Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: ALVARADO EL-SOUTH Campus ID: 126901101 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

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| | | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Educ | EL (Current & Former) |
|-----------------|--------------------------------|-----------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------|-----------------|--------------------------------|
| Academic Perfo | rmance (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% |
| | - | | | | | | | | | | | |

* 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% |
| 5 | 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)

| STAAR Percent at Appro Grade 3 Reading All 75 Students CWD 46 CWOD 75 EL 66 Male 75 Students CWD 52 CWOD 87 EL 75 Mathematics All 76 Students CWD 52 CWOD 87 EL 75 Male 76 Students CWD 52 CWOD 87 EL 75 Male 76 Students CWD 26 CWOD 40 Students CWD 52 CWOD 40 Students CWD 52 CWOD 26 CWOD 40 Students CWD 52 CWO 20 CWOD 40 Students CWD 52 Female 40 Students CWD 26 CWOD 40 EL 35 Students CWD 40 Students CWD 52 CWOD 40 Students CWD 52 CWOD 40 Students CWD 52 CWOD 40 Students CWD 52 CWOD 60 CWOD 50 CWD 52 CWO 52 CWO 52 CWO 52 CWO 52 CWO 52 CWO 52 Students CWD 52 CWO 52 C | roac 75% 49% 79% 59% 73% 78% 78% 78% 78% 75% 78% 78% 78% 78% 78% | hes Gr 83% 61% 85% 77% 84% 81% 86% 61% 88% 81% 87% 85% | ade Lev 95% 67% 96% 93% 97% 95% 95% 95% 95% 95% 94% evel or A 46% 17% | /el or * - * * * * * * * | Above 97% * 100% 95% 100% 100% * 100% 100% 100% | c White 91% * 93% 93% 94% * 94% * 95% 93% | Amer Ind * - * - * - * - * - | | | | Econ Disadv 95% 98% 91% 91% 93% 60% 96% 100% 96% 90% | | CWD 67% | 97% - 97% 100% 98% 96% 97% - 97% 100% 95% | EL 96% * 100% 93% 100% * 100% * 100% 100% | 93% * 98% 93% - 95% * 95% 100% | Female M 97% * 96% 100% 97% 94% * 100% 100% 94% | igrant Ho - - - - - - - - - - - - - - - - - - - | omeless - - - - - - - - - - - - - - - - - - | Foster Care - - - - - - - - - - - - - - - - - - - | |
|--|--|---|---|--|--|---|---|-------------|-----------------------|------------------|---|---|---|---|---|--|---|--|---|---|---|
| STAAR Percent at Appro Grade 3 Reading All 75 Students CWD 46 CWOD 75 EL 66 Mate 75 Female 78 Mathematics All 76 Students CWD 52 CWOD 87 EL 75 Male 75 Male 77 STAAR Percent at Meets Grade 3 Reading All 44 Students CWD 26 CWOD 40 EL 33 Male 41 Female 47 Mathematics All 48 Students CWD 26 CWOD 40 EL 33 Male 41 Female 47 | roac 75% 49% 73% 73% 78% 78% 78% 75% 78% 78% 78% 78% 78% 78% 78% 78% | hes Gr 83% 61% 85% 77% 84% 81% 86% 61% 88% 81% 87% 85% rade Lo 43% 28% | ade Lev 95% 67% 96% 93% 97% 95% 95% 95% 95% 95% 94% evel or A 46% 17% | Amer <u>rel or</u> - - - - - - - - - - - - - | Above 97% * 100% 95% 100% 100% 100% 100% 100% 100% | 91% * 90% 93% 94% * 97% 95% 93% | | | | | Disadv 95% 60% 98% 95% 91% 100% 93% 60% 96% 100% 94% | Disadv 94% * 94% 100% 90% 100% * 100% | 67% 67% * 67% 67% - | 97% - 97% 100% 98% 96% 97% - 97% 100% 95% | 96% * 100% 96% 93% 100% 100% * 100% 100% | 93% * 98% 93% - 95% * 95% 100% | 97% * 96% 100% 97% 94% * 100% | - - - - - - - - - - - - - - - - - - - | omeless - - - - - - - - - - - - - - - | | |
