# **Texas Education Agency**

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

Campus Name: GOODMAN EL Campus ID: 101902106 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 Perfori	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

State   Stat												Two or		Non									
Reading   All   75%   65%   68%   75%   56%			State	District	Campus		Hispani	c White				More		Econ	CWD	CWOE	) EL	Male	Female	Migrar	nt Homeless		
Reading	TAAR Perce	nt at App	roac	hes Gr	ade Lev	el or A	Above																
Students	Grade 3																						
CWD   49%   37%   61%   62%   62%   63%   62%   63%   62%   63%   63%   63%   64%   63%   64%   63%   64%   63%   64%   63%   64%   63%   64%   63%   64%   63%   64%   63%   64%   63%   64%   63%   64%   63%   64%   63%   65%	Reading		75%	65%	58%	75%	56%	-	-	-	-	-	58%	60%	0%	64%	55%	58%	58%	-	*	-	-
CVVD   19%   68%   64%   58%			49%	37%	0%	*	0%	_	-	_	-	-	0%	*	0%	-	0%	0%	*	_	*	_	_
EL   69% 64% 55%   55%						86%		_	-	_	_	-		*	-	64%			64%	-	-	_	_
Maile   73%   61%   58								_	_	_	_	_		*	0%	61%			53%	_	-	_	_
Mathematics   All   78%   69%   58%   53%   55%   55%   55%   56%   50%   55%   58%   58%   5								_	_	_	_	_		*						_	*	_	_
Students						*		-	-	-	-	-		*	*				58%	-	-	-	-
Students	Mathematics	: All	78%	72%	66%	63%	66%	_	_	_	_	_	65%	80%	22%	70%	66%	67%	65%	_	*	_	_
CWO   52%   43%   22%   22%   25%   25%   25%   22%   22%   22%   20%   -   -	Matromatio		1070	1270	0070	0070	0070						0070	0070		1070	0070	01 70	0070				
CWOD 81% 75% 70% 70% 71% 70% 69% - 70% 70% 71% 69% 69% - 70% 70% 71% 69% 69% - 20% 71% 69% 67%			52%	43%	22%	*	25%	_	_	_	_	_	25%	*	22%	_	29%	20%	*	_	*	_	_
EL   75%   74%   66%   66%   66%   67%   29%   70%   66% 66% 67%   -   -   -						71%		_	_	_	_	_		*		70%			69%	_	_	_	_
Male								_	_	_	_	_		*	29%					_	_	_	_
Female 78% 72% 65% * 61% 63% * 66% 67% - 65%								_	_	_	_	_		*						_	*	_	_
Reading   All						*		-	-	-	-	-		*	*				65%	-	-	-	-
Reading   All	Grada 4																						
CWD 44% 31% 20% - 20% - 20% - 20% - 20% - 20% - 20%		All	74%	66%	63%	*	60%	-	-	*	-	*	61%	83%	20%	66%	57%	67%	58%	-	-	-	-
CWOD 78% 69% 66%			110/	210/	20%		200/-						20%		20%		*	20%					
EL						*		-	-	*	-	*		_	20 /0	_	50%		50%	-	-	-	-
Male								-	-	*	-			*	*					-	-	-	-
Remalic   Female								-	-		-	*		*	200/-					-	-	-	-
Mathematics All 74% 70% 72% * 70% * 71% 83% 80% 71% 66% 79% 64% Students CWD 46% 38% 80% 71% 66% 73% 67% 64%						*			-	*	-	_		*	20 /0					-	-	-	-
Students																							
CWOD 78% 73% 71% * 69% - * * 70% 83% - 71% 65% 78% 64% EL 69% 70% 66% - 65% - * * - 65% * * 65% 83% - 71% 65% 78% 64% EL 69% 70% 66% - 65% - * * - 65% * * 65% 85% 66% 73% 57%	Mathematics		74%	70%	72%	*	70%	-	-	*	-	*	71%	83%	80%	71%	66%	79%	64%	-	-	-	-
EL		CWD	46%	38%	80%	-	80%	-	-	-	-	-	80%	-	80%	-	*	80%	-	-	-	-	-
Male		CWOD	78%	73%	71%	*	69%	-	-	*	-	*	70%	83%	-	71%	65%	78%	64%	-	-	-	-
