N	N	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N				N	N	Ν	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	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N				N	N	Ν	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N				N	N	Ν	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N				N	N	N	N

Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL + 36% N 38% N 40% N
Federal Graduation Status [^]											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^{&#}x27;+' 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.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		•	African		180.14	Americar		Pacific		Econ	Non Econ	OME	OWOD				
Participation Ra	ato	Campus	Americar	1 Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CMD	CWOD	EL	Male	Female	Migrant
raiticipation K	ale																
All Subjects	All Students	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	100%	*	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	99%	100%	*	-	100%	100%	99%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	100%	*	_	_	*	100%	100%	100%	_	100%	100%	100%	_
	CWOD	100%	100%	100%	100%	100%	*	_	100%	100%	100%	-	100%	100%		100%	*
	EL	100%	-	100%	100%	*	*	_	-	100%	100%	100%	100%	100%		100%	*
	Male	100%	100%	100%	100%	100%	*	_	100%	100%	100%	100%	100%	100%		-	*
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	_	100%	100%	*	_	_	*	100%	100%	100%	_	100%	100%	100%	_
	CWOD	100%	100%	100%	100%	100%	*	_	100%	100%	100%	-	100%	100%		100%	*
	EL	100%	-	100%	100%	*	*	_	-	100%	100%	100%	100%	100%		100%	*
	Male	100%	100%	100%	99%	100%	*	_	100%	100%	99%	100%				-	*
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	99%	100%	98%	100%	*	=	-	100%	100%	99%	100%	99%	100%	99%	99%	*
	CWD	100%	_	100%	100%			_	*	100%	100%	100%	_	*	100%	100%	
	CWD	99%	100%	98%	100%	*	-	-	100%	99%	99%	100 /6	99%	100%	99%	99%	*
	EL	100%	-	100%	*	*	-	-	100 /6	100%	99 /0 *	*	100%	100%		100%	*
	Male	99%	*	98%	100%	*	-	-	100%	100%	98%	100%	99%	100%	99%	10070	*
	Female	99%	*	98%	100%	*	-	-	100%	99%	100%	100%	99%	100%	99 /0	99%	
Non-Participati		33%		9070	100%		-	-	100%	9970	100%	100%	9970	100%	-	9970	-
All Subjects	All	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Students	00/		00/	00/	*			00/	00/	00/	00/		00/	00/	00/	
	CWD	0%	-	0%	0%		-	-	0%	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male .	0%	0%	0%	1%	0%	*	-	0%	0%	1%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	*	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	*

[&]quot; Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

		Campus	African American	Hispanic				Pacific Islander		Econ Disadv			CWOD	EL	Male	Female	Migrant
	Male	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	0%	*
9	Students																
	CWD	0%	-	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	*	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	1%	0%	*	-	0%	0%	1%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	0%	2%	0%	*	-	-	0%	0%	1%	0%	1%	0%	1%	1%	*
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	0%	2%	0%	*	-	-	0%	1%	1%	-	1%	0%	1%	1%	*
	EL	0%	-	0%	*	*	-	-	-	0%	*	*	0%	0%	0%	0%	*
	Male	1%	*	2%	0%	*	-	-	0%	0%	2%	0%	1%	0%	1%	-	*
	Female	1%	*	2%	0%	*	-	-	0%	1%	0%	0%	1%	0%	-	1%	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilitie	s			•								•
In-School Suspensions												
	Male	80	2	29	44	0	0	0	5	14		
	Female	38	0	14	20	2	0	0	2	5		
Out of School Supposions	Total	118	2	43	64	2	0	0	7	19		
Out-of-School Suspensions	Male	45	2	22	19	0	0	0	2	16		
	Female	45 6	0	2	2	2	0	0	0	0		
	Total	51	2	24	21	2	0	0	2	16		
Expulsions	IOlai	31	2	24	21	2	U	U	2	10		
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational	Male	0	0	0	0	0	0	0	0	0		
Services												
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests		•	•	•	•	•				_		
	Male .	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Total	0	0	0	0	0	0	0	0	0		
Releifais to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities In-School Suspensions	Total	Ü	Ü	v	Ü	Ü	Ü	v	Ü	Ū		
in Concor Caspensions	Male	31	2	2	20	2	0	0	5	0		20
	Female	10	2	0	8	0	ő	Ő	Ö	2		8
	Total	41	4	2	28	2	Ö	Ö	5	2		28
Out-of-School Suspensions												
·	Male	20	2	4	10	0	0	0	4	4		7
	Female	4	0	0	4	0	0	0	0	0		4
	Total	24	2	4	14	0	0	0	4	4		11
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
1400	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0

^{&#}x27;-' Indicates zero observations reported for this group.

	Total	Total students	African American	Hispanic 0	White	Indian or Alaska Native 0	Asian 0	Pacific Islander 0	Two or More Races	EL 0	Students with Disabilities	with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students Chronic Absenteeism												
	Male	88	2	17	59	2	0	0	8	8	17	14
	Female	73	2	17	47	2	0	0	5	2	2	14
	Total	161	4	34	106	4	0	0	13	10	19	28

Students

	Iotai
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	0
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	0
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	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	=
	Total	-	-	_	-	-	-	_	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	=	-	=	=	-	-	-
ŭ	Female	_	-	_	-	-	-	_	-	_	-
	Total	-	-	-	-	-	-	-	-	-	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

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.

All So	chool
Number	Percent
17.0	31.3%
5.0	9.7%
1.5	2.9%
	17.0 5.0

^{&#}x27;-' Indicates there are no data available in the group.
Blank cell Indicates data are not applicable to this report.

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.

To be updated by June 30th, 2020.

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 for the 2018-19 school year..

	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	5,881	1%	*	1%	-	-
Mathematics	5,880	1%	*	1%	-	-
Grade 4 Reading	6,312	2%	*	0%	*	0%
Mathematics	6,311	2%	*	0%	*	0%
Grade 5 Reading	6,133	1%	*	0%	*	0%
Mathematics	6,131	1%	*	0%	*	0%
Science	6,133	1%	*	0%	*	0%
Grade 6 Reading	6,038	1%	5	2%	5	2%
Mathematics	6,036	1%	5	2%	5	2%
Grade 7 Reading	5,616	1%	*	1%	-	-
Mathematics	5,616	2%	*	1%	-	-
Grade 8 Reading	5,251	1%	-	-	-	-
Mathematics	5,254	2%	-	-	-	-
Science	5,250	1%	-	-	-	-
End of Course English I	5,150	1%	5	1%	-	-
English II	4,680	1%	*	1%	-	-
Algebra I	5,122	1%	*	1%	-	-
Biology	4,954	1%	*	1%	-	-
All Grades All Subjects	101,751	1%	44	1%	15	1%
Reading	45,064	1%	22	1%	7	1%
Mathematics	40,350	1%	17	1%	7	1%
Science	16,337	1%	5	1%	*	0%

State State District District Campus Campus
Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2 Rate of ALT2

- 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 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

							% At o	r Above		
			% Belo	w Basic	% At or Al	bove Basic	Prof	icient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
	· ·	Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disady	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
				65	39	35	0 12		2	1
		English Language Learners	61	65	39	33	12	10	2	ı
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
	· ·	Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
	Maniemanes	Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
			20 *		8U *		44 *		13	
		American Indian		49		51		15		3
		Asian	10 *	12	90 *	88	71 *	64	36 *	33
		Pacific Islander		45		55 70		21		4
		Two or More Races	25	27	75 50	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
	•	English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
	•	English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

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

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

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 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.