Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: ESCAMILLA EL Campus ID: 101902138 **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) 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	Campus	Afr s Amer	Hispani	c White	Amei					Non Econ Disadv	CWD	CWOD) EL	Male	Female	Migrar	nt Homeless	Foste Care	
TAAR Perc	ent at Apı	oroac	hes Gr	ade Lev	vel or A	bove																
Grade 3																						
Reading	All Students	75%	65%	60%	*	60%	*	-	-	-	-	58%	82%	26%	64%	60%	54%	66%	*	*	-	-
	CWD	49%	37%	26%		26%	_				_	26%	_	26%	_	20%	31%	*		_		
	CWOD		68%	64%	*	64%	*	_	_	-	_	63%	82%	2070	64%	62%		68%	*	*	_	
	EL	69%	64%	60%	_	60%	_	_	_	_	_	59%	67%	29%	62%		53%	65%	*	*	_	_
	Male	73%	61%	54%	*	56%	*	_	_	-	_	53%	67%	31%	59%		54%	0070	*	*	_	
	Female		69%	66%	*	64%	*	-	-	-	-	63%	100%	*	68%	65%	-	66%	*	-	-	-
Mathematic	cs All	78%	72%	72%	*	73%	*	_	_	_	_	71%	73%	42%	75%	75%	72%	71%	*	*	_	_
Matromatic	Students	1070	1270	. = /0		1070						1 1 70	1070	1270	1070	1070	1270	7 1 70				
	CWD	52%	43%	42%	_	42%	_	_	_	_	_	42%	_	42%	_	29%	44%	*	_	-	_	_
	CWOD		75%	75%	*	77%	*	_	_	_	_	75%	73%	-	75%	78%		73%	*	*	_	_
	EL	75%	74%	75%	_	75%	_	_	_	_	_	76%	67%	29%	78%	75%		75%	*	*	_	_
	Male	78%	72%	72%	*	73%	*	_	-	_	-	72%	67%	44%	78%	76%		-	*	*	_	-
	Female		72%	71%	*	73%	*	-	-	-	-	71%	80%	*	73%	75%	-	71%	*	-	-	-
Grade 4																						
Reading	All	74%	66%	62%	*	62%	67%	*	-	-	-	61%	73%	25%	65%	53%	56%	69%	*	-	-	-
	Students	44%	040/	050/		050/						27%	*	050/			000/					
	CWD		31%	25%	*	25%	670/	*	-	-	-		80%	25%	CEO/	E60/	20%	600/	*	-	-	-
	CWOD	64%	69%	65%		65%	67%		-	-	-	64%	80%	*	65% 56%		61%	69%		-	-	-
	EL Mala	71%	59% 62%	53%	*	53% 54%	*	*	-	-	-	54% 55%	67%	20%	61%		49%	58%	*	-	-	-
	Male Female		62% 69%	56% 69%	*	70%	*		-	-	-	55% 68%	80%	20%	69%	49% 58%	56%	69%	*	-	-	-
									_		_					50 70				_		
Mathematic	cs All Students	74%	70%	68%	*	70%	50%	*	-	-	-	68%	64%	17%	72%	70%	60%	76%	*	-	-	-
	CWD	46%	38%	17%	_	17%	_	_	_	_	_	18%	*	17%	_	*	20%	*	_	-	_	_
	CWOD		73%	72%	*	74%	50%	*	_	_	_	72%	70%	-	72%	74%		78%	*	_	_	_
	EL	69%	70%	70%	_	71%	*	_	_	_	_	70%	*	*	74%		69%	72%	_	_	_	_
	Male	74%	69%	60%	*	62%	*	*	_	_	_	63%	33%	20%	66%	69%		-	*	-	_	_
	Female	74%	71%	76%	*	78%	*	-	-	-	-	75%	100%	*	78%	72%	-	76%	*	-	-	-
Grade 5																						
Reading	All	86%	79%	74%	86%	74%	70%	-	-	-	-	74%	77%	31%	78%	53%	73%	75%	80%	*	-	-
	Students	55%	41%	31%	*	31%	*					31%	_	31%		*	25%	38%				
	CWD		83%			31% 77%	78%	-	-	-	-		- 77%	31%	- 78%	55%		36% 78%	80%	-	-	-
	EL	77%	71%	78% 53%	100%	51%	1070	-	-	-	-	78% 52%	1170	*	55%		52%	55%	8	*	-	-
	Male	83%	76%	73%	*	73%	*	-	-	-	-	74%	67%	25%	79%		73%	33%	*	*	-	-
	Female		83%	75% 75%	*	74%	67%	-	-	-	-	74%	86%	38%	78%	55%	1370	75%	*	_	-	-
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Mathematic	cs All Students	89%	86%	82%	43%	83%	80%	-	-	-	-	83%	62%	38%	86%	74%	80%	83%	20%	*	-	-
	CWD	68%	50%	38%	*	38%	*	-	-	-	-	38%	-	38%	-	*	38%	38%	-	-	-	-
	CWOD		90%	86%	40%	87%	89%	_	-	_	-	88%	62%	_	86%	75%		87%	20%	*	_	-
	EL	85%	85%	74%	-	72%	*	_	-	_	-	75%	*	*	75%		74%	74%	*	*	_	-
	Male	88%	84%	80%	*	83%	*	-	-	-	-	84%	33%	38%	85%	74%	80%	-	*	*	-	-
	Female		88%	83%	*	84%	83%	-	-	-	-	83%	86%	38%	87%	74%	-	83%	*	-	-	-
Science	All Students	74%	62%	68%	57%	69%	60%	-	-	-	-	68%	69%	38%	71%	47%	77%	62%	20%	*	-	-
	CWD	45%	31%	38%	*	31%	*	-	-	-	-	38%	-	38%	-	*	38%	38%	-	-	-	-
	CWOD		64%	71%	60%	73%	56%	-	-	-	-	72%	69%	-	71%	49%		64%	20%	*	-	-
	EL	60%	48%	47%	-	45%	*	-	-	-	-	46%	*	*	49%		61%	36%	*	*	-	-
	Male	74%	62%	77%	*	79%	*	-	-	-	-	78%	67%	38%	81%	61%		-	*	*	-	-
	Female	73%	61%	62%	*	63%	50%	-	-	-	-	62%	71%	38%	64%	36%	-	62%	*	-	-	-