| Grade 3 Reading All 75 Students CWD 44 CWD 75 EL 66 Male 73 Female 76 Mathematics All 76 Students CWD 56 CWD 56 CWD 56 CWD 87 Female 76 STAAR Percent at Meets Grade 3 Reading All 44 Students CWD 26 CWD 46 EL 35 Male 47 Female 47 Male 47 Male 47 Male 47 Kudents CWD 36 CWD 36 CWD 56 EL 41 Male 47 | 75% 49% 79% 39% 73% 78% 78% 52% 31% 75% 78% 78% 78% 78% 144% 26% | 83% 61% 85% 77% 84% 81% 86% 61% 88% 81% 87% 85% ade Le 43% 28% | 95% 67% 97% 93% 93% 95% 95% 97% 100% 95% 94% evel or A 46% 17% | * -* -* * -* * | 97% * 100% 95% 95% 100% 100% * 100% 100% 100% 100% 100% 1 | * 90% 93% 94% * 97% 95% 93% | * -* - * -* -* - | - | - | * * * * * * * | 60% 98% 95% 91% 100% 93% 60% 96% 100% 94% | * 94% * 100% 90% 100% * 100% | 67% - * * * 67% 67% - * | 97% 100% 98% 96% 97% - 97% 100% 95% | * 100% 96% 93% 100% 100% 100% 100% | * 98% 93% 93% - 95% * 95% 100% | * 96% 100% 97% 94% * 100% 100% | - | - | - | * - * - * - * - * - * - * - * - * - * - |
| Reading All 75 Students CWD 45 CWD 75 EL 65 Male 77 Female 78 Mathematics All 76 Students CWD 52 CWD 87 EL 75 Male 76 Female 78 STAAR Percent at Meets Grade 3 Reading All 44 Students CWD 26 CWD 46 EL 35 Male 47 Female 47 Male 47 Female 47 Male 41 Female 47 Male 41 Female 47 EL 35 Male 41 Female 47 Students CWD 26 CWD 46 EL 35 Students CWD 46 Students CWD 46 Students Stud | 49% 79% 59% 73% 78% 52% 52% 52% 75% 78% 78% 78% 78% 78% 78% 78% | 61% 85% 77% 84% 81% 86% 61% 88% 81% 87% 85% ade Le 43% 28% | 67% 97% 96% 93% 97% 95% 67% 97% 95% 94% evel or A 46% 17% | - * * - * - * | * 100% 95% 95% 100% 100% * 100% 100% 100% | * 90% 93% 94% * 97% 95% 93% | * -* -* - * -* - | - | - - - - - | * *** * *** | 60% 98% 95% 91% 100% 93% 60% 96% 100% 94% | * 94% * 100% 90% 100% * 100% | 67% - * * * 67% 67% - * | 97% 100% 98% 96% 97% - 97% 100% 95% | * 100% 96% 93% 100% 100% 100% 100% | * 98% 93% 93% - 95% * 95% 100% | * 96% 100% 97% 94% * 100% 100% | - | - | | * - * - * - * - * - |
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| EL 75 Male 76 Female 78 STAAR Percent at Meets Grade 3 Reading All 44 Students CWD 26 CWD 46 EL 35 Male 47 Mathematics All 48 Students CWD 30 CWD 50 EL 41 Male 47 | 75% 78% 78% t s G 14% 26% 16% | 81% 87% 85% ade Le 43% 28% | 100% 95% 94% evel or A 46% 17% | - * * | 100% 100% 100% | 95% 93% | - | - | - | - - * | 100% 94% | * 100% | - * * | 100% 95% | 100% 100% | 100% | 100% | - | - - - | - | - * - |
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| Grade 3 Reading All 44 Students CWD 26 CWD 46 EL 35 Male 41 Female 47 Mathematics All 48 Students CWD 30 CWD 50 EL 41 Male 45 | 14% 26% 16% | 43% 28% | 46% 17% | Above * | | 47% | | | | | | | | | | | | | | | |
| Grade 3 Reading All 44 Students CWD 26 CWD 46 EL 35 Male 41 Female 47 Mathematics All 48 Students CWD 30 CWD 50 EL 41 Male 45 | 14% 26% 16% | 43% 28% | 46% 17% | Above * | | 47% | | | | | | | | | | | | | | | |
| Grade 3 Reading All 44 Students CWD 26 CWD 46 EL 35 Male 41 Female 47 Mathematics All 48 Students CWD 30 CWD 50 EL 41 Male 45 | 14% 26% 16% | 43% 28% | 46% 17% | * | | 47% | | | | | | | | | | | | | | | |
