# **Texas Education Agency**

## 2018-19 Federal Report Card for Texas Public Schools

Campus Name: BLANSON CTE H S Campus ID: 101902014 **District Name: ALDINE ISD** 

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

Part (i)(l) 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  Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates	44% 44% 52% 62% 72% 46%	32% 32% 42% 54% 66% 31%	37% 37% 46% 58% 69% 40%	60% 60% 66% 73% 80% 59%	43% 43% 51% 62% 72% 45%	74% 74% 78% 82% 87% 82%	45% 45% 53% 63% 73% 50%	56% 56% 62% 70% 78% 54%	33% 33% 43% 55% 67% 36%	19% 19% 31% 45% 60% 23%	29% 29% 39% 52% 65% 40%
	2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33	46% 54% 63% 73%	31% 41% 54% 66%	40% 49% 59% 70%	59% 65% 73% 80%	45% 53% 63% 73%	82% 85% 88% 91%	50% 57% 66% 75%	54% 61% 69% 77%	36% 45% 57% 68%	23% 34% 48% 62%	40% 49% 59% 70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate:	4-Year Longitudinal Rate* Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	89% 90% 92% 94%	85% 90% 92% 94%	87% 90% 92% 94%	93% 90% 92% 94%	86% 90% 92% 94%	95% 90% 92% 94%	89% 90% 92% 94%	92% 90% 92% 94%	86% 90% 92% 94%	78% 90% 92% 94%	72% 90% 92% 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)