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		State	District	Campus	Amer	ispanio	wnite	Ina	Asian	ISI	Races	Disadv	Disadv	CWD	CWOD) EL	Male	remale i	Migrant Ho	meless	Care	Military
STAAR Percei Grade 3	nt at Mee	ets Gr	ade Le	vel or A	bove																	
Reading	All Students	44%	29%	26%	*	27%	*	-	-	-	-	24%	55%	16%	27%	24%	27%	24%	*	*	-	-
	CWD	26%	20%	16%	-	16%	-	-	-	-	-	16%	-	16%	-		19%	*	-	-	-	-
	CWOD	46% 35%	30% 25%	27%	*	28%	*	-	-	-	-	25% 22%	55% 50%	- 14%	27% 25%		29%	25% 20%	*	*	-	-
	EL Male	41%	27%	24% 27%	*	24% 28%	*	-	-	-	-	24%	67%	19%	29%		29% 27%	20%	*	*	-	-
	Female		31%	24%	*	25%	*	-	-	-	-	23%	40%	*	25%	20%		24%	*	-	-	-
		400/	070/	000/	*	000/						0.40/	0.40/	000/	070/	000/	450/	000/				
Mathematics	All Students	48%	37%	36%	•	38%	•	-	-	-	-	34%	64%	26%	37%	32%	45%	28%	•	•	-	-
	CWD	30%	23%	26%	-	26%	-	-	-	-	-	26%	-	26%	-		31%	*	-	-	-	-
	CWOD EL	50% 41%	38% 37%	37% 32%	*	39% 32%	*	-	-	-	-	35% 30%	64% 67%	- 14%	37% 33%		48% 43%	29% 22%	*	*	-	-
	Male	49%	38%	45%	*	47%	*	-	-	-	-	43%	67%	31%	48%		45%	-	*	*	-	-
	Female	46%	36%	28%	*	29%	*	-	-	-	-	26%	60%	*	29%	22%	-	28%	*	-	-	-
Crada 4																						
Grade 4 Reading	All	43%	30%	25%	*	24%	50%	*	_	_	_	25%	18%	8%	26%	17%	20%	30%	*	_	_	_
	Students																					
	CWD	24% 46%	17%	8% 26%	*	8%	- E00/	-	-	-	-	9% 26%	* 20%	8%	- 26%	* 100/	10%	*	- *	-	-	-
	CWOD EL	30%	31% 21%	26% 17%	_	25% 16%	50% *	_	-	-	-	18%	2070	*	18%		21% 13%	31% 21%	_	-	-	-
	Male	41%	28%	20%	*	16%	*	*	-	-	-	21%	0%	10%	21%	13%	20%	-	*	-	-	-
	Female	46%	31%	30%	*	31%	*	-	-	-	-	29%	40%	*	31%	21%	-	30%	*	-	-	-
Mathematics	All	46%	37%	39%	*	40%	33%	*	_	_	_	39%	36%	17%	40%	39%	38%	39%	*	_	_	_
	Students						0070						0070		.070	0070						
	CWD	27% 49%	23% 38%	17% 40%	*	17% 42%	33%	*	-	-	-	18% 40%	* 40%	17% -	- 40%	* 400/	20% 41%	* 40%	- *	-	-	-
	EL	39%	35%	39%	_	38%	*	_	-	-	-	39%	*	*	40%		44%	33%	-	-	-	-
	Male	48%	39%	38%	*	39%	*	*	-	-	-	40%	17%	20%	41%		38%	-	*	-	-	-
	Female	45%	35%	39%	*	40%	*	-	-	-	-	37%	60%	*	40%	33%	-	39%	*	-	-	-
Grade 5																						
Reading	All	53%	38%	34%	29%	36%	10%	-	-	-	-	35%	23%	13%	36%	12%	33%	35%	20%	*	-	-
	Students CWD	270/	20%	13%	*	8%	*					13%	_	13%		*	120/	13%	_			
	CWD	27% 56%	20% 39%	36%	20%	38%	11%	-	-	-	-	37%	23%	-	36%	13%	13% 35%	37%	20%	*	-	-
	EL	36%	21%	12%	-	12%	*	-	-	-	-	13%	*	*	13%	12%	10%	14%	*	*	-	-
	Male Female	50%	34% 41%	33% 35%	*	37%	* 170/	-	-	-	-	36% 34%	0% 43%	13% 13%	35% 37%	10% 14%	33%	- 35%	*	*	-	-