| Reading All 44 Students CWD 26 CWD 46 EL 35 Male 41 Female 47 Mathematics All 48 Students CWD 30 CWD 50 EL 41 Male 42 | 26% 16% | 28% | 17% | * | 47% | 47% | | | | | | | | | | | | | | | |
| Students CWD 26 CWOD 46 EL 35 Male 41 Female 47 Mathematics All 48 Students CWD 30 CWOD 50 EL 41 Male 43 | 26% 16% | 28% | 17% | * | 47% | 47% | | | | | | | | | | | | | | | |
| CWD 26 CWOD 46 EL 35 Male 41 Female 47 Mathematics All 48 Students CWD 30 CWOD 50 EL 41 Male 45 | 46% | | | | | | * | - | - | * | 39% | 67% | 17% | 49% | 39% | 47% | 45% | - | - | - | * |
| CWOD 46 EL 35 Male 41 Female 47 Mathematics All 48 Students CWD 30 CWOD 50 EL 41 Male 45 | 46% | | | | | | | | | | | | | | | | | | | | |
| EL 35 Male 41 Female 47 Mathematics All 48 Students CWD 30 CWOD 50 EL 41 Male 45 | | 1/0/_ | | - | * | * | - | - | - | * | 20% | * | 17% | - | * | * | * | - | - | - | - |
| Male 41 Female 47 Mathematics All 48 Students CWD 30 CWOD 50 EL 41 Male 48 | 25% | | 49% | * | 48% | 50% | * | - | - | * | 41% | 71% | - | 49% | 41% | 50% | 46% | - | - | - | * |
| Female 47 Mathematics All 48 Students CWD 30 CWOD 50 EL 41 Male 49 | 0/ 0 | 31% | 39% | - | 41% | * | - | - | - | - | 41% | * | * | 41% | 39% | 50% | 22% | - | - | - | - |
| Mathematics All 48 Students CWD 30 CWOD 50 EL 41 Male 49 | 11% | 46% | 47% | * | 50% | 45% | * | - | - | - | 46% | 50% | * | 50% | 50% | 47% | - | - | - | - | * |
| Students CWD 30 CWOD 50 EL 41 Male 45 | 17% | 40% | 45% | * | 43% | 50% | - | - | - | * | 29% | 80% | * | 46% | 22% | - | 45% | - | - | - | - |
| Students CWD 30 CWOD 50 EL 41 Male 45 | 100/ | 57% | 66% | * | 76% | 59% | * | | | * | 61% | 83% | 17% | 71% | 70% | 70% | 61% | | | | * |
| CWD 30 CWOD 50 EL 41 Male 45 | +O 70 | 57 70 | 00 % | | 1070 | 59% | | - | - | | 0170 | 0370 | 17 70 | / 1 70 | 10% | 10% | 0170 | - | - | - | |
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| EL 41 Male 49 | 30% | | | - * | | | - | - | - | | | | 17% | - | 700/ | 700/ | | - | - | - | - |
| Male 49 | | 59% | 71% | | 79% | 63% | | - | - | | 67% | 82% * | - | 71% | 73% | 73% | 68% | - | - | - | |
| | 11% | 47% | 70% | - * | 68% | * | - | - | - | - | 68% | | * | 73% | 70% | 71% | 67% | - | - | - | - |
| Female 40 | 19% | 62% | 70% | * | 75% | 70% | * | - | - | - | 66% | 88% | * | 73% | 71% | 70% | - | - | - | - | * |
| | 16% | 51% | 61% | * | 79% | 43% | - | - | - | * | 52% | 80% | * | 68% | 67% | - | 61% | - | - | - | - |
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| STAAR Percent at Maste | ere | Grade | l evel | | | | | | | | | | | | | | | | | | |
| Grade 3 | 1013 | oraue | 20101 | | | | | | | | | | | | | | | | | | |
| | 27% | 24% | 24% | * | 21% | 29% | * | | | * | 21% | 33% | 17% | 25% | 13% | 26% | 23% | | | | * |
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| CWOD 29 | | 26% | 25% | | 21% | 30% | * | - | - | * | 22% | 35% | - | 25% | 14% | 28% | 21% | - | - | - | * |
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STAAR Percent at Approaches Grade Level or Above

