Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: LEWIS MIDDLE Campus ID: 101902052 **District Name: ALDINE 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%
	-											

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

											Two											
		State	District	t Campus	Afr s Amer	Hispani	c White	Amer			or More Races			CWD	CWOD) EL	Male	Female	: Migrar	nt Homeless	Foste Care	
STAAR Perce	nt at ∆nr	oroac	hes Gr	ade I ev	vel or A	hove																
Grade 6	iii ut App	Ji Ouc	0.	uuc Ec		10010																
Reading	All	67%	54%	47%	51%	46%	45%	*	*	-	*	47%	46%	26%	48%	16%	43%	51%	-	*	-	-
	Students	220/	220/	200/	420/	200/	*					220/	*	260/		00/	220/	00/				
	CWD	33%	23% 56%	26% 48%	43% 52%	20% 47%	50%	*	*	-	*	23% 49%	44%	26%	- 48%		33% 44%	0% 53%	-	*	-	-
		42%	21%	16%	3270 *	17%	30%			-		16%	16%	0%	17%		12%	22%	-		-	-
	EL Male	62%	49%	43%	46%	41%	57%	-	*	-	*	42%	56%	33%	44%		43%	2270	-	*	-	-
	Female		58%	51%	56%	51%	*	*	-	-	*	53%	37%	0%	53%	22%		51%	-	*	-	-
Mathamatica		000/	600/	C40/	E00/	600/	450/	*	*		*	620/	E 40/	200/	620/	200/	E00/	CE0/		*		
Mathematics	Students	80%	69%	61%	58%	62%	45%			-		62%	54%	30%	63%	39%	58%	65%	-		-	-
	CWD	50%	32%	30%	43%	27%	*	-	-	-	-	27%	*	30%	-	0%	33%	20%	-	-	-	-
	CWOD	83%	72%	63%	59%	64%	50%	*	*	-	*	64%	53%	-	63%	41%	60%	66%	-	*	-	-
	EL	67%	48%	39%	*	40%	*	-	-	-	-	40%	32%	0%	41%	39%	33%	46%	-	-	-	-
	Male	78%	67%	58%	59%	57%	57%	-	*	-	*	58%	56%	33%	60%	33%	58%	-	-	*	-	-
	Female	81%	71%	65%	56%	68%	*	*	-	-	*	67%	53%	20%	66%	46%	-	65%	-	*	-	-
Grade 7																						
Reading	All	74%	66%	61%	54%	62%	83%	*	*	-	*	61%	62%	28%	63%	28%	56%	66%	-	*	-	-
	Students	070/	050/	000/	070/	000/						050/	400/	000/		00/	200/					
	CWD	37%	25%	28%	27%	30%	- 000/	-	-	-	-	25%	40%	28%	-		32%	070/	-	-	-	-
	CWOD		70%	63%	59%	63%	83%	-	*	-	-	63%	66%	0%	63%		59%	67%	-	-	-	-
	EL	49%	30%	28%	420/	28%	*	-	*	-	*	29%	20%		30%		29%	28%	-	-	-	-
	Male	70%	60%	56% 66%	43%	59%	*			-		55%	58%	32%	59%		56%	-	-	-	-	-
	Female	79%	73%	66%	66%	65%		-	-	-	-	66%	67%		67%	28%	-	66%	-		-	-
Mathematics		73%	66%	56%	51%	57%	80%	*	*	-	*	55%	66%	32%	58%	32%	51%	62%	-	*	-	-
	Students CWD	43%	30%	32%	33%	30%						25%	60%	32%		00/	36%	*				
	CWD		70%	52% 58%	54%	58%	80%	*	*	-	*	57%	67%	3270	- 58%		53%	63%	-	*	-	-
	EL	57%	44%	32%	34%	31%	00%		*	-		31%	40%	0%	34%		28%	36%	-		-	-
	Male	72%	62%	51%	- 37%	53%	*	*	*	-	*	50%	56%	36%	53%		51%	3070	-	-	-	-
	Female		71%	62%	64%	60%	*			-		60%	75%	3070	63%	36%		62%	-	*	-	-
	remale	1370	1 1 70	02 /6	04 /0	00 /0		-	-	-	-	00 /0	1370		03 /0	30 /0	-	02 /0	-		-	-
Grade 8			=00/	/		2221						=00/		. = 0./	=			=				
Reading	All Students	84%	78%	70%	74%	68%	*	-	-	-	*	72%	57%	35%	72%	40%	69%	71%	-	*	-	-
	CWD	47%	35%	35%	33%	35%	_	_	_	_	_	36%	*	35%	_	20%	36%	33%	_	_	_	_
	CWOD		82%	72%	77%	71%	*	_	_	_	*	75%	58%	-	72%		72%	73%	_	*	_	_
	EL	62%	51%	40%	-	40%	*	-	-	_	-	44%	21%	20%	42%		42%	38%	_	*	-	-
	Male	81%	75%	69%	74%	67%	_	_	_	_	*	71%	50%	36%	72%		69%	-	_	*	_	_
	Female		82%	71%	73%	70%	*	-	-	-	*	72%	63%	33%	73%	38%		71%	-	*	-	-
Mathematics	s All	87%	83%	75%	67%	77%	*	_	_	_	*	77%	59%	35%	77%	58%	74%	75%	_	*		
Mathematic	Students							_	_	_					1170				_		_	_
	CWD	58%	45%	35%	33%	33%	-	-	-	-	-	36%	*	35%	-		27%	44%	-	-	-	-
	CWOD		86%	77%	70%	79%	*	-	-	-	*	80%	60%	-	77%		78%	77%	-	*	-	-
	EL	77%	69%	58%	-	58%	*	-	-	-	-	65%	25%	27%	60%		57%	59%	-	*	-	-
	Male	84%	80%	74%	75%	74%	-	-	-	-	*	77%	54%	27%	78%		74%	-	-	*	-	-
	Female	89%	86%	75%	56%	80%	*	-	-	-	*	78%	62%	44%	77%	59%	-	75%	-	*	-	-
Science	All Students	79%	67%	67%	67%	66%	*	-	-	-	*	68%	53%	36%	69%	40%	65%	68%	-	*	-	-
	CWD	46%	35%	36%	40%	33%	-	-	-	-	-	38%	*	36%	-		36%	33%	-	-	-	-
	CWOD	83%	69%	69%	69%	68%	*	-	-	-	*	71%	55%	-	69%	42%	67%	70%	-	*	-	-
	EL	55%	37%	40%	-	41%	*	-	-	-	-	43%	25%	18%	42%	40%	41%	38%	-	*	-	-
	Male	78%	65%	65%	70%	63%	-	-	-	-	*	67%	52%	36%	67%	41%	65%	-	-	*	-	-
	Female	81%	68%	68%	61%	69%	*	-	-	-	*	70%	55%	33%	70%	38%	-	68%	-	*	-	-