	геппане	30%	4170	35%		35%	17%	-	-	-	-	3470	43%	1370	3170	1470	-	33%		-	-	-
Mathematics		57%	49%	55%	29%	57%	40%	-	-	-	-	56%	31%	19%	58%	26%	57%	53%	0%	*	-	-
	Students CWD	31%	23%	19%	*	15%	*					19%	_	19%		*	13%	25%				
	CWOD		51%	58%	20%	60%	44%	-	-	-	-	60%	31%	-	58%	28%	62%	55%	0%	*	-	-
	EL	46%	38%	26%	-	25%	*	-	-	-	-	27%	*	*	28%		29%	24%	*	*	-	-
	Male Female	56% 57%	47% 51%	57% 53%	*	62% 53%	* 50%	-	-	-	-	62% 53%	0% 57%	13% 25%	62% 55%	29% 24%	57%	- 53%	*	*	-	-
	i ciliale	31 /0	3170	JJ /6		33 /0	30 70	-	-	-	-	JJ 70	37 70	2570	3370	24 /0	-	33 /0		-	-	-
Science	All	48%	31%	45%	43%	47%	20%	-	-	-	-	46%	31%	19%	48%	16%	53%	40%	0%	*	-	-
	Students CWD	27%	18%	19%	*	15%	*	_	_	_	_	19%	_	19%	_	*	13%	25%	_	_	_	_
	CWOD		32%	48%	40%	49%	22%	-	-	_	-	49%	31%	-	48%	17%	57%	41%	0%	*	-	-
	EL	31%	17%	16%	- *	16%	*	-	-	-	-	17%	*	*	17%		23%	12%	*	*	-	-
	Male Female	50% 45%	32% 29%	53% 40%	*	54% 41%	0%	-	-	-	-	57% 38%	0% 57%	13% 25%	57% 41%	12%	53%	- 40%	*	_	-	-
	romaio	1070	2070	4070		1170	0 70					0070	01 70	2070	1170	1270		1070				
STAAR Percei Grade 3	nt at Mas	sters	Grade I	Level																		
Reading	All	27%	15%	12%	*	13%	*	_	_	_	_	11%	27%	0%	14%	10%	8%	16%	*	*	_	_
	Students																					
	CWD	10%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	4.40/	0%	0%	*	-	-	-	-
	EL	29% 19%	16% 12%	14% 10%	_	14% 10%	_	-	-	-	-	13% 9%	27% 17%	0%	14% 10%	10%	10% 6%	17% 13%	*	*	-	-
	Male	24%	13%	8%	*	9%	*	-	-	-	-	8%	17%	0%	10%	6%	8%	-	*	*	-	-
	Female	29%	17%	16%	*	17%	*	-	-	-	-	15%	40%	*	17%	13%	-	16%	*	-	-	-
Mathematics	All	24%	15%	16%	*	17%	*	_	_	_	_	16%	18%	0%	18%	11%	18%	15%	*	*	_	_
	Students																					
	CWD CWOD	12%	6% 16%	0% 18%	*	0% 19%	*	-	-	-	-	0% 18%	- 18%	0% -	- 18%	0% 11%		* 15%	*	*	-	-
	EL	18%	16%	11%	_	11%	_	-	-	-	-	10%	17%	0%		11%		7%	*	*	-	-
	Male	26%	16%	18%	*	19%	*	-	-	-	-	18%	17%	0%	22%	14%	18%	-	*	*	-	-
	Female	22%	14%	15%	*	15%	*	-	-	-	-	15%	20%	*	15%	7%	-	15%	*	-	-	-
Grade 4																						
Reading	All	21%	11%	9%	*	9%	17%	*	-	-	-	8%	18%	0%	10%	3%	7%	11%	*	-	-	-
	Students CWD	8%	2%	0%	_	0%	_	_	_	_	_	0%	*	0%	_	*	0%	*	_	_	_	_
	CWOD		12%	10%	*	10%	17%	*	-	-	-	9%	20%	-	10%	4%	8%	12%	*	-	-	-
	EL	12%	5%	3%	-	3%	*	-	-	-	-	4%	*	*	4%	3%	0%	7%	-	-	-	-
	Male Female	20% 23%	10% 12%	7% 11%	*	6% 12%	*	_	-	-	-	8% 9%	0% 40%	0% *	8% 12%	0% 7%	7% -	- 11%	*	-	-	-
			-			-										-						