All Grades

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|--|--------------|----------|-------|--------|-----------|-------|-------|------|-----|---|-----|-------------------|--------|-------------|-------|-------|--------|-------|------|----------------|-------|-----|
| Subortion Subortion <t< th=""><th>All Subjects</th><th>ΔII</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th>Disadv</th><th>Disadv</th><th></th><th></th><th></th><th></th><th></th><th>Migrant Homele</th><th></th><th></th></t<> | All Subjects | ΔII | | | | | | | | | | | Disadv | Disadv | | | | | | Migrant Homele | | |
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| CWO 3985 39% 67% . <t< td=""><td></td><td></td><td>73%</td><td>69%</td><td>95%</td><td>*</td><td>97%</td><td>91%</td><td>*</td><td>-</td><td>-</td><td>*</td><td>95%</td><td>94%</td><td>67%</td><td>97%</td><td>96%</td><td>93%</td><td>97%</td><td></td><td>-</td><td>*</td></t<> | | | 73% | 69% | 95% | * | 97% | 91% | * | - | - | * | 95% | 94% | 67% | 97% | 96% | 93% | 97% | | - | * |
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| Students CWD 7% 5% 17% - * * - - - * 20% * 17% - * * - - * 20% * 17% - * * - - - * 20% * 17% - * * - - - * 20% * 17% - * * - - - * 20% * 17% - * * - - - - 25% 30% - - - 14% * 14% 13% 21% 0% - - - 14% * 14% 13% 21% 0% - - - 14% 13% 21% 0% - - - 26% 25% 25% 25% 25% * 14% 14% 14% 14% 26% 17% 23% - - - 26% 25% 25% 25% 23% 21% | | Female | 24% | 15% | 23% | * | 18% | 29% | - | - | - | * | 17% | 35% | 17% | 23% | 11% | - | 23% | | - | - |
| $ \begin{array}{c ccccccccccccccccccccccccccccccccccc$ | | | 20% | 13% | 24% | * | 21% | 29% | * | - | - | * | 21% | 33% | 17% | 25% | 13% | 26% | 23% | | - | * |
| CWOD 22% 14% 25% * 21% 30% * - - * 22% 35% - 25% 14% 28% 21% - - - - - 14% * - - - 14% * * 14% * * 14% * * 14% * * 14% * * 14% * * 14% * * 14% 13% 21% 0% - - - - 14% * * 14% 13% 21% 0% - - - - 14% * * 14% 13% 21% 0% - - - - 26% 25% * 21% 0% - - - - 26% 25% * 21% 21% 0% - - - - * 14% 40% 21% 26% - - - - 14% 40% 21% 0% 23% 30% 35% | | | 7% | 5% | 17% | - | * | * | - | - | - | * | 20% | * | 17% | - | * | * | * | | - | - |
| LL 0% 4% 13% - 14% 14% 13% 21% 0% - | | | | | | * | 21% | | * | - | - | * | | | - | 25% | 14% | 28% | 21% | | - | * |
| Mate 17% 10% 20% 23% 23% - | | EL | 8% | 4% | 13% | | 14% | | - | - | - | - | 14% | * | | | 13% | 21% | 0% | | - | - |
| Mathematics All 26% 14% 30% * 32% 26% * - * 30% 28% 0% 32% 30% * - - * 30% 28% 0% 32% 30% * - - * 30% 28% 0% 32% 30% * - - * 30% 28% 0% 32% 23% - - - - - - * 30% 28% 0% 32% 23% - | | | | | | | | | * | - | - | | | | | | | | | | - | * |
| Students CWD 11% 8% 0% - * - - * 0% * 0% - * * - - * 0% - * * - - - * 0% - * * - - - * 0% - * * - - - 33% 29% - 32% 38% 25% - - - - 33% 29% - 32% 38% 25% - | Matha | | | | | | | | - | - | - | * | | | | | | | | | - | - |
| CWOD 28% 15% 32% * 33% 30% * - * 33% 29% - 32% 38% 25% - - - - 32% 32% 38% 25% - - - - - 32% 32% 38% 25% -< | | Students | | | | ^ | | | â | - | - | • | | | | 32% | | | | | - | • |
| EL 16% 7% 30% - 27% * 32% * 32% 30% 36% 22% Male 25% 15% 35% * 40% 30% * 37% 25% * 38% 36% 35% | | | | | | | | | - | - | - | * | | | | | | | | | - | - |
| Male 25% 15% 35% * 40% 30% * 37% 25% * 38% 36% 35% | | | | | | | | | * | - | - | * | | | | | | | | | - | * |
| | | | | | | | | | -* | - | - | - | | | | | | | | | - | - |
| Female 26% 13% 23% * 21% 21% - - * 19% 30% * 25% 22% - 23% - - - | | | | | | * | | | - | - | - | * | | | * | | | | | | - | - |