Two or Non Pac More Afr Econ Foster Amer Econ State District Campus Amer Hispanic White Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military End of Course 100% 83% 76% 100% 100% 100% 100% 100% Algebra I All Students CWD 52% 38% 100% 100% 100% 100% CWOD 87% 79% 100% 100% 73% 60% Male 79% 71% Female 88% 81% 100% 100% 100% 100% 100% STAAR Percent at Meets Grade Level or Above Grade 6 Reading 14% 18% 14% 22% 17% 15% 1% 13% 16% 36% Students CWD 10% 15% 17% 14% 20% 14% 17% 0% 22% **n**% 20% 19% 15% **CWOD** 38% 21% 15% 16% 14% 14% 1% 12% 17% 0% 5% 1% 0% 1% FΙ 14% 1% 1% 1% 1% 1% 33% 18% 13% 14% 29% 12% 22% 22% 12% 13% 1% Male 13% 16% 16% Female 40% 23% 16% 18% 15% 21% 0% 17% 1% 18% 20% 36% 20% 19% Mathematics All 46% 29% 20% 27% 17% 20% 5% 22% Students CWD 23% 17% 17% 14% 20% 14% 0% 0% 17% 22% CWOD 48% 30% 20% 19% 20% 40% 20% 25% 20% 5% 22% 19% 27% 12% 5% 5% 5% 5% 0% 5% 5% 5% 5% Male 45% 28% 22% 19% 21% 43% 21% 33% 22% 22% 5% 22% Female 46% 29% 19% 18% 19% 19% 21% 0% 19% 5% 19% Grade 7 48% 36% 29% 31% 29% 50% 29% 35% 20% 30% 5% 26% 34% ΑII Reading Students 20% 20% 20% CWD 21% 17% 13% 30% 20% 0% 23% CWOD 51% 37% 30% 34% 29% 50% 29% 38% 30% 5% 26% 34% 0% FΙ 19% 7% 5% 5% 5% 0% 5% 5% 9% 0% Male 44% 31% 26% 21% 27% 25% 26% 23% 26% 9% 26% 34% Female 52% 40% 34% 41% 30% 33% 44% 34% 0% Mathematics ΑII 41% 31% 25% 21% 26% 40% 25% 25% 24% 25% 7% 23% 27% Students CWD 22% 18% 24% 20% 30% 25% 20% 24% 0% 27% 44% 25% 40% 25% 25% 28% **CWOD** 32% 21% 26% 26% 22% 7% 22% 13% 0% 7% 9% 7% 10% 7% EL 7% 6% 4% 14% Male 41% 30% 23% 26% 23% 19% 27% 22% 9% 23% 27% 27% Female 42% 33% 29% 26% 31% 28% Grade 8 Reading ΑII 53% 41% 40% 46% 38% 42% 28% 30% 41% 10% 39% 41% Students **CWD** 22% 19% 30% 33% 29% 32% 30% 10% 29% 33% CWOD 57% 43% 41% 47% 39% 43% 29% 41% 10% 40% 41% EL 19% 9% 10% 10% 11% 4% 10% 10% 10% 6% 14% 39% 51% 29% Male 49% 36% 35% 39% 36% 6% 39% 58% 46% 41% 39% 42% 45% 21% 33% 41% 41% Female 55% Mathematics All 48% 45% 46% 39% 46% 18% 43% 46% Students CWD 27% 21% 22% 33% 17% 23% 22% 0% 20% 22% CWOD 59% 50% 46% 48% 46% 48% 40% 46% 19% 45% 48% 0% FΙ 36% 26% 18% 18% 20% 8% 19% 18% 13% 22% 20% Male 52% 44% 43% 55% 40% 43% 46% 45% 13% 43% 46% Female 59% 51% 46% 38% 49% 49% 31% 22% 48% 22% Science ΔII 50% 31% 38% 42% 36% 37% 36% 27% 38% 9% 40% 34% Students CWD 23% 18% 27% 40% 29% 0% 22% 22% 27% 29% CWOD 53% 32% 38% 42% 37% 38% 36% 38% 10% 41% 35% EL 20% 9% 9% 9% 8% 13% 0% 10% 9% 8% 10% 51% 39% 43% 29% 41% 8% 50% 31% 40% 40% 35% 50% 31% 34% 29% 35% 36% 27% 10% 34% Female 22% End of Course 59% 44% 92% 83% 100% 92% 92% 100% Algebra I ΑII Students CWD 24% 18% CWOD 63% 46% 92% 83% 100% 92% 92% 100% 40% 21% Male 39% Female 65% 50% 100% 100% 100% 100% 100% STAAR Percent at Masters Grade Level Grade 6 16% Reading 6% 5% 9% 4% 13% 5% 5% Students CWD 6% 4% 13% 14% 13% 9% 13% 0% 17% **n**% CWOD 18% 7% 5% 5% 4% 10% 4% 14% 5% 1% 4% 5% 1% 0% EL 4% 1% 1% 1% 1% 0% 1% 0% 1% 8% 17% 4% Male 14% 5% 5% 5% 14% 4% 17% 0% 5% 3% 5% 3% 16% 0% 5% 4% Female 20% 4% 1%