											Two		Non									
					Afr			Ameı	•	Pac	or More	Econ	Non Econ								Foster	
Mathematics	ΔП	State 27%	District 18%	Campus 19%	Amer *	Hispanio	White 33%	Ind *	Asian	Isl	Races	Disadv 19%	Disadv 18%	CWD 8%	20%			Female 24%	Migrant I	Homeless -	Care	Military
	Students	21 /0	10 /0	13/0		1970	JJ /0		-	-	-	1970		0 70	20 /0	1370	1370	24 /0		-	-	-
	CWD CWOD	13% 29%	6% 19%	8% 20%	*	8% 20%	33%	*	-	-	-	9% 20%	* 20%	8% -	20%	* 15%	10% 16%	* 24%	*	-	-	-
	EL	20%	16%	15%	-	14%	*	-	-	-	-	15%	*	*	15%	15%	11%	19%	-	-	-	-
	Male Female	29% 25%	19% 16%	15% 24%	*	14% 25%	*	-	-	-	-	16% 23%	0% 40%	10%	16% 24%	11% 19%	15%	- 24%	*	-	-	-
Grade 5 Reading	All	29%	15%	16%	0%	18%	0%					17%	8%	0%	18%	1%	16%	16%	0%	*		_
	Students							_	_	-	-		0 70		1070	1 70			0 70		_	-
	CWD CWOD	9% 31%	5% 16%	0% 18%	*	0% 19%	*	-	-	-	-	0% 19%	- 8%	0% -	- 18%	* 1%	0% 18%	0% 17%	- 0%	*	-	-
	EL	14%	6%	1%	-	1%	*	-	-	-	-	1%	*	*	1%	1%	3%	0%	*	*	-	-
	Male Female	26% 31%	13% 18%	16% 16%	*	18% 18%	* 0%	-	-	-	-	18% 16%	0% 14%	0% 0%	18% 17%	3% 0%	16% -	- 16%	*	-	-	-
	All Students	36%	27%	36%	14%	38%	20%	-	-	-	-	37%	15%	0%	39%	11%	39%	33%	0%	*	-	-
	CWD	14%	9%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD EL	38% 24%	28% 16%	39% 11%	20%	41% 10%	22%	-	-	-	-	41% 11%	15%	*	39% 12%		44% 13%	36% 10%	0% *	*	-	-
	Male	36%	25%	39%	*	42%	*	-	-	-	-	42%	0%	0%	44%	13%	39%	-	*	*	-	-
	Female	35%	28%	33%		34%	17%	-	-	-	-	33%	29%	0%	36%	10%	-	33%		-	-	-
Science	All	23%	10%	20%	0%	22%	10%	-	-	-	-	20%	23%	0%	22%	0%	26%	16%	0%	*	-	-
;	Students CWD	11%	6%	0%	*	0%	*	-	_	-	_	0%	_	0%	_	*	0%	0%	_	_	_	-
	CWOD	25% 11%	10%	22%	0%	23%	11%	-	-	-	-	22%	23%	-	22%	0%	29% 0%	17%	0%	*	-	-
	⊏∟ Male	25%	3% 11%	0% 26%	*	0% 27%	*	-	-	-	-	0% 28%	0%	0%	0% 29%	0% 0%	0% 26%	0% -	*	*	-	-
	Female	21%	9%	16%	*	18%	0%	-	-	-	-	14%	43%	0%	17%	0%	-	16%	*	-	-	-
STAAR Percer	nt at App	roacl	hes Gra	ade Lev	el or A	Above																
All Grades All Subjects	ΛII	77%	69%	70%	48%	70%	66%	*				69%	71%	32%	73%	620/	67%	72%	52%	80%		
	All Students	11 70	0970	70 /0	40 /0	7070			-	-	-	0970	7 1 70	JZ /0	1370	02 /0	07 70	12/0	J2 /0	00 /0	-	-
	CWD CWOD	46% 81%	34% 72%	32% 73%	50% 48%	31% 74%	* 68%	-	-	-	-	32% 73%	* 73%	32%	- 73%		32% 73%	32% 74%	- 52%	- 80%	-	-
	EL	62%	54%	62%	-	62%	81%	-	-	-	-	62%	65%	21%	65%	62%	62%	63%	15%	80%	-	-
	Male Female	74% 80%	66% 72%	67% 72%	40% 62%	68% 72%	67% 65%	*	-	-	-	68% 71%	57% 85%	32% 32%	73% 74%	62% 63%	67% -	- 72%	11% 70%	80%	-	-