					Afr			Amer		Pac	Two or More	Econ	Non Econ								Foster	r
	Sta	ate D	istrict	Campus		Hispanio	: White							CWD	CWOD	EL	Male	Female I	Migrant	Homeless		
STAAR Perc	ent at Appro	oach	nes Gr	ade Le	vel or A	Above																
End of Cou																						
English I		5%	55%	84%	89%	82%	*	-	100%	-	*	84%	84%	45%	86%	46%	81%	87%	-	-	-	-
	Students CWD 27	7%	19%	45%	50%	43%	_	_	_	_	_	50%	*	45%	_	29%	56%	*	_	_	_	_
	CWOD 71		59%	86%	93%	84%	*	-	100%	_	*	85%	87%	-	86%	49%	83%	89%	_	-	_	_
		1%	23%	46%	-	46%	-	-	-	_	-	46%	50%	29%	49%	46%	45%	48%	-	-	-	-
	Male 60	)%	50%	81%	87%	80%	*	-	100%	-	-	81%	86%	56%	83%	45%	81%	-	-	-	-	-
	Female 73	3%	61%	87%	91%	86%	*	-	*	-	*	88%	81%	*	89%	48%	-	87%	-	-	-	-
English II	All 67 Students	7%	57%	80%	82%	80%	75%	-	*	-	-	80%	83%	46%	82%	47%	77%	85%	-	*	*	-
		7%	22%	46%	*	45%	_	_	_	_	_	50%	*	46%	_	20%	44%	*	_	_	_	_
	CWOD 72		60%	82%	84%	81%	75%	-	*	-	-	81%	84%	_	82%	49%	78%	86%	-	*	*	-
	EL 30	)%	24%	47%	-	48%	*	-	-	-	-	48%	38%	20%	49%	47%	42%	58%	-	*	-	-
	Male 62	2%	52%	77%	88%	74%	80%	-	*	-	-	76%	80%	44%	78%	42%	77%	-	-	*	*	-
	Female 73	3%	62%	85%	76%	87%	*	-	*	-	-	85%	86%	*	86%	58%	-	85%	-	-	-	-
Algebra I	All 83 Students	3%	76%	97%	96%	97%	*	-	*	-	*	97%	98%	75%	98%	97%	97%	97%	-	-	-	-
	CWD 52	2%	38%	75%	60%	86%	-	-	-	_	-	82%	*	75%	-	*	70%	*	-	-	-	-
	CWOD 87		79%	98%	100%	98%	*	-	*	-	*	98%	100%	-	98%	97%	98%	97%	-	-	-	-
		3%	60%	97%	-	97%	-	-	-	-	-	96%	100%	*	97%	97%	94%	100%	-	-	-	-
		9%	71%	97%	91%	98%	*	-	*	-	-	97%	96%	70%	98%	94%	97%	-	-	-	-	-
	Female 88	3%	81%	97%	100%	97%	*	-	*	-	*	97%	100%	*	97%	100%	-	97%	-	-	-	-
Biology	All 87 Students	7%	81%	100%	100%	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	99%	-	*	-	-
	CWD 60	)%	46%	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	*	100%	*	-	-	-	-
	CWOD 90		84%	100%	100%	100%	*	-	100%	-	*	100%	100%	-	100%	100%	100%	99%	-	*	-	-
	EL 68	3%	57%	100%	-	100%	*	-	-	-	-	100%	100%	*			100%	100%	-	*	-	-
		1%	78%	100%	100%	100%	*	-	100%	-	-	100%	100%	100%			100%	-	-	*	-	-
	Female 90	)%	85%	99%	100%	99%	*	-	*	-	*	99%	100%	*	99%	100%	-	99%	-	-	-	-
CTA AD Dovo	M				<b>A</b> b a																	
STAAR Perc End of Cou		GI	aue Le	evel of A	Above																	
English I		3%	33%	62%	66%	61%	*	_	90%	_	*	62%	65%	30%	64%	13%	56%	69%	_	_	_	_
g	Students																					
	CWD 15	5%	12%	30%	50%	21%	-	-	-	-	-	33%	*	30%	-	29%	38%	*	-	-	-	-
	CWOD 53	3%	35%	64%	67%	62%	*	-	90%	-	*	63%	68%	-	64%	11%	58%	70%	-	-	-	-
		1%	6%	13%	-	13%	-	-	-	-	-	15%	0%	29%	11%	13%	12%	14%	-	-	-	-
		2%	28%	56%	68%	53%	*	-	100%	-	-	56%	61%	38%	58%	12%	56%	-	-	-	-	-
	Female 56	5%	39%	69%	64%	70%	*	-	*	-	*	69%	70%	*	70%	14%	-	69%	-	-	-	-
English II		3%	34%	54%	55%	52%	75%	-	*	-	-	53%	61%	31%	54%	13%	47%	61%	-	*	*	-
	Students CWD 16	5%	15%	31%	*	27%						33%	*	31%	_	0%	33%	*				
	CWOD 52		36%	54%	55%	53%	75%	-	*	-		53%	62%	-	54%	14%	48%	62%	-	*	*	-
		1%	7%	13%	-	13%	*	_	_	_	_	13%	13%	0%	14%	13%	5%	32%	_	*	_	_
		2%	30%	47%	54%	45%	80%	-	*	_	_	46%	56%	33%	48%	5%	47%	-	_	*	*	_
	Female 55		39%	61%	56%	61%	*	-	*	-	-	60%	67%	*	62%	32%	-	61%	-	-	-	-
Algebra I		9%	44%	71%	60%	72%	*	-	*	-	*	71%	72%	33%	72%	52%	68%	74%	-	-	-	-
	Students CWD 24	1%	18%	33%	20%	43%						36%	*	33%	_	*	30%	*				
	CWD 24		46%	33% 72%	20% 64%	43% 73%	*	-	*	-	*	36% 72%	74%	JJ 70	- 72%	52%	71%	74%	-	-	-	-
		)%	21%	52%	-	52%	_	-	_	-	_	50%	60%	*	52%	52%	50%	54%	-	-	-	-
		3%	39%	68%	57%	69%	*	-	*	_	_	67%	79%	30%	71%	50%	68%	-	_	-	_	_
	Female 65		50%	74%	63%	75%	*	-	*	_	*	75%	63%	*	74%	54%	-	74%	-	-	_	_