											Two											
					Afr			Amer		Pac	or More	Econ	Non Econ								Foster	
		State	District	Campus		Hispanic	White							CWD	CWOD	EL	Male	Female	Migrant	Homeless		
Mathematics		20%	9%	5%	7%	5%	0%	*	*	-	*	5%	5%	9%	5%	0%	7%	3%	-	*	-	-
	Students CWD	9%	5%	9%	14%	7%	*	-	-	-	-	5%	*	9%	-	0%	11%	0%	-	-	-	-
	CWOD		9%	5%	6% *	5%	0%	*	*	-	*	5%	3%	-	5%	0%	7%	4%	-	*	-	-
	EL Male	8% 20%	1% 9%	0% 7%	8%	0% 7%	0%	-	*	-	*	0% 7%	0% 6%	0% 11%	0% 7%	0% 0%	0% 7%	0% -	-	*	-	-
	Female		8%	3%	6%	2%	*	*	-	-	*	3%	5%	0%	4%	0%	-	3%	-	*	-	-
Grade 7																						
Reading	All Students	29%	17%	15%	16%	14%	50%	*	*	-	*	14%	22%	8%	15%		11%	19%	-	*	-	-
	CWD CWOD	9% 31%	6% 17%	8% 15%	7% 18%	10% 14%	- 50%	*	*	-	*	10% 14%	0% 25%	8% -	- 15%	0% 3%	9% 11%	20%	-	*	-	-
	EL	8%	2%	3%	-	3%	-	-	*	_	-	3%	0%	0%	3%	3%	5%	0%	-	-	-	-
	Male Female	25% 32%	14% 19%	11% 19%	9% 25%	12% 16%	*	*	*	-	*	10% 18%	16% 28%	9%	11% 20%	5% 0%	11% -	- 19%	-	- *	-	-
Mathematics	Students	16%	7%	4%	2%	5%	0%	*	*	-	*	5%	0%	12%	4%	1%	4%	4%	-	*	-	-
	CWD	7% 17%	5% 8%	12% 4%	7% 1%	20% 5%	0%	*	*	-	*	15% 4%	0% 0%	12%	- 4%	0% 1%	14% 3%	4%	-	*	-	-
	EL	6%	2%	1%	-	1%	-	-	*	-	-	1%	0%	0%	1%	1%	2%	0%	-	-	-	-
	Male Female	16% 16%	7% 7%	4% 4%	2% 2%	5% 5%	*	*	*	-	*	5% 5%	0% 0%	14% *	3% 4%	2% 0%	4%	- 4%	-	*	-	-
	remale	10 /0	1 /0	4 /0	2 /0	J /0		-	-	-	-	J /0	0 70		4 70	0 70	-	4 /0	-		-	-
Grade 8 Reading	All	27%	16%	15%	22%	13%	*	_	-	_	*	15%	13%	9%	15%	3%	12%	18%	_	*	_	_
· ·	Students	70/	00/	•••	470/	00/						00/	*	00/		00/	70/	440/				
	CWD	7% 30%	8% 17%	9% 15%	17% 23%	6% 13%	*	-	-	-	*	9% 15%	13%	9% -	- 15%	0% 4%	7% 12%	11% 18%	-	*	-	-
	EL	5%	2%	3%	-	3%	*	-	-	-	-	3%	4%	0%	4%	3%	3%	3%	-	*	-	-
	Male Female	24% 31%	13% 19%	12% 18%	21% 24%	9% 16%	*	-	-	-	*	11% 19%	14% 13%	7% 11%	12% 18%	3% 3%	12% -	- 18%	-	*	-	-
Mathematics		17%	11%	10%	10%	10%	*	_	_	_	*	10%	14%	9%	10%	2%	8%	13%	_	*	_	_
	Students CWD	9%	7%	9%	0%	11%						9%	*	9%		0%	0%	22%				
	CWD		11%	10%	11%	10%	*	-	-	-	*	10%	14%	970	10%	3%	8%	12%	-	*	-	-
	EL.	6%	2%	2%	-	2%	*	-	-	-	-	2%	4%	0%	3%	2%	1%	3%	-	*	-	-
	Male Female	16% 17%	10% 12%	8% 13%	8% 13%	8% 13%	*	-	-	-	*	7% 12%	12% 15%	0% 22%	8% 12%	1% 3%	8% -	13%	-	*	-	-
Science	All Students	25%	9%	9%	13%	7%	*	-	-	-	*	8%	9%	9%	9%	0%	8%	10%	-	*	-	-