	1 Omaio					1270						1170		0270	7 170	0070						
Reading	All Students	73%	64%	66%	62%	65%	70%	*	-	-	-	65%	77%	28%	69%	56%	61%	70%	75%	*	-	-
·	CWD	39%	28%	28%	*	27%	*	-	-	-	-	28%	*	28%	-		26%	31%	-	-	-	-
	CWOD EL	78% 54%	67% 45%	69% 56%	64%	69% 55%	74% 83%	-	-	-	-	69% 55%	79% 67%	- 20%	69% 58%		66% 51%	72% 60%	75% 40%	*	-	-
	Male	69%	59%	61%	50%	61%	70%	*	-	-	-	60%	67%	26%	66%	51%	61%	-	*	*	-	-
	Female	78%	69%	70%	80%	70%	70%	-	-	-	-	69%	88%	31%	72%	60%	-	70%	100%	-	-	-
Mathematics		81%	75%	74%	31%	75%	65%	*	-	-	-	75%	66%	34%	78%	73%	70%	77%	42%	*	-	-
;	Students CWD	53%	40%	34%	*	34%	*	_	_	_	_	35%	*	34%	_	27%	35%	31%	_	_	_	_
	CWOD	84%	78%	78%	27%	80%	68%	*	-	-	-	79%	68%	-	78%		76%	80%	42%	*	-	-
	EL Male	72% 79%	67% 72%	73% 70%	- 25%	73% 72%	83% 60%	*	-	-	-	74% 72%	67% 44%	27% 35%	76% 76%		73% 70%	74% -	0% *	*	-	-
	Female	82%	77%	77%	40%	78%	70%	-	-	-	-	77%	88%	31%	80%	74%	-	77%	63%	-	-	-
Science	All	80%	70%	68%	57%	69%	60%	_	_	_	_	68%	69%	38%	71%	47%	77%	62%	20%	*	_	-
:	Students	E10/	200/	200/	*	240/	*					200/		200/		*	200/	200/				
	CWD CWOD		38% 73%	38% 71%	60%	31% 73%	56%	-	-	-	-	38% 72%	- 69%	38%	71%		38% 81%	38% 64%	20%	*	-	-
	EL Male	61% 79%	48% 69%	47% 77%	- *	45% 79%	*	-	-	-	-	46% 78%	* 67%	* 38%	49% 81%		61% 77%	36%	*	*	-	-
	Female		72%	62%	*	63%	50%	-	-	-	-	62%	71%	38%	64%	36%		62%	*	-	-	-
STAAR Percer	nt at Me	ets Gr	ade Le	vel or A	bove																	
All Grades																						
All Subjects	All Students	49%	36%	37%	21%	38%	24%	*	-	-	-	37%	36%	17%	39%	24%	39%	36%	17%	20%	-	-
•	CWD	24%	18%	17%	50%	16%	*	-	-	-	-	18%	*	17%	-		18%	15%	-	-	-	-
	CWOD	52% 29%	37% 20%	39% 24%	15% -	40% 24%	26% 38%	*	-	-	-	39% 24%	37% 31%	- 6%	39% 25%		42% 28%	37% 21%	17% 0%	20% 20%	-	-
	Male	47%	33%	39%	5%	40%	33%	*	-	-	-	40%	21%	18%	42%	28%	39%	-	0%	20%	-	-
	Female	52%	38%	36%	46%	37%	15%	-	-	-	-	35%	51%	15%	37%	21%	-	36%	25%	-	-	-
Reading	All	47%	33%	28%	15%	29%	20%	*	-	-	-	28%	31%	13%	30%	18%	26%	30%	25%	*	-	-
:	Students CWD	21%	17%	13%	*	11%	*	_	_	_	_	13%	*	13%	_	7%	15%	8%	_	_	_	_
	CWOD	50%	34%	30%	9%	31%	21%	*	-	-	-	30%	32%	-	30%	19%	28%	31%	25%	*	-	-
	EL Male	23% 43%	14% 29%	18% 26%	- 0%	18% 27%	33% 30%	*	-	-	-	18% 27%	25% 22%	7% 15%	19% 28%		18% 26%	19% -	0% *	*	-	-
	Female		37%	30%	40%	31%	10%	-	-	-	-	29%	41%	8%	31%	19%		30%	38%	-	-	-
Mathematics	All	51%	39%	43%	15%	45%	30%	*	_	_	_	43%	43%	21%	46%	32%	46%	41%	17%	*	_	_
	Students	/ 0	-0.0	/0	. 0 /0	.070	-070					.070	.070	, 0	. 5 70	/0	. 0 70					