Two

											Two or		Non									
		State	District Can	nnue	Afr	-lienanio		mer						CWD	CWOD	EI	Malo	Fomalo I	Nigrant Ho		Foster	Military
		State	District Car	iipus		nspanic	vviiite	mu	Asiaii	131	Naces	Disauv	Disauv	CVID	CIIOD		Water	i emaien	ingranitrio	licicss	Cale I	mintal y
Biology	All Students	60%	48% 80	6%	86%	85%	*	-	100%	-	*	86%	88%	46%	87%	62%	85%	86%	-	*	-	-
	CWD	24%		6%	40%	50%	-	-	-	-	-	50%	*	46%	-	*	45%	*	-	-	-	-
	CWOD EL	64% 24%		7% 2%	90%	86% 61%	*	-	100%	-	*	87% 61%	90% 67%	*	87% 65%	65% 62%	88% 64%	87% 58%	-	*	-	-
	Male	58%		2 % 5%	86%	85%	*	-	100%	-	-	85%	85%	45%	88%	64%	85%	-	-	*	-	-
	Female			6%	86%	86%	*	-	*	-	*	86%	92%	*	87%	58%	-	86%	-	-	-	-
STAAR Perce	nt at Ma	sters	Grade Lev	/el																		
End of Cours																						
English I	All Students	10%	4% <b>7</b>	'%	5%	6%	*	-	60%	-	*	6%	9%	0%	7%	0%	6%	8%	-	-	-	-
	CWD	3%	1% <b>0</b>	%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD EL			%	5%	6%	*	-	60%	-	*	7%	9%	-	7%	0%	6% 0%	8%	-	-	-	-
	Male	1% 7%		% %	- 6%	0% 4%	*	-	- 57%	-	-	0% 5%	0% 7%	0% 0%	0% 6%	0% 0%	6%	0% -	-	-	-	-
	Female	14%	6% 8	%	3%	8%	*	-	*	-	*	8%	11%	*	8%	0%	-	8%	-	-	-	-
English II	All	8%	2% 4	%	6%	4%	0%		*			4%	4%	0%	5%	0%	4%	5%		*	*	
Liigiisii ii	Students	0 70	270	70	0 /0	4 70	0 70	-		-	-	4 /0	7 70	0 70	370	0 70	<del>-1</del> /0	370	-			_
	CWD	4%		%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD EL	8% 0%		% %	6% -	5% 0%	0%	-	_	-	-	5% 0%	4% 0%	- 0%	5% 0%	0% 0%	4% 0%	5% 0%	-	*	_	-
	Male	6%	2% 4	%	4%	4%	0%	-	*	-	-	4%	4%	0%	4%	0%	4%	-	-	*	*	-
	Female	10%	3% 5	%	8%	4%	*	-	*	-	-	5%	5%	*	5%	0%	-	5%	-	-	-	-
Algebra I	All	36%	23% 38	В%	32%	38%	*	_	*	_	*	38%	35%	0%	39%	16%	39%	36%	_	_	_	_
· ·	Students	00/	70/ 6	.07	00/	00/						00/	*	00/		*	00/	*				
	CWD CWOD	9% 39%		9%	0% 36%	0% 39%	*	-	*	-	*	0% 39%	36%	0% -	- 39%	17%	0% 41%	36%	-	-	-	-
	EL	19%	8% 10	6%	-	16%	-	-	-	-	-	15%	20%	*	17%	16%	22%	8%	-	-	-	-
	Male Female	31%		9% 6%	26% 38%	39% 36%	*	-	*	-	*	37% 39%	50% 16%	0% *	41% 36%	22% 8%	39%	36%	-	-	-	-
	i ciliale	4070	2070	J /0	30 70	30 /0		-		-		J3 /0	10 /0		30 /0	070	-	30 /0	-	-	-	_
Biology	All	24%	13% <b>3</b> 2	2%	26%	31%	*	-	70%	-	*	33%	27%	0%	33%	8%	35%	29%	-	*	-	-
	Students CWD	6%	3% <b>0</b>	%	0%	0%	_	_	_	_	_	0%	*	0%	_	*	0%	*	_	_	_	_
	CWOD	26%	14% 3	3%	29%	32%	*	-	70%	-	*	34%	28%	-	33%	9%	36%	30%	-	*	-	-
	EL Male	4% 24%		5% 5%	- 31%	6% 33%	*	-	- 71%	-	-	6% 35%	17% 30%	0%	9% 36%	8% 8%	8% 35%	8%	-	*	-	-
	Female			9%	21%	30%	*	-	*	-	*	30%	25%	*	30%	8%	-	29%	-	-	-	-