Female   74%   71%   64%   62%   -   -   -   63%   -   64%   57%   64%   -   -   -		EL	69%	70%	66%	-	65%	-	-	*	-	-	65%	*	*	65%	66%	73%	57%	-	-	-	-
Grade 5 Reading All 86% 79% 80% 71% 81% 63% * - 64% 57% - 64%		Male	74%	69%	79%	*	77%	-	-	-	_	*	78%	*	80%	78%	73%	79%	-	-	-	-	-
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Students		All	86%	79%	80%	71%	81%	-	_	-	_	-	79%	100%	67%	82%	76%	72%	88%	_	-	_	-
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Mathematics   All   89%   86%   85%   86%   85%   -   -   -   -   -   87%   *   *   88%   79%   -   88%   -   -   -   -		EL	77%	71%	76%	_		-	-	-	-	-		*	*	79%	76%	71%	79%	-	-	-	-
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Students     CWD 68% 50% 89% * 83% 88% * 89% - * 85% 82% 77% 90%		Female	88%	83%	88%	-	88%	-	-	-	-	-	87%	*	*	88%	79%	-	88%	-	-	-	-
Students     CWD 68% 50% 89% * 83% 88% * 89% - * 85% 82% 77% 90%	Mathematics	s All	89%	86%	85%	86%	85%	_	_	_	_	_	84%	100%	89%	85%	83%	79%	90%	_	_	_	_
CWOD 92% 90% 85% * 85% 84% * - 85% 82% 77% 90% 84% * - 85% 82% 77% 90% 82% * * 82% 83% 82% 83% 82% * * 82% 83% 82% 83% 82% * * 82% 83% 82% 83% 82% * * 82% 83% 82% 83% 82% * * 82% 83% 82% 83% 82% * * 88% 77% 82% 79% 82% * * 88% 77% 82% 79%																							
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Male 88% 84% 79% 86% 78% 78% * 88% 77% 82% 79% Female 90% 88% 90% - 90% 78% * 88% 77% 82% 79%		CWOD	92%	90%	85%	*	85%	-	-	-	-	-	84%	*	-	85%	82%	77%	90%	-	-	-	-
Female 90% 88% 90% - 90% - 90% 90% 90% 90% * * 90% 83% - 90%         Science       All 74% 62% 57% 86% 54% 57% 60% 44% 58% 33% 63% 51% 57% 51         Students       CWD 45% 31% 44% * 17% 38% * 44% - * 38% * 58% 34% 68% 50% 58% 34% 68% 50% 58% 34% 68% 50% 58% 51         EL 60% 48% 33% - 33% - 33% - 33% 63% * 38% 68% 41% 63%		EL			83%	-	83%	-	-	-	-	-		*	*	82%			83%	-	-	-	-
Science All 74% 62% 57% 86% 54% 57% 60% 44% 58% 33% 63% 51% Students  CWD 45% 31% 44% * 17% 38% * 44% - * 38% *		Male	88%	84%	79%	86%	78%	-	-	-	-	-	78%	*	88%	77%	82%	79%	-	-	-	-	-
Students  CWD 45% 31% 44% * 17% 38% * 44% - * 38% * CWOD 77% 64% 58% * 57% 58% * - 58% 34% 68% 50% 58% 48% 33% - 33% 34% * * 34% 68% 33% 41% 25% 58% Male 74% 62% 63% 86% 58% 63% * 38% 68% 41% 63%		Female	90%	88%	90%	-	90%	-	-	-	-	-	90%	*	*	90%	83%	-	90%	-	-	-	-
CWOD 77% 64% 58% * 57% 58% * - 58% 34% 68% 50% 58% Male 74% 62% 63% 86% 58% 63% * 38% 68% 41% 63% 63% * 38% 68% 41% 63% 63% * 38% 68% 41% 63%	Science		74%	62%	57%	86%	54%	-	-	-	-	-	57%	60%	44%	58%	33%	63%	51%	-	-	-	-
CWOD 77% 64% 58% * 57% 58% * - 58% 34% 68% 50% EL 60% 48% 33% - 33% 34% * * 34% 33% 41% 25% Male 74% 62% 63% 86% 58% 63% * 38% 68% 41% 63%			45%	31%	44%		17%	-	-	-	-	-	38%	*	44%	-	*	38%	*	-	-	_	-
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Male 74% 62% <b>63%</b> 86% 58% 63% * 38% 68% 41% 63%		EL	60%			-		-	-	-	-	-		*	*					-	-	-	-
		Male	74%			86%		-	-	-	-	-		*	38%	68%	41%	63%	-	-	-	-	-
Female 73% 61% <b>51%</b> - 51% 51% * * 50% 25% - 51%			73%	61%	51%	-	51%	-	-	-	-	-	51%	*	*	50%	25%		51%	-	-	-	-