	CWD	10%	6%	9%	40%	0%	-	-	-	-	-	10%	*	9%	-	0%	14%	0%	-	-	-	-
	CWOD EL	26% 5%	9% 0%	9% 0%	11%	8% 0%	*	-	-	-	*	8% 0%	9% 0%	- 0%	9% 0%	0% 0%	7% 0%	10% 0%	-	*	-	-
	Male	25%	9%	8%	16%	5%	-	-	-	-	*	7%	13%	14%	7%	0%	8%	-	-	*	-	-
	Female	24%	8%	10%	10%	9%	*	-	-	-	*	10%	5%	0%	10%	0%	-	10%	-	*	-	-
End of Cours	se																					
Algebra I	All Students	36%	23%	85%	67%	100%	-	-	-	-	-	85%	-	-	85%	-	*	100%	-	-	-	-
	CWD	9% 39%	7% 24%	- 85%	- 67%	100%	-	-	-	-	-	- 85%	-	-	- 85%	-	*	100%	-	-	-	-
	EL	19%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	31%	20%	*	*	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	40%	26%	100%	•	100%	-	-	-	-	-	100%	-	-	100%	-	-	100%	-	-	-	-
STAAR Perce	nt at App	oroach	nes Gra	ade Leve	el or A	Above																
All Grades All Subjects	All	77%	69%	62%	60%	62%	58%	*	67%	-	95%	63%	57%	32%	64%	36%	59%	65%	-	74%	-	-
	Students CWD	46%	34%	32%	34%	31%	*	-	-	_	-	30%	47%	32%	-		34%	26%	-	-	-	-
	CWOD	81%	72%	64%	63%	64%	61%	*	67%	-	95%	65%	58%	-		37%	61%	67%	-	74%	-	-
	EL Male	62% 74%	54% 66%	36% 59%	17% 58%	36% 59%	0% 61%	*	* 67%	-	- 91%	37% 59%	25% 56%	12% 34%	37% 61%		34% 59%	38%	-	* 57%	-	-
	Female		72%	65%	62%	66%	55%	*	-		100%	66%	58%	26%		38%		65%	-	77%	-	-
Reading	All Students	73%	64%	58%	59%	58%	58%	*	*	-	88%	59%	55%	30%	60%	27%	55%	62%	-	63%	-	-
	CWD	39%	28%	30%	32%	29%	*	-	-	-	-	28%	43%	30%			33%	18%	-		-	-
	CWOD		67%	60%	63%	59%	61%	*	*	-	88%	61%	56% 10%	- 90/	60%		57%	64%	-	63%	-	-
	EL Male	54% 69%	45% 59%	27% 55%	54%	27% 55%	0% 56%	*	*	-	80%	28% 55%	19% 54%	8% 33%	28% 57%		25% 55%	28%	-	*	-	-
	Female		69%	62%	65%	61%	60%	*	-	-	*	63%	56%	18%		28%		62%	-	80%	-	-
	s All	81%	75%	64%	59%	65%	58%	*	*	-	100%	65%	59%	32%	66%	43%	61%	68%	-	75%	-	-
Mathematics	Students				000/	240/	*	-	-	-	-	30%	57%	32%	-		33%	29%	-	-	-	-
	CWD	53%	40%	32%	36%	31%	0401		•		4000							6001		750/		
	CWD CWOD	84%	78%	66%	62% *	67%	61% 0%	*	*	-	100%	67% 45%	59% 30%	- 13%	66% 45%		64% 39%	69% 48%	-	75% *	-	-
	CWD CWOD EL Male	84% 72% 79%	78% 67% 72%	66% 43% 61%	62% * 58%	67% 44% 61%	0% 67%	* - *	* *	-	- 100%	45% 62%	30% 56%	13% 33%	45% 64%	43% 39%	39% 61%	48%		*	-	- - -
	CWD CWOD EL	84% 72% 79%	78% 67%	66% 43%	62%	67% 44%	0%	* - * *	* * *	-	-	45%	30%	13%	45%	43%	39% 61%	48%		*	-	-