STAAR Perce		proac		e Lev 0%	<b>vel or A</b>	Above	88%		100%		*	90%	91%	64%	91%	66%	88%	92%		*	*	
All Subjects	All Students	1170	09% 3	J 70	9270	9070	0070	-	10076	-		90%	9170	0470	9170	00%	0070	9270	-			-
	CWD	46%		4% 1%	67% 94%	63% 90%	- 88%	-	- 100%	-	- *	68% 91%	20% 93%	64%	- 91%	47% 68%	67% 90%	50% 93%	-	- *	- *	-
	EL	62%		6%	-	66%	*	-	-	-	-	65%	68%	47%	68%	66%	63%	71%	-	*	-	-
	Male	74%		B%	92%	88%	90%	-	100%	-	-	88%	90%	67%	90%	63%	88%	-	-	*	*	-
	Female	0070	72% <b>9</b> 2	2%	92%	92%	83%	-	100%	-		92%	91%	50%	93%	/1%	-	92%	-	-	-	-
Reading	All	73%	64% 82	2%	86%	81%	82%	-	100%	-	*	82%	83%	45%	84%	47%	79%	86%	-	*	*	-
	Students CWD	39%	28% <b>4</b>	5%	50%	44%	_	_	_	_	_	50%	*	45%	_	25%	52%	25%	_	_	_	_
	CWOD	78%	67% 84	4%	89%	83%	82%	-	100%	-	*	84%	86%	-	84%	49%	81%	87%	-	*	*	-
	EL Male	54% 69%		7% 9%	88%	47% 77%	* 86%	-	- 100%	-	-	47% 79%	43% 83%	25% 52%	49% 81%	47% 43%	43% 79%	53%	-	*	*	-
	Female			6%	84%	86%	*	-	*	-	*	86%	83%	25%	87%	53%	-	86%	-	-	-	-
Mathematics	. ΔII	81%	75% <b>9</b>	7%	96%	97%	*		*	-	*	97%	98%	75%	98%	97%	97%	97%	_		_	_
	Students	O 1 70	1370 9	/0	<b>3</b> 0 70	JI 70		-		-		<b>3</b> 1 70	<b>30</b> 70	1 370	<b>3</b> 070	3170	JI 70		-	-	-	-
	CWD	53%		5%	60%	86%	- *	-	-	-	-	82%	*	75%	-	*	70%	*	-	-	-	-
	CWOD EL	84% 72%		8% 7%	100%	98% 97%	_	-	_	-	_	98% 96%	100% 100%	*	98% 97%	97% 97%	98% 94%	97% 100%	-	-	-	-
	Male	79%	72% <b>9</b>	7%	91%	98%	*	-	*	-	-	97%	96%	70%	98%	94%	97%	-	-	-	-	-
	Female	82%	77% 9	7%	100%	97%	*	-	*	-	*	97%	100%	*	97%	100%	-	97%	-	-	-	-
Science	All	80%	70% 10	0%	100%	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	99%	-	*	-	-
	Students CWD	<b>510</b> / <sub>2</sub>	38% 10	<b>n</b> º/	100%	100%						100%	*	100%	_	*	100%	*				
	CWD	51% 84%			100%	100% 100%	*	-	100%	-	*	100%	100%	-	100%			99%	-	*	-	-
	EL	61%		0%	-	100%	*	-	-	-	-	100%	100%	*	100%			100%	-	*	-	-
	Male Female	79% 81%			100% 100%	100% 99%	*	-	100%	-	*	100% 99%	100% 100%	100%	100% 99%	100% 100%		99%	-	-	-	-
STAAR Perce																						
All Grades																		=05:				
All Subjects	All Students	49%	36% <b>6</b> 8	8%	67%	68%	81%	-	96%	-	*	68%	72%	34%	70%	29%	64%	73%	-	*	*	-
	CWD	24%		4%	39%	33%	-	-	-	-	-	38%	0%	34%	-		37%	25%	-	-	-	-
	CWOD EL	52% 29%		0% 9%	70%	69% 29%	81%	-	96%	-	*	69% 29%	74% 32%	- 24%	70% 30%	30% 29%	66% 26%	73% 35%	-	*	*	-
	⊏∟ Male	29% 47%		9% 4%	- 67%	29% 63%	80%	-	100%	-	-	29% 64%	32% 70%	24% 37%	66%	26%	26% 64%	35%	-	*	*	-
	Female			3%	67%	73%	83%	-	88%	-	*	73%	74%	25%	73%	35%	-	73%	-	-	-	-