											Two		NI									
					A			A		D	or	F	Non								F4	_
		State	Dietriet	Compue	Afr	Liononia		Amer	Acion			Econ	Econ	CMD	CWOD		Mala	Eamala	Migront	Uamalaaa	Foster	
	CWD	26%	21%	21%	Aillei	20%	* write	mu	ASIAII	151	Races	22%	DISAUV *	21%	CVVOD	7%	24%	15%	wiigrani	Homeless	Care	wiiitary
		54%	41%	46%	9%	47%	32%	*	-	-	-	46%	44%	2170	- 46%		50%	42%	- 17%	*	-	-
	EL	37%	29%	32%	9 70	32%	50%		-	-	-	32%	42%	- 7%	34%		40%	26%	0%	*	-	-
	Male	50%	38%	46%	0%	49%	30%	*	-	-	-	48%	28%	24%	50%		46%	2070	*	*	-	-
	Female		41%	41%	40%	41%	30%	_	-	-	-	39%	59%	15%	42%	26%		41%	25%	_	-	-
	i ciliale	3170	4 1 70	-7 1 /0	40 /0	4170	30 /0	-	-	-	_	3370	3370	1370	42 /0	20 /0	-	4170	2570	-	_	-
Science	All	53%	37%	45%	43%	47%	20%	_	_	-	-	46%	31%	19%	48%	16%	53%	40%	0%	*	_	-
	Students																					
	CWD	25%	19%	19%	*	15%	*	-	-	-	-	19%	-	19%	-	*	13%	25%	-	-	-	-
	CWOD	56%	39%	48%	40%	49%	22%	-	-	-	-	49%	31%	-	48%	17%	57%	41%	0%	*	-	-
	EL	26%	13%	16%	_	16%	*	-	-	-	-	17%	*	*	17%		23%	12%	*	*	-	-
	Male	53%	37%	53%	*	54%	*	-	-	-	-	57%	0%	13%	57%		53%	-	*	*	-	-
	Female		38%	40%	*	41%	0%	_	_	_	-	38%	57%	25%	41%	12%		40%	*	-	-	-
	· omaio	0070	0070	10,0			0.0					0070	0.70	2070		,		1070				
STAAR Percer	nt at Mas	ters (Grade	Level																		
All Subjects	All	23%	12%	19%	3%	19%	12%	*	_	_	_	19%	18%	1%	20%	8%	18%	19%	10%	0%	_	_
	Students	25/0	12 /0	13/0	3 /0	1370	12 /0		-	-	-	1370	10 /0	1 70	2070	0 /0	10 /0	1370	10 /0	0 70	_	-
	CWD	8%	5%	1%	0%	1%	*					1%	*	1%		0%	1%	0%				
	CWOD	25%	13%	20%	4%	21%	13%	*	-	-	-	21%	19%	1 70	20%	8%	21%	20%	10%	0%	-	-
	EL	11%	6%	8%		7%	13%		-	-	-	8%	8%	0%	8%	8%	7%	8%	0%	0%	-	-
					-			-	-	-	-										-	-
	Male	22%	11%	18%	0%	19%	21%	•	-	-	-	19%	5%	1%	21%	7%	18%	-	0%	0%	-	-
	Female	24%	13%	19%	8%	20%	4%	-	-	-	-	18%	32%	0%	20%	8%	-	19%	15%	-	-	-
Reading	All Students	20%	10%	13%	0%	13%	5%	*	-	-	-	12%	17%	0%	14%	5%	10%	15%	17%	*	-	-