Two or Non

					Afr			Amer				Econ									Foster	
		State	District (	Campus	Amer H	lispanic V	Vhite	Ind	Asian	isi I	Races	Disadv	Disadv	CWD	CWOD	EL	Male I	Female M	ligrant Hon	neless	Care	Military
STAAR Percen	it at Mee	ets Gr	ade Le	vel or A	bove																	
Grade 3 Reading	All Students	44%	29%	26%	25%	26%	-	-	-	-	-	25%	40%	0%	28%	26%	21%	33%	-	*	-	-
`	CWD	26%	20%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	46%	30%	28%	29%	28%	-	-	-	-	-	27%	*	-	28%		23%	36%	-	-	-	-
	EL Male	35% 41%	25% 27%	26% 21%	*	26% 23%	-	-	-	-	-	26% 22%	*	0% 0%	28% 23%		20% 21%	33%	-	*	-	-
	Female		31%	33%	*	31%	-	-	-	-	-	29%	*	*	36%	33%		33%	-	-	-	-
Mathematics	All	48%	37%	27%	38%	26%						27%	20%	11%	28%	270/	30%	23%		*		
	Students	4070	3170	21%	3070	20%	-	-	-	-	-	2170	20%	1170	2070	2170	30%	2370	-		-	-
	CWD	30%	23%	11%	*	13%	-	-	-	-	-	13%	*	11%	-	14%		*	-	*	-	-
	CWOD	50% 41%	38% 37%	28% 27%	43%	27% 27%	-	-	-	-	-	29% 29%	*	- 14%	28% 28%		33% 32%	22% 20%	-	-	-	-
	Male	49%	38%	30%	*	30%	-	-	-	-	-	31%	*	0%	33%	32%	30%	-	-	*	-	-
	Female	46%	36%	23%	*	19%	-	-	-	-	-	21%	*	*	22%	20%	-	23%	-	-	-	-
Grade 4																						
Reading	All	43%	30%	28%	*	25%	-	-	*	-	*	26%	50%	0%	30%	22%	29%	28%	-	-	-	-
\$	Students	0.40/	470/	00/		00/						00/		00/		*	00/					
	CWD	24% 46%	17% 31%	0% 30%	*	0% 26%	-	-	*	-	*	0% 28%	- 50%	0% -	30%	24%	0% 32%	28%	-	-	-	-
	EL	30%	21%	22%	-	21%	-	-	*	-	-	20%	*	*	24%	22%	20%	25%	-	-	-	-
	Male Female	41%	28% 31%	29% 28%	*	23% 26%	-	-	- *	-	*	28% 25%	*	0%	32% 28%	20% 25%	29%	28%	-	-	-	-
	remale	40 /0	3170	20 /0		20 /0	-	-		-	-	23 /0		-	20 /0	23 /0	-	20 /0	-	-	-	-
Mathematics	All	46%	37%	33%	*	32%	-	-	*	-	*	31%	67%	20%	34%	26%	40%	25%	-	-	-	-
\$	Students CWD	27%	23%	20%	_	20%	_			_	_	20%	_	20%	_	*	20%	_	_	_	_	_
	CWOD	49%	38%	34%	*	32%	-	-	*	_	*	31%	67%	-	34%	28%	43%	25%	-	-	_	-
	EL	39%	35%	26%	-	25%	-	-	*	-	-	24%	*	*	28%		33%	18%	-	-	-	-
	Male Female	48% 45%	39% 35%	40% 25%	*	38% 24%	-	-	*	-	-	40% 19%	*	20%	43% 25%	33% 18%	40%	25%	-	-	-	-
	. 0	.070	0070			2.70						.070			2070	.070		2070				
Grade 5																						
Reading	All Students	53%	38%	43%	57%	41%	-	-	-	-	-	40%	80%	33%	44%	29%	33%	51%	-	-	-	-
·	CWD	27%	20%	33%	*	17%	-	-	-	-	-	25%	*	33%	-	*	25%	*	-	-	-	-
	CWOD	56%	39%	44%	*	43%	-	-	-	-	-	42%	*	-	44%		35%	50%	-	-	-	-
	EL Male	36% 50%	21% 34%	29% 33%	- 57%	29% 28%	-	-		-	-	28% 31%	*	25%	32% 35%		29% 33%	29%	-	-	-	-