Two or Non Afr Pac More Econ Amer Foster Econ State District Campus Amer Hispanic White Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military Reading 65% 47% 33% 58% 61% 57% 73% 92% 58% 63% 30% 60% 13% 52% All Students CWD 21% 30% 33% 30% 36% 13% 60% 62% 58% 73% 92% 59% 65% 60% 13% 53% CWOD 50% 34% 67% 23% 14% 13% 13% 14% 7% 17% 13% 13% 8% 23% 61% Male 43% 29% 52% 50% 71% 100% 52% 58% 36% 53% 8% 52% 65% Female 51% 37% 65% 60% 66% 65% 69% 13% 67% 23% Mathematics ΑII 51% 39% 71% 60% 72% 71% 72% 33% 72% 52% 68% 74% Students CWD 26% 21% 33% 20% 43% 36% 33% 30% 74% 72% 52% 74% CWOD 54% 41% 72% 64% 73% 72% 71% 50% 37% 29% 60% 52% 52% EL 52% 52% 50% 54% 50% 68% 57% 69% 67% 30% 71% 50% Male 38% 79% 68% Female 51% 74% 63% 75% 63% 74% 74% 53% 37% 86% 86% 85% 100% 86% 88% 46% 62% 86% Science ΑII 87% 85% Students CWD 46% 40% 50% 50% 46% CWOD 56% 39% 86% 100% 87% 90% 87% 65% 88% 87% 87% 90% 13% 61% 61% 67% 65% 62% 64% 58% 62% 53% Male 37% 85% 86% 85% 100% 85% 85% 45% 88% 64% 85% 86% Female 53% 38% 86% 86% 86% 86% 92% 87% 58% STAAR Percent at Masters Grade Level All Grades All Subjects 12% 20% 16% 19% 25% 63% 20% 18% 0% 20% 4% 20% 19% Students 0% 0% CWD 8% 5% 0% 0% 0% 0% 0% 0% 0% 20% **CWOD 25%** 13% 20% 18% 20% 25% 63% 21% 19% 5% 21% 19% 0% 11% 4% 8% 4% EL 6% 4% 4% 5% 5% 3% Male 22% 11% 17% 19% 30% 63% 20% 22% 0% 21% 5% 20% \_ 20% 19% Female 24% 13% 19% 16% 17% 63% 20% 14% 0% 3% 19% 19% Reading 10% 6% 0% 46% 0% 7% All 20% 5% 5% 6% 7% 0% 6% 5% Students CWD 0% 0% 0% 0% 0% 0% 0% 0% 46% 7% 6% 0% CWOD 22% 11% 6% 6% 6% 4% 8% 0% 0% 0% 0% 0% 0% 0% 0% 0% Male 17% 8% 5% 5% 4% 0% 44% 5% 6% 0% 5% 0% 5% Female 23% 12% 7% 5% 7% 6% 8% 0% 7% 0% 7% 38% 32% 38% 0% 16% 36% Mathematics All 16% 38% 35% 39% 39% Students CWD 11% 6% 0% 0% 0% 0% 0% 0% **CWOD 28%** 36% 39% 17% 36% 17% 39% 39% 39% 36% 41% 16% 10% 16% 15% 20% 17% 16% 22% FΙ 16% 8% 26% 0% 22% 15% 37% 41% Male 25% 39% 39% 50% 39% Female 26% 16% 36% 38% 36% 16% 36% 8% 36% Science ΑII 24% 11% 32% 26% 31% 70% 33% 27% 0% 33% 8% 35% 29% Students CWD 8% 0% 0% 0% 0% 0% 0%