	CWD	7%	4%	0%	*	0%	*	_	_	_	_	0%	*	0%	_	0%	0%	0%	_	_	_	_
		22%	11%	14%	0%	15%	5%	*	_	_	_	14%	18%	-	14%	6%	12%	15%	17%	*	_	_
	EL	8%	4%	5%	-	5%	0%	_				5%	8%	0%	6%	5%	3%	7%	0%	*		
	Male	17%	8%	10%	0%	11%	10%	*	-	-		11%	6%	0%	12%	3%	10%	-	*	*		_
	Female		12%	15%	0%	16%	0%		-	-	-	14%	29%	0%	15%	7%	-	15%	25%		-	-
	remale	23/0	12 /0	13/0	0 70	10 /0	0 70	-	-	-	-	14 /0	29 /0	0 /0	1370	1 70	-	1370	23 /0	-	-	-
Mathematics	All Students	26%	16%	24%	8%	25%	20%	*	-	-	-	25%	17%	2%	26%	12%	24%	25%	8%	*	-	-
	CWD	11%	6%	2%	*	2%	*	-	-	-	-	2%	*	2%	-	0%	3%	0%	-	-	-	-
	CWOD	28%	17%	26%	9%	27%	21%	*	-	-	-	27%	18%	-	26%	13%	27%	26%	8%	*	-	-
	EL	16%	10%	12%	-	12%	33%	-	-	-	-	12%	8%	0%	13%	12%	13%	11%	0%	*	-	-
	Male	25%	15%	24%	0%	24%	30%	*	-	-	-	25%	6%	3%	27%		24%	-	*	*	-	-
	Female		16%	25%	20%	25%	10%	-	-	-	-	24%	29%	0%	26%	11%		25%	13%	-	-	-
Science	All Students	24%	11%	20%	0%	22%	10%	-	-	-	-	20%	23%	0%	22%	0%	26%	16%	0%	*	-	-
	CWD	8%	5%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	26%	11%	22%	0%	23%	11%	-	-	-	-	22%	23%	-	22%	0%	29%	17%	0%	*	-	-
	EL	7%	2%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	*	-	-
	Male	25%	11%	26%	*	27%	*	-	-	-	-	28%	0%	0%	29%	0%	26%	-	*	*	-	-
	Female	23%	10%	16%	*	18%	0%	-	-	-	-	14%	43%	0%	17%	0%	-	16%	*	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CMD	EL
Academic Growth Score											
Reading											
All Students	70	69	70	82	*	-	=	-	70	44	64
CWD	44	*	46	*	-	-	-	-	46	44	43
CWOD	73	75	72	90	*	-	-	-	73	-	65
EL	64	-	63	*	-	-	-	-	65	43	64
Male	68	75	67	90	*	-	-	-	69	42	61
Female	72	*	72	75	-	-	-	-	72	50	67
Mathematics											
All Students	67	50	67	68	*	-	-	-	67	48	62
CWD	48	*	50	*	-	-	-	-	50	48	56
CWOD	69	50	69	73	*	-	-	-	69	-	62
EL	62	-	61	*	-	-	-	-	61	56	62
Male	66	33	66	75	*	-	-	-	67	61	64
Female	68	*	68	58	-	-	-	-	67	25	59