	Female		41%	51%	-	51%	-	-	-	-	-	49%	*	*	50%	29%		51%	-	-	-	-
NA - 41 41	A.II	F <b>7</b> 0/	400/	400/	400/	400/						400/	400/	4.40/	400/	0.40/	400/	400/				
Mathematics	All Students	57%	49%	48%	43%	48%	-	-	-	-	-	48%	40%	44%	48%	34%	46%	49%	-	-	-	-
	CWD	31%	23%	44%	*	33%	-	-	-	-	-	38%	*	44%		*	38%	*	-	-	-	-
	CWOD EL	60% 46%	51% 38%	48% 34%	*	49% 34%	-	-	-	-	-	49% 36%	*	*	48% 34%		48% 41%	48% 29%	-	-	-	-
	Male	56%	47%	46%	43%	47%	-	_	-	_	_	47%	*	38%	48%	41%		-	-	-	-	-
	Female	57%	51%	49%	-	49%	-	-	-	-	-	49%	*	*	48%	29%	-	49%	-	-	-	-
Science	All	48%	31%	22%	14%	22%	_	_	_	_	_	20%	40%	0%	24%	3%	21%	22%	_	_	_	_
	Students	4070	0170	22 /0	1-70	22 /0						2070	4070	0 70	2-770	0 70						
	CWD	27%	18%	0% 24%	*	0% 24%	-	-	-	-	-	0% 22%	*	0%	- 24%	*	0% 26%	* 23%	-	-	-	-
	CWOD EL	31%	32% 17%	3%	_	3%	-	-	-	-	-	3%	*	*	3%	3% 3%	6%	0%	-	-	-	-
	Male	50%	32%	21%	14%	23%	-	-	-	-	-	17%	*	0%	26%	6%	21%	-	-	-	-	-
	Female	45%	29%	22%	-	22%	-	-	-	-	-	23%	*	*	23%	0%	-	22%	-	-	-	-
STAAR Percen	it at Mas	sters (	Grade L	_evel																		
Grade 3	A.II	070/	450/	400/	400/	400/						470/	000/	00/	400/	400/	400/	450/				
Reading	All Students	27%	15%	18%	13%	18%	-	-	-	-	-	17%	20%	0%	19%	10%	19%	15%	-		-	-
	CWD	10%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD EL	29% 19%	16% 12%	19% 16%	14%	20% 16%	-	-	-	-	-	19% 17%	*	- 0%	19% 18%		21% 18%	17%	-	-	-	-
	Male	24%	13%	19%	*	21%	-	-	-	-	-	20%	*	0%		18%		13% -	-	*	-	-
	Female		17%	15%	*	14%	-	-	-	-	-	13%	*	*		13%		15%	-	-	-	-
Mathematics	ΔII	24%	15%	14%	0%	16%						14%	20%	0%	16%	15%	100/	10%		*		
	Students	24 70	1370	14 70	070	1070	-	-	-	-	-	1470	20%	070	1070	15%	1070	1076	-		-	-
	CWD	12%	6%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%		*	-	*	-	-
	CWOD EL	25% 18%	16% 16%	16% 15%	0% -	17% 15%	-	-	-	-	-	15% 16%	*	- 0%	16% 16%	16% 15%	19%	11% 10%	-	-	-	-
	Male	26%	16%	18%	*	19%	-	-	_	_	-	19%	*	0%	19%	18%		-	-	*	_	-
	Female	22%	14%	10%	*	11%	-	-	-	-	-	8%	*	*	11%	10%	-	10%	-	-	-	-
Grade 4																						
Reading	All	21%	11%	10%	*	10%	-	-	*	-	*	8%	33%	0%	11%	7%	10%	11%	-	-	_	-
	Students																					
	CWD	8% 23%	2% 12%	0% 11%	*	0% 10%	-	-	*	-	*	0% 9%	33%	0%	- 11%	* 7%	0% 11%	- 11%	-	-	-	-
	EL	12%	5%	7%	-	7%	-	-	*	-	-	6%	*	*	7%	7%	10%	4%	-	-	-	-
	Male	20%	10%	10%	*	8%	-	-	- *	-	*	8%	*	0%	11%		10%	-	-	-	-	-
	Female	23%	12%	11%	-	12%	-	-	-	-	-	9%	-	-	11%	4%	-	11%	-	-	-	-