											Two											
					Afr			Amer		Pac	or More	Econ	Non Econ								Foste	r
				Campus			White				Races	Disadv		CWD	CWOD			Female	Migrant	Homeless		
	CWD CWOD	51%	38% 73%	36%	40% 69%	33% 68%	-	-	-	-	-	38% 71%	* 55%	36%	- 69%		36%	33% 70%	-	-	-	-
	EL	61%	48%	69% 40%	-	41%	*	-	-	-	_	43%	25%	18%	42%		67% 41%	38%	-	*	-	-
	Male	79%	69%	65%	70%	63%	-	-	-	-	*	67%	52%	36%	67%	41%	65%	-	-	*	-	-
	Female	81%	72%	68%	61%	69%	*	-	-	-	*	70%	55%	33%	70%	38%	-	68%	-	*	-	-
STAAR Perce	nt at Mo	nte Gi	rado I o	vol or A	hovo																	
All Grades	III at We	ets Gi	aue Le	vei oi A	DOVE																	
All Subjects	All	49%	36%	30%	32%	29%	33%	*	33%	-	47%	30%	31%	23%	30%	7%	29%	31%	-	37%	-	-
-	Students		400/	/			*										. =					
	CWD	24% 52%	18% 37%	23% 30%	21% 33%	24% 29%	34%	*	33%	-	- 47%	22% 30%	27% 31%	23%	30%	2% 8%	25% 29%	16% 31%	-	37%	-	-
	EL	29%	20%	7%	0%	8%	0%	-	*	_	-	8%	6%	2%	8%	7%	7%	8%	-	*	_	-
	Male	47%	33%	29%	32%	28%	28%	*	33%	-	36%	28%	35%	25%	29%	7%	29%	-	-	57%	-	-
	Female	52%	38%	31%	31%	30%	36%	*	-	-	63%	31%	28%	16%	31%	8%	-	31%	-	23%	-	-
Reading	All	47%	33%	27%	31%	26%	26%	*	*	_	50%	27%	28%	23%	27%	5%	25%	29%	_	25%	_	_
reading	Students	47 70	0070	21 /0	0170	2070	2070				30 70	21 /0	2070	2070	21 /0	0 70	2070	2570		2070		
	CWD	21%	17%	23%	18%	26%	*	-	-	-	-	22%	29%	23%	-	4%	24%	18%	-	-	-	-
	CWOD EL	50% 23%	34% 14%	27% 5%	33%	26% 5%	28% 0%	*	*	-	50%	27% 5%	28% 2%	- 4%	27% 5%	5% 5%	25% 5%	30% 5%	-	25%	-	-
	Male	43%	29%	25%	28%	24%	22%	*	*	-	40%	25%	29%	24%	25%	5%	25%	370	-	*	-	-
	Female		37%	29%	33%	28%	30%	*	-	-	*	30%	28%	18%	30%	5%	-	29%	-	20%	-	-
Mathematics	Students	51%	39%	30%	30%	30%	37%	*	*	-	38%	30%	32%	21%	31%	10%	29%	31%	-	50%	-	-
	CWD	26%	21%	21%	21%	21%	*	_	-	_	_	20%	29%	21%	-	0%	24%	12%	-	_	_	-
	CWOD	54%	41%	31%	31%	30%	39%	*	*	-	38%	31%	32%	-	31%	10%		32%	-	50%	-	-
	EL	37%	29%	10%	*	10%	0%	*	*	-	-	10%	8%	0%	10%	10%		10%	-	*	-	-
	Male Female	50% 51%	38% 41%	29% 31%	30% 30%	29% 31%	33% 40%	*	_	-	20%	29% 31%	36% 28%	24% 12%	30% 32%	9% 10%	29%	- 31%	-	40%	-	-
																		*				
Science	All Students	53%	37%	38%	42%	36%	*	-	-	-	*	37%	36%	27%	38%	9%	40%	34%	-	*	-	-
	CWD	25%	19%	27%	40%	22%	-	-	-	-	-	29%	*	27%	-	0%	29%	22%	-	-	-	-
	CWOD EL	56% 26%	39% 13%	38% 9%	42%	37% 9%	*	-	-	-	*	38% 8%	36% 13%	- 0%	38% 10%	10% 9%	41% 8%	35%	-	*	-	-
	Male	53%	37%	40%	- 51%	36%	_	-	-	-	*	39%	43%	29%	41%	8%	40%	10%	-	*	-	-
	Female		38%	34%	29%	35%	*	-	-	-	*	36%	27%	22%	35%	10%		34%	-	*	-	-
OTA AD D	m4 c4 **		O																			
STAAR Perce All Grades	nt at Mas	sters	Grade	Level																		
All Subjects	All	23%	12%	9%	12%	8%	10%	*	0%	_	21%	9%	12%	10%	9%	1%	8%	11%	_	5%	_	_
All Gubjects	Students	2070	1270	3 /0	12 /0	070	10 /0		0 70		2170	370	1270	10 /0	3 70	1 70	0 70	1170		070		
	CWD	8%	5%	10%	11%	9%	*	-	-	-	-	9%	13%	10%	-	0%	11%	7%	-	-	-	-
	CWOD	25%	13% 6%	9% 4%	12%	8%	11%	*	0%	-	21%	9% 1%	12%	- 0%	9%	1%	8%	11% 1%	-	5% *	-	-
	EL Male	11% 22%	11%	1% 8%	0% 10%	1% 7%	0% 6%	*	0%	-	0%	8%	2% 12%	11%	1% 8%	1% 1%	1% 8%	170	-	0%	-	-
	Female		13%	11%	13%	10%	14%	*	-	_	50%	10%	12%	7%	11%	1%	-	11%	-	8%	-	-
																				. = 2 -		
Reading	All Students	20%	10%	11%	15%	10%	21%	*	*	-	13%	10%	17%	10%	11%	2%	9%	13%	-	13%	-	-
	CWD	7%	4%	10%	11%	10%	*	-	_	_	_	9%	14%	10%	_	0%	11%	6%	_	_	_	_
	CWOD		11%	11%	16%	10%	22%	*	*	-	13%	11%	17%	-	11%	2%	9%	14%	-	13%	-	-
	EL	8%	4%	2%	*	2%	0%	-	*	-	-	2%	2%	0%	2%	2%	2%	2%	-	*	-	-
	Male Female	17% 23%	8% 12%	9% 13%	12% 18%	8% 12%	11% 30%	*	_	-	0% *	8% 13%	15% 18%	11% 6%	9% 14%	2% 2%	9% -	- 13%	-	20%	-	-
	Terriale	2070	1270	1070	1070	1270	0070			_		1070	1070	0 70	1-70	270	_	1070	_	2070	_	_
Mathematics		26%	16%	7%	8%	7%	0%	*	*	-	25%	7%	8%	10%	7%	1%	7%	8%	-	0%	-	-
	Students	440/	60/	400/	70/	100/	*					00/	4.40/	100/		00/	00/	400/				
	CWD CWOD	11% 28%	6% 17%	10% 7%	7% 8%	12% 7%	0%	*	*	-	25%	9% 7%	14% 7%	10%	- 7%	0% 1%	9% 7%	12% 8%	-	0%	-	-
	EL	16%	10%	1%	*	1%	0%	-	*	-	-	1%	2%	0%	1%	1%	1%	1%	-	*	-	-
	Male	25%	15%	7%	7%	7%	0%	*	*	-	0%	7%	7%	9%	7%	1%	7%	-	-	*	-	-
	Female	26%	16%	8%	9%	8%	0%	*	-	-	*	8%	8%	12%	8%	1%	-	8%	-	0%	-	-
Science	All	24%	11%	9%	13%	7%	*	-	-	-	*	8%	9%	9%	9%	0%	8%	10%	-	*	-	-
	Students CWD	00/	5%	9%	40%	0%						10%	*	9%		0%	1/10/	0%				
	CWD	8% 26%	5% 11%	9% 9%	40% 11%	0% 8%	*	-	-	-	*	10% 8%	9%	9%	9%	0% 0%	14% 7%	10%	-	*	-	-
	EL	7%	2%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	25%	11%	8%	16%	5%	-	-	-	-	*	7%	13%	14%	7%	0%	8%	-	-	*	-	-
	Female	23%	10%	10%	10%	9%	*	-	-	-	*	10%	5%	0%	10%	0%	-	10%	-	*	-	-