29%

31%

21%

32%

6%

33%

30%

33%

8%

35%

29%

26%

7%

25%

11%

11%

10%

CWOD

Female 23%

Male

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)

34%

6%

35%

28%

17%

30%

25%

0%

33%

36%

30%

9% 36%

8% 8%

8% 35%

8%

30%

8%

29%

70%

71%

	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	73	66	74	94	-	*	-	-	74	100	86
CWD	100	*	100	-	-	-	-	-	100	100	*
CWOD	73	65	74	94	-	*	-	-	73	-	85
EL	86	_	86	*	-	-	-	-	91	*	86
Male	75	61	76	90	-	*	-	-	75	100	85
Female	72	70	72	*	-	*	-	-	72	*	89
Mathematics											
All Students	75	70	75	*	-	*	-	*	75	54	66
CWD	54	40	64	-	-	-	-	-	59	54	*
CWOD	76	74	76	*	-	*	-	*	75	-	65

<sup>\*</sup> Indicates results are masked due to small numbers to protect student confidentiality.

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
EL	66	-	66	-	-	-	-	-	65	*	66
Male	75	67	76	*	-	*	-	-	73	45	71
Female	75	73	74	*	-	*	-	*	77	*	59

## Part (iii)(II): Graduation Rate

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

	Two 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 Cohort	Graduatio	n Rate (Gr	9-12): Clas	s of 201	8										
All Students	-	- '	-	-	-	-	-	-	-	-	-	-	-		
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-		
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-		
EL	-	-	-	-	-	-	-	-	-	-	-	-	-		
Male	-	-	-	-	-	-	-	-	-	-	-	-	-		
Female	-	-	-	-	-	-	-	-	-	-	-	-	-		

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

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
106	21	20%

Indicates data reporting does not meet for Minimum Size.

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 Achie			Hispanic e: STAAR C	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	59	58	59	65	-	86	-	*	59	33	33
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.

Part (vi): Goal Meeting Status

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ	Υ	Υ						Υ	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ	Υ	Υ						Υ	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	Υ	N						Υ	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

Indicates there are no students in the group.

<sup>&#</sup>x27;^' Ever EL in grades 9-12

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

Indicates zero observations reported for this group.

Indicates there are no students in the group.

Target Met	All Students N	African American N	Hispanic N	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv N	CWD N	EL+ N
Mathematics		• • •	• • •								• • •
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	0070	.070	0270	0070	0.70	Y	2070	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	0070	0070	0070	<b>0.</b> 70	0.70	Y	0.70	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	Y	Y		0070	0070	0070	0070	Y	.070	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	Υ						Υ		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)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	<del>34</del> /0	J4 /0	J <del>-1</del> /0	J <del>-1</del> /0	3 <del>4</del> /0	J <del>+</del> /0	3 <del>4</del> /0	<b>34</b> /0	3 <del>4</del> /0	3 <del>4</del> /0	J <del>4</del> /0