											Two											
					Afr			Amer		Dac	or More	Econ	Non Econ								Foster	
		State	District	Campus		Hispanic \								CWD	CWOD	EL	Male	Female	Migrant Ho			Military
		27%	18%	18%	*	16%	-	-	*	-	*	14%	67%	0%	19%	10%	21%	14%	-	-	-	
;	Students CWD	13%	6%	0%	_	0%	_	_	_	_	_	0%	_	0%	_	*	0%	_	_	_	_	_
	CWOD	29%	19%	19%	*	18%	-	-	*	-	*	15%	67%	-	19%	11%	24%	14%	-	-	-	-
	EL	20%	16%	10%	-	9%	-	-	*	-	-	7%	*	*	11%		17%	4%	-	-	-	-
	Male Female	29% 25%	19% 16%	21% 14%	*	21% 12%	-	-	*	-	*	20% 6%	*	0%	24% 14%	1/% 4%	21%	- 14%	-	-	-	-
	remale	25/0	10 /0	14 /0		12 /0	-	-		-	-	0 70		-	14 /0	4 /0	-	14 /0	-	-	-	-
Grade 5																						
Reading	All	29%	15%	20%	43%	18%	-	-	-	-	-	19%	40%	33%	18%	7%	23%	17%	-	-	-	-
;	Students	00/	<b>50</b> /	000/		470/						050/		000/			050/					
	CWD	9% 31%	5% 16%	33% 18%	*	17% 18%	-	-	-	-	-	25% 18%	*	33%	- 18%	8%	25% 23%	15%	-	-	-	-
	EL	14%	6%	7%	-	7%	-	-	-	-	-	8%	*	*	8%	7%	12%	4%	-	-	-	-
	Male	26%	13%	23%	43%	19%	-	-	-	-	-	22%	*	25%	23%		23%	-	-	-	-	-
	Female	31%	18%	17%	-	17%	-	-	-	-	-	15%	-		15%	4%	-	17%	-	-	-	-
Mathematics	All	36%	27%	26%	43%	25%	_	_	_	_	_	27%	20%	33%	25%	15%	23%	29%	_	_	_	_
	Students																					
	CWD	14%	9%	33%	*	17%	-	-	-	-	-	25%	*	33%	-	*	25%	*	-	-	-	-
	CWOD EL	38% 24%	28% 16%	25% 15%	_	25% 15%	-	-	-	-	-	27% 15%	*	*	25% 16%		23% 18%	28% 13%	-	-	-	-
	Male	36%	25%	23%	43%	19%	-	-	-	-	-	25%	*	25%	23%		23%	-	-	-	-	-
	Female	35%	28%	29%	-	29%	-	-	-	-	-	28%	*	*	28%	13%	-	29%	-	-	-	-
0-!	A !!	000/	400/	40/	00/	40/						40/	00/	00/	40/	20/	<b>-</b> 0/	00/				
Science	All Students	23%	10%	4%	0%	4%	-	-	-	-	-	4%	0%	0%	4%	3%	5%	2%	-	-	-	-
·	CWD	11%	6%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	10%	4%	*	4%	-	-	-	-	-	4%	*	-	4%	3%	6%	3%	-	-	-	-
	EL Male	11% 25%	3% 11%	3% 5%	- 0%	3% 6%	-	-	-	-	-	3% 6%	*	* 0%	3% 6%	3% 6%	6% 5%	0% -	-	-	-	-
	Female		9%	2%	-	2%	-	-	-	-	-	3%	*	*	3%	0%	-	2%	-	-	-	-
STAAR Percer	nt at App	roach	nes Gra	ade Lev	el or A	Above																
All Grades	ΔII	770/	600/	600/	700/	670/			*		*	67%	010/	460/	700/	620/	600/	600/		*		
All Subjects	All Students	77%	69%	68%	79%	67%	-	-		-		07 70	81%	46%	70%	0270	68%	68%	-		-	-
	CWD	46%	34%	46%	82%	37%	-	-	-	-	-	45%	60%	46%	-	33%	49%	36%	-	*	-	-
	CWOD		72%	70%	78%	70%	-	-	*	-	*	70%	84%	-	70%		72%	69%	-	-	-	-
	EL Male	62% 74%	54% 66%	62% 68%	- 73%	62% 68%	-	-	_	-	*	62% 68%	68% 74%	33% 49%	64% 72%		65% 68%	59%	-	*	-	-
	Female		72%	68%	100%	67%	_	_	*	_	-	67%	89%	36%	69%	59%		68%	-	-	_	_
Reading	All	73%	64%	66%	78%	65%	-	-	*	-	*	65%	81%	30%	70%	61%	64%	68%	-	*	-	-