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)

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

	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	57	61	56	39	*	*	-	79	56	44	52
CWD	44	32	52	*	-	-	-	-	45	44	42
CWOD	58	65	56	42	*	*	-	79	57	-	53
EL	52	*	53	*	-	*	-	-	52	42	52
Male	55	59	54	36	*	*	-	*	56	41	49
Female	59	62	58	43	-	-	-	*	57	53	56
Mathematics											
All Students	54	55	54	37	*	*	-	93	52	33	50
CWD	33	30	35	*	-	-	-	-	31	33	17
CWOD	55	59	55	39	*	*	-	93	54	-	52
EL	50	*	50	*	-	*	-	-	48	17	50
Male	52	49	53	43	*	*	-	*	51	32	44
Female	56	63	55	31	-	-	-	*	54	34	56

Part (iii)(II): Graduation Rate

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

								Two							
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More	Econ Disadv	CWD	EL^	Homeless	Foster Care		
Federal Graduation Rates															
	All African American Pacific More Econ Foste Students American Hispanic White Indian Asian Islander Races Disadv CWD EL^ Homeless Care deral Graduation Rates year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018 All Students														
All Students	Students American Hispanic White Indian Asian Islander Races Disadv CWD EL^ Homeless Ca luation Rates tudinal Cohort Graduation Rate (Gr 9-12): Class of 2018														
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-		
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-		
Students American Hispanic White Indian Asian Islander Races Disadv CWD EL^ Homeless Care Federal Graduation Rates 4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018 -<															
Male	-	-	-	-	-	-	-	-	-	-	-	-	-		
Female	-	-	-	-	-	-	-	-	-	-	-	-	-		

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

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
385	16	4%

- '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 Achi			n Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	34	35	33	34	*	33	-	54	34	22	15
School Quality (College, Career	r, and Military	y Readines	ss Performa	ınce)							
%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)

^{&#}x27;^' Ever EL in grades 9-12

	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	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	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Υ	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	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
English Learner Language Profic	iency Statu	ıs									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											36% N 38% N 40% N
Federal Graduation Status^											
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) 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%

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)