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

2 Indicates zero observations reported for this group.

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)

Part (iii)(II): Graduation Rate

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

There is no data for this campus.

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 |
|-------------------|-------------------|---------------------|
| 119 | 6 | 5% |

'^' 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 | | African American <mark>nain Score</mark> | | White omponer | American Indian <mark>It Only)</mark> | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|------------------------------------|--------------|--|------------|------------------|---|-------|---------------------|----------------------|----------------|-----|----|
| STAAR Component Score | 59 | * | 62 | 58 | * | - | - | * | 57 | 31 | 58 |
| School Quality (College, Career, a | 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 Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL + |
|---------------------------|-----------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------|----------------|-----|------|
| STAAR Performance Status | | | • | | | | | | | | |
| Reading | | | | | | | | | | | |
| Interim Goals (2018-2022) | 44% | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 19% | 29% |
| Target Met | Y | | Y | N | | | | | Y | | |
| Interim Goals (2023-2027) | 52% | 42% | 46% | 66% | 51% | 78% | 53% | 62% | 43% | 31% | 39% |
| Target Met | N | | Y | N | | | | | Y | | |
| Interim Goals (2028-2032) | 62% | 54% | 58% | 73% | 62% | 82% | 63% | 70% | 55% | 45% | 52% |
| Target Met | N | | N | N | | | | | N | | |
| Long-Term Goals | 72% | 66% | 69% | 80% | 72% | 87% | 73% | 78% | 67% | 60% | 65% |
| Target Met | N | | N | N | | | | | N | | |
| Mathematics | | | | | | | | | | | |
| Interim Goals (2018-2022) | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 23% | 40% |
| Target Met | Y | | Y | Y | | | | | Y | | |
| Interim Goals (2023-2027) | 54% | 41% | 49% | 65% | 53% | 85% | 57% | 61% | 45% | 34% | 49% |
| Target Met | Y | | Y | N | | | | | Y | | |
| Interim Goals (2028-2032) | 63% | 54% | 59% | 73% | 63% | 88% | 66% | 69% | 57% | 48% | 59% |
| Target Met | Y | | Y | N | | | | | Y | | |
| Long-Term Goals | 73% | 66% | 70% | 80% | 73% | 91% | 75% | 77% | 68% | 62% | 70% |
| Target Met | Ν | | Y | Ν | | | | | Ν | | |

English Learner Language Proficiency Status

Interim Goals (2018-2022)

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

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. 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). '+'

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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)