•	Students CWD	39%	28%	30%	*	21%	_	_	_	_	_	29%	*	30%	_	14%	33%	20%	_	*	_	_
	CWOD	78%	67%	70%	79%	69%	-	-	*	-	*	69%	86%	-	70%		69%	71%	-	-	-	-
	EL	54%	45%	61%	-	60%	-	-	*	-	-	60%	70%	14%	65%		62%	60%	-	-	-	-
	Male Female	69% 78%	59% 69%	64% 68%	69% 100%	64% 67%	-	-	*	-	_	65% 66%	63% 100%	33% 20%	69% 71%	62%	64%	- 68%	-	_	-	-
	i ciriaic	1070	0370	00 /0	10070	01 70						0070	10070	2070	7 1 70	00 70		0070				
Mathematics	All	81%	75%	74%	78%	73%	-	-	*	-	*	73%	88%	61%	75%	70%	74%	74%	-	*	-	-
;	Students	<b>500</b> /	400/	040/		<b>500</b> /						000/		040/		<b>-7</b> 0/	070/	400/				
	CWD	53% 84%	40% 78%	61% 75%	79%	58% 75%	-	-	*	-	*	62% 74%	93%	61%	- 75%		67% 75%	40% 75%	-	_	-	-
	EL	72%	67%	70%	-	70%	-	-	*	-	-	69%	80%	57%	71%		71%	68%	-	-	-	-
	Male	79%	72%	74%	69%	74%	-	-	-	-	*	73%	88%	67%	75%		74%	-	-	*	-	-
	Female	82%	77%	74%	100%	72%	-	-	*	-	-	72%	88%	40%	75%	68%	-	74%	-	-	-	-
Science	All	80%	70%	57%	86%	54%	_	_	_	_	_	57%	60%	44%	58%	33%	63%	51%	-	_	_	_
	Students																	-				
	CWD	51%	38%	44%	*	17% 57%	-	-	-	-	-	38%	*	44%	- 500/	340/	38%	* 500/	-	-	-	-
	CWOD EL	84% 61%	73% 48%	58% 33%	_	57% 33%	-	-	-	-	-	58% 34%	*	*	58% 34%		68% 41%	50% 25%	-	-	-	-
	Male	79%	69%	63%	86%	58%	-	-	-	-	-	63%	*	38%	68%	41%	63%	-	-	-	-	-
	Female	81%	72%	51%	-	51%	-	-	-	-	-	51%	*	*	50%	25%	-	51%	-	-	-	-
STAAR Percer	nt at Med	ts Gr	ade I e	vel or A	hove																	
All Grades	11100		LG	. 51 51 7																		
All Subjects	All	49%	36%	32%	37%	31%	-	-	*	-	*	31%	49%	17%	33%	24%	31%	33%	-	*	-	-
	Students	0.407	4001	4=01	0601	1001						4.407	4001	4701		<b>3</b> 07	4.407	0701				
	CWD CWOD	24% 52%	18% 37%	17% 33%	36% 38%	12% 33%	-	-	*	-	*	14% 32%	40% 50%	17% -	33%		14% 34%	27% 33%	-	-	-	-
	EL	29%	20%	24%	30%	24%	-	-	*	-	_	24%	27%	- 7%	26%		26%	22%	-	-	-	-
	Male	47%	33%	31%	36%	30%	-	-	-	-	*	31%	37%	14%	34%	26%	31%	-	-	*	-	-
	Female	52%	38%	33%	40%	32%	-	-	*	-	-	31%	61%	27%	33%	22%	-	33%	-	-	-	-
Reading	All	47%	33%	32%	44%	30%	_	_	*	_	*	30%	56%	13%	34%	250/	27%	38%	_	*	_	_
	Students	4170	JJ 70	JZ 70	<del>44</del> 70	3070	-	-		-		JU 7/0	JU 70	13%	J4 70	۷۵%	Z1 70	JO 70	-		-	-
	CWD	21%	17%	13%	*	5%	-	-	-	-	-	10%	*	13%	-		11%	20%	-	*	-	-
	CWOD		34%	34%	43%	32%	-	-	*	-	*	32%	57%	-	34%		29%	38%	-	-	-	-
	EL Male	23% 43%	14% 29%	25% 27%	- 46%	25% 24%	-	-	_	-	*	25% 26%	40% 38%	0% 11%	28% 29%		22% 27%	29%	-	*	-	-
	Female		37%	38%	40%	37%	-	-	*	-	-	35%	75%	20%	38%	29%		38%	-	-	-	-
		51%	39%	35%	39%	34%	-	-	*	-	*	35%	44%	26%	36%	28%	38%	32%	-	*	-	-
•	Students																					