Participation Ra	ıte	Campus	African American	Hispanic		American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	99%	99%	99%	100%	*	100%	-	100%	99%	97%	99%	99%	99%	98%	100%	-
	CWD	99%	100%	98%	*	_	_	_	_	99%	100%	99%	_	97%	98%	100%	_
	CWOD	99%	98%	99%	100%	*	100%	_	100%	99%	97%	-	99%	99%	98%	100%	_
	EL	99%	100%	99%	100%	_	*	_	-	99%	97%	97%	99%	99%	98%	100%	_
	Male	98%	98%	98%	100%	*	100%	_	100%	99%	95%	98%	98%	98%	98%	-	-
	Female	100%	99%	100%	100%	*	-	-	100%	100%	99%	100%	100%	100%	-	100%	-
Reading	All Students	100%	99%	100%	100%	*	*	=	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	*	*	-	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	*	*	-	100%	100%	98%	100%	100%	100%	100%	-	-
	Female	100%	99%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	99%	99%	99%	100%	*	*	-	100%	99%	98%	99%	99%	99%	99%	100%	-
	CWD	99%	100%	98%	*	-	-	-	-	98%	100%	99%	-	96%	98%	100%	-
	CWOD	99%	99%	99%	100%	*	*	-	100%	99%	98%	-	99%	99%	99%	100%	-
	EL	99%	*	99%	100%	-	*	-	-	99%	98%	96%	99%	99%	98%	100%	-
	Male	99%	99%	99%	100%	*	*	-	100%	99%	97%	98%	99%	98%	99%	-	-
	Female	100%	99%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	-

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).

									Two or		Non						
		Campus	African American	Hisnanic		American Indian		Pacific Islander		Econ Disady	Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
		Oampus	American	inspanic	vviiite	maian	Asian	isianidei	Naces	Disauv	Disauv	OND	OHOD		Maic	i ciliale	migrant
Science	All Students	96%	94%	96%	*	-	-	-	*	97%	89%	96%	96%	95%	93%	99%	-
	CWD	96%	100%	94%	-	-	-	-	-	95%	*	96%	-	91%	93%	100%	-
	CWOD	96%	94%	96%	*	-	-	-	*	97%	89%	-	96%	96%	93%	99%	-
	EL	95%	-	95%	*	-	-	-	-	97%	88%	91%	96%	95%	91%	100%	-
	Male	93%	92%	94%	-	-	-	-	*	95%	83%	93%	93%	91%	93%	-	-
	Female	99%	97%	99%	*	-	-	-	*	99%	96%	100%	99%	100%	-	99%	-
Non-Participati	on Rate																
All Subjects	All Students	1%	1%	1%	0%	*	0%	-	0%	1%	3%	1%	1%	1%	2%	0%	-
	CWD	1%	0%	2%	*	_	_	_	_	1%	0%	1%	_	3%	2%	0%	_
	CWOD	1%	2%	1%	0%	*	0%	_	0%	1%	3%	-	1%	1%	2%	0%	_
	EL	1%	0%	1%	0%	_	*	_	-	1%	3%	3%	1%	1%	2%	0%	_
	Male	2%	2%	2%	0%	*	0%	_	0%	1%	5%	2%	2%	2%	2%	-	-
	Female	0%	1%	0%	0%	*	-	-	0%	0%	1%	0%	0%	0%	-	0%	-
Reading	All	0%	1%	0%	0%	*	*	-	0%	0%	1%	0%	0%	0%	0%	0%	-
	Students	00/	00/	00/	*					00/	00/	00/		00/	00/	00/	
	CWD	0%	0%	0% 0%		*	*	-	-	0%	0%	0%	- 0%	0% 0%	0% 0%	0% 0%	-
	CWOD	0%	1% *		0%			-	0%	0%	1%	-					-
	EL Male	0% 0%	1%	0% 0%	0% 0%	*	*	-	0%	0% 0%	0% 2%	0% 0%	0% 0%	0% 0%	0% 0%	0%	-
		0% 0%		0% 0%	0% 0%	*		-	0% *		2% 0%	0% 0%	0% 0%		U% -	- 0%	-
	Female	0%	1%	0%	0%		-	-		0%	0%	0%	0%	0%	-	0%	-
Mathematics		1%	1%	1%	0%	*	*	-	0%	1%	2%	1%	1%	1%	1%	0%	-
	Students	40/	00/	00/	*					00/	00/	40/		40/	00/	00/	
	CWD	1%	0%	2%		*	*	-	-	2%	0% 2%	1%	- 1%	4%	2% 1%	0%	-
	CWOD	1%	1% *	1%	0%		*	-	0%	1%		-		1%	1% 2%	0%	-
	EL	1% 1%	1%	1% 1%	0% 0%	*	*	-	0%	1% 1%	2% 3%	4% 2%	1% 1%	1% 2%	2% 1%	0%	-
	Male	1% 0%	1%	0%	0% 0%	*		-	U% *	0%	3% 0%	2% 0%	0%	2% 0%	170	- 0%	-
	Female	0%	1%	0%	0%		-	-		0%	0%	0%	0%	0%	-	0%	-
Science	All	4%	6%	4%	*	-	-	-	*	3%	11%	4%	4%	5%	7%	1%	-
	Students CWD	4%	0%	60/						E0/	*	4%		9%	7%	0%	
	CWD	4% 4%	0% 6%	6% 4%	*	-	-	-	*	5% 3%	11%		- 4%	9% 4%	7% 7%	0% 1%	-
	EL				*	-	-	-				9%	4% 4%	4% 5%	7% 9%		-
		5% 7%	- 00/	5% 6%		-	-	-	*	3% 5%	12% 17%	9% 7%	4% 7%	5% 9%	9% 7%	0%	-
	Male	7% 1%	8% 3%	6% 1%	*	-	-	-	*	5% 1%	4%	7% 0%	7% 1%	9% 0%	7%	- 1%	-
	Female	170	3%	1 70		-	-	-		170	470	U%	I 70	U%	-	170	-