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	ate	Campus	African American	ı Hispanic		American Indian		Pacific Islander		Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	100%	-	100%	-	*	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	_	_	_	_	_	100%	100%	100%	_	100%	100%	100%	_
	CWOD	100%	100%	100%	100%	_	100%	_	*	100%	99%	-	100%		100%	100%	_
	EL	100%	-	100%	*	_	-	_	_	100%	100%	100%	100%		100%	100%	_
	Male	100%	99%	100%	100%	_	100%	_	_	100%	99%	100%		100%		-	_
	Female	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%		100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	-	-	-	_	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	_	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	98%	100%	*	-	*	-	*	100%	98%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	100%	98%	100%	*	-	*	-	*	100%	98%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	96%	100%	*	-	*	-	-	100%	96%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	*	-	*	-	*	100%	100%	*	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	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%	-
	Male	100%	100%	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	-	*	100%	100%	*	100%	100%	-	100%	-
Non-Participation	on Rate																

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						
	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All	0%	0%	0%	0%	-	0%	-	*	0%	1%	0%	0%	0%	0%	0%	-
Students																
CWD	0%	0%	0%	-	_	-	-	-	0%	0%	0%	-	0%	0%	0%	-
CWOD	0%	0%	0%	0%	_	0%	_	*	0%	1%	-	0%	0%	0%	0%	_
EL	0%	_	0%	*	_	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
Male	0%	1%	0%	0%	_	0%	_	-	0%	1%	0%	0%	0%	0%	_	_
Female	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
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%	_
Male	0%	0%	0%	0%	_	0%	_	-	0%	0%	0%	0%	0%	0%	_	_
Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
s All Students	0%	2%	0%	*	-	*	-	*	0%	2%	0%	0%	0%	1%	0%	-
CWD	0%	0%	0%	-	_	-	-	-	0%	*	0%	-	*	0%	*	-
CWOD	0%	2%	0%	*	_	*	-	*	0%	2%	-	0%	0%	1%	0%	_
EL	0%	_	0%	-	_	-	-	-	0%	0%	*	0%	0%	0%	0%	_
Male	1%	4%	0%	*	_	*	-	-	0%	4%	0%	1%	0%	1%	-	_
Female	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	-
All Students	0%	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%	0%	_
EL	0%	-	0%	*	_	-	_	-	0%	0%	*	0%	0%	0%	0%	_
Male		0%		*	_	0%	_	_	0%	0%	0%			0%	_	_
Female	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	-
	Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female  S All Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female	All Students	Campus American All 0% 0% Students CWD 0% 0% CWOD 0% 0% EL 0% - Male 0% 1% Female 0% 0%  All 0% 0% Students CWD 0% 0% CWOD 0% 0% EL 0% - Male 0% 0% Female 0% 0%  Students CWD 0% 0% EL 0% - Male 0% 0% Female 0% 0%  Students CWD 0% 0%  All 0% 2% Students CWD 0% 0% CWOD 0% 0% Students CWD 0% 0% CWOD 0% 0% EL 0% - Male 1% 4% Female 0% 0%  Students CWD 0% 0% CWOD 0% 0%	Campus American Hispanic All	Campus American Hispanic White All	Campus American Hispanic White   Indian	Campus American Hispanic White   Indian   Asian   All   Students   CWD   0%   0%   0%   0%   0%   0%   0%   0	Campus American Hispanic White   Indian   Asian Islander   All   0% 0% 0% 0% 0% - 0%   - 0%	African   Campus American Hispanic   White   Indian   I	Male	Name	Name	Name	All	All	Name

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.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 19.7	Percent 32.1%
Teachers Teaching with Emergency or Provisional Credentials	3.0	5.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	12.3	21.8%

Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-

<sup>&#</sup>x27;\_' Indicates zero observations reported for this group.

personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	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%	-	-
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%	-	-
Reading	45,064	1%	523	1%	-	-
Mathematics	40,350	1%	458	1%	-	-
Science	16,337	1%	191	1%	-	-

<sup>&#</sup>x27;\*' 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

							% At o	r Above		
			% Belo	w Basic	% At or Al	bove Basic	Prof	icient	% At 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
	-	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

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

							% At o	r Above		
			% Belo	w Basic	% At or Al	ove Basic	Profi	icient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	•	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	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.

'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.