											Two		Man									
					Afr			Amer		Pac	or More	Fcon	Non Econ								Foster	
		State	District	Campus		Hispanio	White				Races			CWD	CWOD	EL	Male	Female	Migrant F	lomeless		
	CWD	26%		26%	*	21%	-	-	-	-	-	24%	*	26%	-		22%	40%	-	*	-	-
	CWOD	54%	41%	36%	36%	36%	-	-	*	-	*	36%	43%	-	36%	30%	40%	32%	-	-	-	-
	EL	37%	29%	28%	-	28%	-	-	*	-	-	29%	20%	14%	30%	28%	34%	22%	-	-	-	-
	Male	50%	38%	38%	38%	37%	-	-	-	-	*	38%	25%	22%	40%	34%	38%	-	-	*	-	-
	Female	51%	41%	32%	40%	32%	-	-	*	-	-	30%	63%	40%	32%	22%	-	32%	-	-	-	-
Science	All	53%	37%	22%	14%	22%	-	_	_	-	-	20%	40%	0%	24%	3%	21%	22%	-	-	-	-
	Students																					
	CWD	25%	19%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	56%	39%	24%	*	24%	-	-	-	-	-	22%	*	-	24%	3%	26%	23%	-	-	-	-
	EL	26%	13%	3%	-	3%	-	-	-	-	-	3%	*	*	3%	3%	6%	0%	-	-	-	-
	Male	53%	37%	21%	14%	23%	-	-	-	-	-	17%	*	0%	26%	6%	21%	-	-	-	-	-
	Female	53%	38%	22%	-	22%	-	-	-	-	-	23%	*	*	23%	0%	-	22%	-	-	-	-
STAAR Percei	nt at Mas	ters	Grade	l evel																		
All Grades	it at mac		O.uuo	_0.0.																		
	AII	23%	12%	16%	16%	15%			*		*	15%	30%	11%	16%	110/	17%	14%		*		
All Subjects	All	23%	12%	10%	10%	15%	-	-		-		15%	30%	11%	10%	11%	17%	14%	-		-	-
	Students CWD	8%	5%	11%	36%	5%						8%	40%	11%		0%	9%	18%		*		
	CWD	25%	5% 13%	16%	36% 9%	5% 16%	-	-	*	-	*	6% 16%	28%	11%	16%	12%		14%	-		-	-
	EL	11%		11%			-	-	*	-		11%	14%	0%				7%	-	-	-	-
			6%		-	11%	-	-		-	*				12%		15%		-	-	-	-
	Male	22%	11%	17%	18%	16%	-	-	-	-	•	17%	16%	9%	18%		17%	-	-	•	-	-
	Female	24%	13%	14%	10%	14%	-	-	-	-	-	12%	44%	18%	14%	7%	-	14%	-	-	-	-
Reading	All	20%	10%	16%	22%	15%	-	-	*	-	*	15%	31%	13%	16%	11%	17%	15%	-	*	-	-
	Students	70/	40/	400/	*	<b>F</b> 0/						400/		400/		00/	440/	000/				
	CWD	7%	4%	13%		5%	-	-	-	-	*	10%	000/	13%	400/		11%	20%	-		-	-
	CWOD	22%	11%	16%	14%	16%	-	-		-		16%	29%	-	16%		18%	14%	-	-	-	-
	EL	8%	4%	11%	-	11%	-	-	•	-	*	11%	10%	0%	12%		14%	7%	-	-	-	-
	Male	17%	8%	17%	23%	16%	-	-	-	-	•	17%	25%	11%	18%		17%	-	-	•	-	-
	Female	23%	12%	15%	20%	14%	-	-	•	-	-	13%	38%	20%	14%	7%	-	15%	-	-	-	-
Mathematics	All Students	26%	16%	19%	17%	19%	-	-	*	-	*	18%	38%	13%	20%	13%	20%	18%	-	*	-	-
	CWD	11%	6%	13%	*	5%	-	-	-	_	-	10%	*	13%	-	0%	11%	20%	-	*	-	-
		28%	17%	20%	7%	20%	-	-	*	-	*	19%	36%	-	20%		22%	18%	-	-	-	-
	EL	16%	10%	13%	-	13%	-	_	*	_	_	13%	20%	0%	14%	13%	18%	9%	_	_	-	_
	Male	25%	15%	20%	23%	19%	_	_	_	_	*	21%	13%	11%	22%		20%	-	-	*	_	-
	Female		16%	18%	0%	18%	-	-	*	-	-	15%	63%	20%	18%	9%	-	18%	-	-	-	-
Science	All	24%	11%	4%	0%	4%	_	_	_	_	_	4%	0%	0%	4%	3%	5%	2%	_	_	_	-
	Students																					
	CWD	8%	5%	0%	*	0%	-	_	_	-	-	0%	*	0%	-	*	0%	*	-	-	_	-
	CWOD	26%	11%	4%	*	4%	-	_	_	-	-	4%	*	-	4%	3%	6%	3%	-	-	_	-
	EL	7%	2%	3%	_	3%	_	_	_	_	_	3%	*	*	3%	3%	6%	0%	_	_	_	_
	Male	25%	11%	5%	0%	6%	-	_	_	-	-	6%	*	0%	6%	6%	5%	-	-	-	_	-
	Female		10%	2%	-	2%	-	-	-	-	-	3%	*	*	3%	0%	-	2%	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