| Participation R | ate | Campus | African American | Hispanic | | American Indian | | Pacific | | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant |
|-----------------|-------------------|--------|---------------------|----------|--------|--------------------|---|---------|---|----------------|-----------------------|--------|-----------|--------|--------|-----------|---------|
| All Subjects | All | 100% | * | 100% | 100% | * | | | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% | |
| All Subjects | Students | 100 % | | 100 % | 100 /0 | | - | - | | 100 /0 | 100 /0 | 100 % | 100 /6 | 100 /0 | 100 /0 | 100 /0 | - |
| | CWD | 100% | - | * | 100% | - | - | - | * | 100% | * | 100% | - | * | 100% | 100% | - |
| | CWOD | 100% | * | 100% | 100% | * | - | - | * | 100% | 100% | - | 100% | 100% | | 100% | - |
| | EL | 100% | - | 100% | * | - | - | - | - | 100% | * | * | 100% | | 100% | 100% | - |
| | Male | 100% | * | 100% | 100% | * | - | - | - | 100% | 100% | 100% | 100% | | 100% | - | - |
| | Female | 100% | * | 100% | 100% | - | - | - | * | 100% | 100% | 100% | 100% | 100% | - | 100% | - |
| Reading | All Students | 100% | * | 100% | 100% | * | - | - | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% | - |
| | CWD | 100% | | * | * | | | | * | 100% | * | 100% | | * | * | * | |
| | CWOD | 100 % | * | 100% | 100% | * | - | - | * | 100 % | 100% | 100 /0 | - 100% | 100% | 100% | 100% | - |
| | EL | 100% | _ | 100% | * | | - | - | | 100 % | * | * | 100 % | 100% | | 100 % | - |
| | Male | 100 % | * | 100% | 100% | * | - | - | - | 100 % | 100% | * | 100 % | | 100 % | 100 % | - |
| | Female | 100% | * | 100% | 100% | | - | - | * | 100 % | 100 % | * | 100 % | 100% | - | 100% | - |
| | Female | 100 % | | 100 % | 100 /0 | - | - | - | | | 100 % | | 100 /6 | 100 /0 | - | 100 % | - |
| Mathematics | s All Students | 100% | * | 100% | 100% | * | - | - | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% | - |
| | CWD | 100% | | * | * | | | | * | 100% | * | 100% | | * | * | * | |
| | CWD | 100 % | * | 100% | 100% | * | - | - | * | 100 % | 100% | 100 /0 | 100% | 100% | 100% | 100% | - |
| | EL | 100% | | 100% | * | | - | - | | 100 % | * | * | 100% | | 100% | 100 % | - |
| | Male | 100 % | - * | 100% | 100% | - | - | - | - | 100 % | 100% | * | 100 % | | 100 % | 100 % | - |
| | Female | 100 % | * | 100% | 100 % | | - | - | * | 100 % | 100 % | * | 100 % | 100 % | - | - 100% | - |
| | Female | 100 % | | 100 % | 100 /0 | - | - | - | | 100 /0 | 100 /0 | | 100 /0 | 100 /6 | - | 100 /0 | - |
| Science | All Students | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWD | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | EL | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-Participati | Female on Rate | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| All Subjects | All Students | 0% | * | 0% | 0% | * | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| | CWD | 0% | - | * | 0% | - | - | - | * | 0% | * | 0% | _ | * | 0% | 0% | _ |
| | CWOD | 0% | * | 0% | 0% | * | - | - | * | 0% | 0% | - | 0% | 0% | 0% | 0% | - |
| | EL | 0% | - | 0% | * | - | - | - | - | 0% | * | * | 0% | 0% | 0% | 0% | - |
| | Male | 0% | * | 0% | 0% | * | _ | _ | - | 0% | 0% | 0% | 0% | 0% | 0% | - | _ |
| | Female | 0% | * | 0% | 0% | - | _ | _ | * | 0% | 0% | 0% | 0% | 0% | - | 0% | - |
| | | | | | | | | | | | | | | | | | |
| Reading | All Students | 0% | * | 0% | 0% | * | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| | CWD | 0% | - | * | * | - | - | - | * | 0% | * | 0% | - | * | * | * | - |
| | CWOD | 0% | * | 0% | 0% | * | - | - | * | 0% | 0% | - | 0% | 0% | 0% | 0% | - |
| | EL | 0% | - | 0% | * | - | - | - | - | 0% | * | * | 0% | 0% | 0% | 0% | - |
| | Male | 0% | * | 0% | 0% | * | - | - | - | 0% | 0% | * | 0% | 0% | 0% | - | - |