Part (iii)(II): Graduation Rate

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

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

								or					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Coho	rt Graduatio	n Rate (Gi	9-12): Clas	ss of 201	8								
All Students	-	- `	-	-	-	-	-	-	=	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female													

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- '^' Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.

(EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
463	45	10%

- '^' 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			Hispanic e: STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	42	24	42	34	*	-	-	-	42	17	31
School Quality (College, Career	, and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status	Otadonio	7 11110110411	mopumo	***************************************	maian	7101411	ioiaiiaoi	11000	Diodav	01.12	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	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						Υ	N	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	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
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL + 36% N 38% N 40% N
Federal Graduation Status [^]											
Interim Goals (2018-2022) 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)

									Two or		Non						
			African			American		Pacific	More	Econ	Econ						
		Campus	American	ı Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation R	ate																
All Subjects	All	100%	100%	100%	100%	*	_	_	_	100%	100%	100%	100%	100%	100%	100%	100%
7 til Gabjooto	Students	10070	10070	10070	10070					10070	10070	10070	10070	10070	10070	10070	10070
	CWD	100%	100%	100%	*	_	_	_	_	100%	*	100%	_	100%	100%	100%	_
	CWOD	100%	100%	100%	100%	*	_	_	_	100%	100%	-	100%	100%		100%	100%
	EL	100%	-	100%	100%	_	_	_	_	100%	100%	100%	100%	100%		100%	100%
	Male	100%	100%	100%	100%	*	_	_	_	100%	100%	100%	100%	100%		-	100%
	Female	100%	100%	100%	100%	_	_	_	_	100%	100%	100%	100%	100%	_	100%	100%
		,															
Reading	All	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Students																
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	- -		100%	100%	
	CWOD	100%	100%	100%	100%	*	-	-	-	100%	100%	-	100%	100%		100%	100%
	EL	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%		100%	100%
	Male	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
Mathematics	s All	100%	100%	100%	100%	*	_	_	_	100%	100%	100%	100%	100%	100%	100%	100%
	Students																
	CWD	100%	*	100%	*	-	_	_	_	100%	*	100%	_	100%	100%	100%	_
	CWOD	100%	100%	100%	100%	*	_	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	100%	-	_	_	_	100%	100%	100%	100%	100%		100%	100%
	Male	100%	100%	100%	100%	*	_	-	-	100%	100%	100%	100%	100%	100%	_	*
	Female	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
0 :			4000/	000/	1000/					000/	1000/	1000/	000/	4000/	000/	1000/	1000/
Science	All	99%	100%	99%	100%	-	-	-	-	99%	100%	100%	99%	100%	99%	100%	100%
	Students	4000/	*	4000/	*					4000/		4000/		*	4000/	4000/	
	CWD	100%		100%		-	-	-	-	100%	4000/	100%	-		100%	100%	4000/
	CWOD	99%	100%	99%	100%	-	-	-	-	99%	100%	*	99%	100%	99%	100%	100%
	EL	100%	- *	100%	*	-	-	-	-	100%			100%	100%	100%	100%	*
	Male	99%	*	99%		-	-	-	-	99%	100%	100%	99%	100%	99%		*
Non-Participati	Female	100%		100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	
Non-i articipati	on rate																
All Subjects	All	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Students																
	CWD	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%
Reading	All	0%	0%	0%	0%	*	_	_	_	0%	0%	0%	0%	0%	0%	0%	0%
	Students	- , ,	0.0	3 / 3	•					0.0	• / •	•	•	•	•	• / •	•
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%

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						
			African			American		Pacific	More	Econ	Econ						
		Campu	s American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Male	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%
Mathematics	All	0%	0%	0%	0%	*	_	-	-	0%	0%	0%	0%	0%	0%	0%	0%
5	Students																
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%
Science	All	1%	0%	1%	0%	_	_	_	-	1%	0%	0%	1%	0%	1%	0%	0%
5	Students																
	CWD	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-
	CWOD	1%	0%	1%	0%	-	-	-	-	1%	0%	-	1%	0%	1%	0%	0%
	EL	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	*
	Male	1%	*	1%	*	-	-	_	-	1%	0%	0%	1%	0%	1%	-	*
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*

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)

There is no data for this campus.

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.

There is no data for this campus.

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 9.9	Percent 21.4%
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	5.3	12.3%

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...

^{...} Indicates zero observations reported for this group.

	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%	*	1%
Mathematics	5,880	1%	79	2%	*	1%
Grade 4 Reading	6,312	2%	66	1%	*	1%
Mathematics	6,311	2%	66	1%	*	1%
Grade 5 Reading	6,133	1%	67	1%	*	2%
Mathematics	6,131	1%	67	1%	*	2%
Science	6,133	1%	67	1%	*	2%
Grade 6 Reading	6,038	1%	69	1%	-	-
Mathematics	6,036	1%	69	1%	-	-
Grade 7 Reading	5,616	1%	55	1%	-	-
Mathematics	5,616	2%	55	1%	-	-
Grade 8 Reading	5,251	1%	56	1%	-	-
Mathematics	5,254	2%	56	1%	-	-
Science	5,250	1%	56	1%	-	-
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%	13	1%
Reading	45,064	1%	523	1%	5	1%
Mathematics	40,350	1%	458	1%	5	1%
Science	16,337	1%	191	1%	*	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

			% Belo	w Basic	% At or Al	bove Basic		r Above icient	% At Ar	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ 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

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

			% Relo	w Basic	% At or Al	oove Basic	% At or	· Above cient	% At Ac	lvanced
Grade	Subject	Student Group	TX	US	TX	US	TX TX	US	TX	US
0.440	04.0,000	Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		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%

Indicates reporting standards not met.

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;n/a' Indicates data reporting is not applicable for this group.