## Part (iii)(I): Academic Growth

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	72	89	71	-	-	-	-	*	71	54	64
CWD	54	*	45	-	=	-	-	-	50	54	42
CWOD	73	86	73	-	-	-	-	*	73	-	65
EL	64	-	64	-	=	-	-	-	63	42	64
Male	71	88	68	-	-	-	-	*	70	50	61
Female	73	*	73	-	-	-	-	-	72	*	66
Mathematics											
All Students	73	94	72	-	-	-	-	*	73	58	66
CWD	58	*	50	-	-	-	-	=	55	58	33
CWOD	75	93	73	-	-	-	-	*	74	-	68
EL	66	-	66	-	-	-	-	-	66	33	66
Male	74	94	72	-	-	-	-	*	73	55	67
Female	72	*	72	-	-	-	-	-	72	*	65

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

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

<sup>...</sup> Indicates zero observations reported for this group.

								IWO					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates			•										
4-year Longitudinal Cohort	Graduatio	n Rate (Gr	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
283	63	22%

- ' 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 C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	39	44	38	-	-	*	-	*	38	25	32
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	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status		7				7.0.0		11000	2.000		
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	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
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	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% Y 38% Y 40% Y
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)

		Compus	African	Llianania	White	American Indian		Pacific		Econ	Non Econ	CWD	CWOD	EL	Mala	Female	Migrant
Participation R	ate	Campus	American	ı Hispanic	wille	iliulali	ASIAII	isiailuei	Naces	Disauv	Disauv	CVVD	CWOD	LL	wate	remale	wigiani
All Subjects	All	100%	100%	100%	-	-	*	-	*	100%	100%	98%	100%	100%	100%	100%	-
	Students CWD	98%	100%	98%	_	_	_	_	_	98%	100%	98%	_	97%	98%	100%	_
	CWOD	100%	100%	100%	_	_	*	_	*	100%	100%	-	100%	100%		100%	_
	EL	100%	-	100%	_	_	*	_	_	100%	100%	97%	100%	100%	99%	100%	_
	Male	100%	100%	100%	_	_	_	_	*	100%	100%	98%	100%	99%	100%	-	_
	Female	100%	100%	100%	_	_	*	_	_	100%	100%	100%	100%	100%	-	100%	_
	romaio	10070	10070	10070						10070	10070	10070	10070	10070		10070	
Reading	All	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%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%		100%	-
	Male	100%	100%	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	-	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	s All Students	100%	100%	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	_	_	_	_	_	100%	*	100%	_	100%	100%	100%	_
	CWOD	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%		-	_
	Female	100%	100%	100%	_	_	*	_	_	100%	100%	100%	100%	100%	-	100%	_
Science	All	99%	100%	99%	-	-	-	-	-	99%	100%	89%	100%	98%	97%	100%	-
	Students	000/	*	000/						000/	*	000/		*	000/	*	
	CWD	89%	*	83%	-	-	-	-	-	88%	*	89%	4000/		88%		-
	CWOD	100%		100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	EL	98%	4000/	98%	-	-	-	-	-	97%	*		100%	98%	94%	100%	-
	Male	97%	100%	97%	-	-	-	-	-	97%	*	88%	100%	94%	97%		-
Non-Participati	Female ion Rate	100%	-	100%	-	-	-	-	-	100%			100%	100%	-	100%	-
All Subjects	All Students	0%	0%	0%	-	-	*	-	*	0%	0%	2%	0%	0%	0%	0%	-
	CWD	2%	0%	2%	-	-	-	-	-	2%	0%	2%	-	3%	2%	0%	-
	CWOD	0%	0%	0%	-	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	3%	0%	0%	1%	0%	-
	Male	0%	0%	0%	-	-	-	-	*	0%	0%	2%	0%	1%	0%	-	-
	Female	0%	0%	0%	-	-	*	=	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	=	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	_	_	_	_	_	0%	*	0%	_	0%	0%	0%	_
	CWOD	0%	0%	0%	_	-	*	-	*	0%	0%	-	0%	0%	0%	0%	_
	EL	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	1	Pacific	More	Econ	Econ						
		Campu	ıs American	Hispanio	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	<b>Female</b>	Migrant
	Male	0%	0%	0%	_	_	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	=-	0%	-
Mathematics	All	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%	_
	EL	0%	-	0%	_	_	*	-	-	0%	0%	0%	0%	0%	0%	0%	_
	Male	0%	0%	0%	_	-	-	_	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All	1%	0%	1%	_	-	_	-	_	1%	0%	11%	0%	2%	3%	0%	-
9	Students																
	CWD	11%	*	17%	_	_	-	_	-	12%	*	11%	-	*	12%	*	_
	CWOD	0%	*	0%	-	-	-	_	-	0%	*	-	0%	0%	0%	0%	_
	EL	2%	-	2%	-	-	-	_	-	3%	*	*	0%	2%	6%	0%	_
	Male	3%	0%	3%	_	_	-	_	_	3%	*	12%	0%	6%	3%	-	_
	Female	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)

Students Without Disabilitie	ac.	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Students Disabilities with (Section Disabilities 504)
In-School Suspensions											
in concor capponolone	Male Female Total	49 7 56	26 2 28	23 5 28	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	14 2 16	
Out-of-School Suspensions	Mala	24	10	12	2	0	0	0	0	10	
	Male Female	34 6	19 4	13 2	0	0	0	0	0	10 2	
Eventaione	Total	40	23	15	2	0	0	0	0	12	
Expulsions With Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female Total	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0	
Without Educational Services	Male	0	0	Ö	Ö	Ö	0	0	Ö	Ö	
	Female Total	0	0 0	0	0	0 0	0 0	0 0	0 0	0 0	
Under Zero Tolerance Policies	Male	Ö	Ő	Ö	Ö	Ő	ő	Ő	ő	ő	
	Female Total	0	0 0	0 0	0	0 0	0 0	0 0	0	0	
School-Related Arrests		ū	ŭ	· ·	ŭ	· ·	ŭ	ŭ	ŭ	·	
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement											
	Male Female	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0	
	Total	0	0	0	0	0	0	0	0	0	
Students With Disabilities In-School Suspensions											
	Male .	19	11	8	0	0	0	0	0	5	11
	Female Total	2 21	2 13	0 8	0 0	0 0	0 0	0 0	0 0	0 5	2 13
Out-of-School Suspensions											
	Male	13	4	7	2	0	0	0	0	4	4
	Female	4	2	2	0	0	0	0	0	0	2
Expulsions	Total	17	6	9	2	0	0	0	0	4	6
With Educational Services	Male	2	2	0	0	0	0	0	0	0	2
VAILLI Educational Oct vices	Female	0	0	0	0	0	0	0	0	0	0
	Total	2	2	0	0	0	0	0	0	0	2
Without Educational Services	Male	0	0	Ö	Ö	Ö	Ö	0	Ö	Ö	0
	Female	0	0	0	0	0	0	0	0	0	0

<sup>...</sup> Indicates zero observations reported for this group.

	Total	Total students	African American	Hispanic	White 0	Indian or Alaska Native	<b>Asian</b> 0	Pacific Islander	Two or More Races	<b>EL</b> 0	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0		0
Policies		Ü	Ü	Ü	Ü	Ü	Ü	Ü	Ü	Ü		O
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students Chronic Absenteeism												
	Male	45	17	26	2	0	0	0	0	11	11	5
	Female	19	2	17	0	0	0	0	0	14	0	2
	Total	64	19	43	2	0	0	0	0	25	11	7

	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.

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

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

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

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the

Indicates there are no students in the group.

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 6.0	Percent 19.4%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	3.6%

<sup>&#</sup>x27;-' Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

0 1 0	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	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%	-	-

	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Science	16.337	1%	191	1%	_	_

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 or	Above		
			% Belo	w Basic	% At or Al	bove Basic	Profi	cient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ 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 50	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

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

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

<sup>...</sup> Indicates zero observations reported for this group.

Grade Subject Student Group Rate

\*' 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.