| | | | | | | | | | Two or | | Non | | | | | | |
|---------------------------------------|----------|--------|----------|----------|-------|----------|-------|----------|--------|--------|--------|-----|------|----|------|--------|---------|
| | | | African | | | American | | Pacific | | | Econ | | | | | | |
| | | Campus | American | Hispanic | White | Indian | Asian | Islander | Races | Disadv | Disadv | CWD | CWOD | EL | Male | Female | Migrant |
| | Female | 0% | * | 0% | 0% | - | - | - | * | 0% | 0% | * | 0% | 0% | - | 0% | - |
| Mathematics | All | 0% | * | 0% | 0% | * | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| e e e e e e e e e e e e e e e e e e e | Students | | | | | | | | | | | | | | | | |
| | CWD | 0% | - | * | * | - | - | - | * | 0% | * | 0% | - | * | * | * | - |
| | CWOD | 0% | * | 0% | 0% | * | - | - | * | 0% | 0% | - | 0% | 0% | 0% | 0% | - |
| | EL | 0% | - | 0% | * | - | - | - | - | 0% | * | * | 0% | 0% | 0% | 0% | - |
| | Male | 0% | * | 0% | 0% | * | - | - | - | 0% | 0% | * | 0% | 0% | 0% | - | - |
| | Female | 0% | * | 0% | 0% | - | - | - | * | 0% | 0% | * | 0% | 0% | - | 0% | - |
| Science | All | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| S | Students | | | | | | | | | | | | | | | | |
| | CWD | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | EL | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

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

'-' Indicates zero observations reported for this group.

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)

| Students Without Disabilitie | _ | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Students Disabilities with (Section Disabilities 504) |
|---|--------|-------------------|---------------------|----------|-------|-------------------------------|--------|---------------------|----------------------------|----|---|
| In-School Suspensions | 15 | | | | | | | | | | |
| III-School Suspensions | Male | 4 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | |
| | Female | 0 | Õ | 0 | 0 | 0 0 | Õ | Õ | Õ | 0 | |
| | Total | 4 | Ō | 2 | 2 | Ō | Ō | Ō | Ō | 2 | |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 8 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | |
| | Female | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | |
| | Total | 10 | 2 | 2 | 2 | 0 | 0 | 0 | 4 | 2 | |
| Expulsions | | | | | | | | | | | |
| With Educational Services | 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 | |
| Without Educational Services | 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 | |
| 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 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | | | | | • | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 0 | 0 | 0 | 0 | |
| Students With Disabilities In-School Suspensions | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| In-School Suspensions | 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 | Ő | 0 | 0 | 0 | 0 | Ő | 0 |
| Out-of-School Suspensions | Total | 0 | 0 | 0 | 0 | 0 | 0 | U | 0 | 0 | 0 |
| | Male | 4 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 |
| | Female | 2 | Ő | 0 | 2 | Õ | Ő | Ő | Õ | Ō | 0 |
| | Total | 6 | Ő | 2 | 4 | Õ | Õ | 0 0 | Õ | 2 | 2 |
| 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 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Services | | | | | | | | | | | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | |

| | | | African American | - | White | Indian or Alaska Native | Asian | Pacific Islander | | EL | Students with Disabilities | |
|---|--|------------------------------------|---------------------|-----|-------|-------------------------------|-------|---------------------|---|----|----------------------------------|---------------------------------|
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| 1 Olicles | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Total | Ő | Õ | Õ | Ő | Õ | Ő | 0 0 | õ | Õ | | õ |
| 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 | 18 | 2 | 5 | 11 | 0 | 0 | 0 | 0 | 2 | 2 | 2 |
| | Female | 15 | 0 | 2 | 11 | 0 | 0 | 0 | 2 | 0 | 2 | 0 |
| | Total | 33 | 2 | 7 | 22 | 0 | 0 | 0 | 2 | 2 | 4 | 2 |
| Incidents of Violence | | | | | | | | | | | | Total |
| Incidents of rape or attempte Incidents of sexual assault (Incidents of robbery with a w Incidents of robbery with a fi Incidents of robbery without Incidents of physical attack of Incidents of physical attack of | other than rape) veapon rearm or explosi a weapon or fight with a we or fight with a fire | apon arm or explo | osive device | | | | | | | | | 0 0 0 0 0 0 0 |
| Incidents of physical attack of Incidents of threats of physic Incidents of threats of physic Incidents of threats of physic Incidents of possession of a Allegations of Harassment or I | cal attack with a v cal attack with a f cal attack without firearm or explos | weapon îrearm or ex a weapon | plosive devi | ice | | | | | | | | 0 0 0 0 |
| On the basis of race On the basis of race On the basis of disability On the basis of sexual orien On the basis of religiion | | | | | | | | | | | | 0 0 0 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 | 22 | 0 | 14 | 8 | 0 | 0 | 0 | 0 | 11 | 2 |
| | Female | 26 | 2 | 11 | 11 | 0 | 0 | 0 | 2 | 11 | 2 |
| | Total | 48 | 2 | 25 | 19 | 0 | 0 | 0 | 2 | 22 | 4 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | - | - | - | - | - | - | - | - | - | - |
| | Female | - | - | - | - | - | - | - | - | - | - |
| | Total | - | - | - | - | - | - | - | - | - | - |
| International Baccalaureate Courses | Male | - | - | - | - | - | - | - | - | - | - |
| Courses | Female | | _ | | _ | | | | | | |
| | | - | | - | | - | - | - | - | - | - |
| | Total | - | - | - | - | - | - | - | - | - | - |
| Dual Enrollment/Dual Credit Programs | Male | - | - | - | - | - | - | - | - | - | - |
| - | Female | - | - | - | - | - | - | - | - | - | - |
| | Total | - | - | - | - | - | - | - | - | - | - |