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	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilitie	s											
In-School Suspensions						_		_				
	Male	186	71	113	0	0	2	0	0	50		
	Female	158	65	89	2 2	0	0	2 2	0	29		
	Total	344	136	202	2	0	2	2	0	79		
Out-of-School Suspensions												
	Male	103	43	58	2	0	0	0	0	34		
	Female	103	46	55	2	0	0	0	0	28		
	Total	206	89	113	4	0	0	0	0	62		
Expulsions												
With Educational Services	Male	2	0	2	0	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	2		
	Total	4	0	4	0	0	0	0	0	4		
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	Male	0	0	0	0	0	0	0	0	0		
Policies												
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												

Indicates zero observations reported for this group.

						Indian or			Two or			Students with Disabilities
		Total	African American	Llianania	White	Alaska Native	Asian	Pacific Islander		EL	with Disabilities	(Section 504)
	Male	2	0	2	0	0	0	0	0	2	Disabilities	504)
	Female	4	2	2	0	0	0	0	0	0		
	Total	6	2	4	0	0	0	0	0	2		
Referrals to Law Enforcement	IOlai	U	2	4	U	U	U	U	U	2		
Relettais to Law Efficicement	Male	2	0	2	0	0	0	0	0	2		
	Female	4	2	2	0	0	0	0	0	0		
		6	2	4	0	0	0	0	0	2		
Students With Disabilities	Total	0	2	4	U	U	U	U	U	2		
In-School Suspensions		00	47	4.4	•	•	•	•	•	_		4.4
	Male	33	17	14	2	0	0	0	0	8		14
	Female	17	5	8	2	0	2	0	0	2		5
	Total	50	22	22	4	0	2	0	0	10		19
Out-of-School Suspensions				_		_		_		_		_
	Male	22	13	7	2	0	0	0	0	2		7
	Female	12	5	7	0	0	0	0	0	2		4
	Total	34	18	14	2	0	0	0	0	4		11
Expulsions												
With Educational Services	Male	2	2	0	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	2	0	0	0	0	0	0	0		2
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
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0		0
Policies												
	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	Ö	Ö	Ö	Ō	Ö	Ö	Ō	Ö		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	Õ	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö		ő
	Total	0	0	Ö	0	Ô	0	0	0	0		Ö
All Students	.0.0.	J	3	3	3	3	3	U	3	U		5
Chronic Absenteeism												
ST. OTHO / IDOCTITOCISTIT	Male	94	35	53	2	0	2	2	0	26	11	5
	Female	75	26	47	2	0	0	0	0	11	5	2
	Total	169	61	100	4	0	2	2	0	37	16	7
	iolai	109	01	100	4	U	2	_	U	31	10	1

	Total
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.

								Two		
					Indian or			or		Students
	Total	African			Alaska		Pacific	More		with
	students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs			•							

Male

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

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

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.

High Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 4.9	Percent 6.6%
Teachers Teaching with Emergency or Provisional Credentials	5.9	8.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.9	8.4%

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...

	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%	79	2%	-	-
Mathematics	5,880	1%	79	2%	-	-
Grade 4 Reading	6,312	2%	66	1%	-	-
Mathematics	6,311	2%	66	1%	-	-
Grade 5 Reading	6,133	1%	67	1%	-	-
Mathematics	6,131	1%	67	1%	-	-
Science	6,133	1%	67	1%	-	-
Grade 6 Reading	6,038	1%	69	1%	*	1%
Mathematics	6,036	1%	69	1%	*	1%

Indicates there are no students in the group.

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

	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 7 Reading	5,616	1%	55	1%	7	2%
Mathematics	5,616	2%	55	1%	7	2%
Grade 8 Reading	5,251	1%	56	1%	6	2%
Mathematics	5,254	2%	56	1%	6	2%
Science	5,250	1%	56	1%	6	2%
End of Course English I	5,150	1%	65	1%	-	-
English II	4,680	1%	66	1%	-	-
Algebra I	5,122	1%	66	1%	-	-
Biology	4,954	1%	68	1%	-	-
All Grades All Subjects	101,751	1%	1,172	1%	40	2%
Reading	45,064	1%	523	1%	17	1%
Mathematics	40,350	1%	458	1%	17	1%
Science	16,337	1%	191	1%	6	2%

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

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

			% Rolo	w Basic	% At or Al	bove Basic	,	r Above icient	0/. A+ A	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
Olddo 4	rteading	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
		English Language Learners	61	65	39	35	12	10	2	1
		English Language Learners	01	00	33	55	12	10	2	
	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

Indicates zero observations reported for this group.

			% Belo	w Basic	% At or Al	oove Basic		r Above icient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	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	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	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%

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.

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