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

'-' Indicates there are no students in the group.

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 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.

| | All School | | |
|--|------------|---------|--|
| | Number | Percent | |
| Inexperienced Teachers, Principals, and Other School Leaders | 4.0 | 15.4% | |
| Teachers Teaching with Emergency or Provisional Credentials | 0.0 | - | |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 1.0 | 4.2% | |

'-' 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 nonpersonnel 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.

| Ora da 0 | 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% | - | - |
| Mathematics | 6,311 | 2% | * | 0% | - | - |
| Grade 5 Reading | 6,133 | 1% | * | 0% | - | - |
| Mathematics | 6,131 | 1% | * | 0% | - | - |
| Science | 6,133 | 1% | * | 0% | - | - |
| Grade 6 Reading | 6,038 | 1% | 5 | 2% | - | - |
| Mathematics | 6,036 | 1% | 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% | - | - |
| Reading | 45,064 | 1% | 22 | 1% | - | - |
| Mathematics | 40,350 | 1% | 17 | 1% | - | - |
| Science | 16,337 | 1% | 5 | 1% | - | - |

| State | State | District | District | Campus | Campus |
|----------------|--------------|----------------|--------------|----------------|--------------|
| Number of ALT2 | Rate of ALT2 | Number of ALT2 | Rate of ALT2 | Number of ALT2 | Rate of ALT2 |
| Number of AL12 | Nate of AL12 | Number of AL12 | Nate of ALIZ | Number of AL12 | Nate 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 or | Above | | |
|---------|-------------|---|----------|----------|------------|------------|----------|----------|---------|---------|
| | | | % Belov | w Basic | % At or Al | oove Basic | | cient | % At Ac | lvanced |
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | 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 Disadv | 50 | 47 | 50 | 53 | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | 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 21 | 16 29 | 91 70 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv Students with Disabilities | 21 55 | 29 54 | 79 45 | 71 46 | 32 13 | 26 14 | 3 1 | 3 2 |
| | | English Language Learners | 55 24 | 54 41 | 45 76 | 40 59 | 29 | 14 | 2 | 2 1 |
| | | English Language Learners | 24 | 41 | 70 | 59 | 29 | 10 | | 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 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 * | 20 49 | 80 * | 80 51 | 44 * | 44 15 | 13 * | 13 3 |
| | | American Indian Asian | 10 | 49 12 | 90 | 51 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | 10 | 45 | 90 * | 88 55 | / I * | 04 21 | 30 * | 33 4 |
| | | Two or More Races | 25 | 45 27 | 75 | 55 73 | 41 | 38 | 11 | 4 12 |
| | | Econ Disady | 23 41 | 46 | 59 | 73 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 |
| | | Ligitin Language Loamore | | | 10 | 20 | Ū | Ũ | • | • |

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% |

'*' Indicates reporting standards not met.

'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.