Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: ORANGE GROVE EL Campus ID: 101902112 **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%
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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)

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		State	District	Campus	s Amer	Hispani	c White	Ind	Asian	ISI	Races	Disadv	Disadv	CWD	CWOL) EL	Male	Female	Migran	t Homeless	Care	Military
STAAR Perce	ent at App	oroac	hes Gr	ade Lev	el or A	Above																
Grade 3 Reading	ΛII	75%	65%	60%	33%	61%						60%	67%	22%	65%	610/	58%	63%	*		*	
Reading	All Students	75%	05%	60%	33%	01%	-	-	-	-	-	60%	07%	22%	05%	01%	56%	03%		-		-
	CWD	49%	37%	22%	*	25%	_	_	_	_	_	22%	_	22%	_	0%	30%	13%	_	-	*	_
	CWOD		68%	65%	*	65%	-	-	-	_	-	64%	67%	_	65%		62%	68%	*	-	-	-
	EL	69%	64%	61%	*	60%	-	-	-	-	-	59%	78%	0%	66%	61%	59%	63%	*	-	-	-
	Male	73%	61%	58%	*	60%	-	-	-	-	-	59%	50%	30%	62%		58%	-	*	-	*	-
	Female	78%	69%	63%	*	63%	-	-	-	-	-	61%	83%	13%	68%	63%	-	63%	-	-	-	-
Mathematic	s All	78%	72%	71%	50%	72%	*	_	-	-	_	70%	75%	33%	75%	71%	73%	68%	*	-	*	-
	Students																					
	CWD	52%	43%	33%	*	38%	-	-	-	-	-	33%	-	33%	-		50%	13%	-	-	*	-
	CWOD		75%	75%	*	75%	*	-	-	-	-	75%	75%		75%		76%	74%	*	-	-	-
	EL	75%	74%	71%	*	71%	-	-	-	-	-	70%	78%	13%	76%		75%	67%	*	-	-	-
	Male	78%	72%	73%	*	74%	-	-	-	-	-	72%	83%	50%	76%		73%	-	*	-	*	-
	Female	78%	72%	68%	*	68%	*	-	-	-	-	68%	67%	13%	74%	67%	-	68%	-	-	-	-
Grade 4																						
Reading	All Students	74%	66%	61%	50%	62%	*	-	-	-	-	60%	75%	25%	64%	49%	60%	63%	-	-	*	-
	CWD	44%	31%	25%	*	30%	_	_	_	_	_	25%	_	25%	_	*	14%	40%	_	_	_	_
	CWOD		69%	64%	63%	64%	*	_	_	_	_	63%	75%	2070	64%	51%	64%	64%	_	_	*	_
	EL	64%	59%	49%	-	49%	_	_	_	_	_	47%	*	*	51%		51%	46%	_	_	_	_
	Male	71%	62%	60%	*	61%	_	-	-	_	_	60%	*	14%	64%		60%	-	_	-	_	_
	Female		69%	63%	57%	63%	*	-	-	-	-	61%	*	40%	64%	46%		63%	-	-	*	-
Mathematic	s All	74%	70%	56%	30%	57%	*	_	_	_	_	56%	63%	25%	58%	50%	58%	54%	_	_	*	_
maaromaa	Students				*										0070							
	CWD	46%	38%	25%		30%	-	-	-	-	-	25%	-	25%	-	-00/	14%	40%	-	-	-	-
	CWOD		73%	58%	38%	59% 50%	-	-	-	-	-	58%	63%	-	58%		61%	55%	-	-	-	-
	EL Mala	69% 74%	70% 69%	50%	- *	60%	-	-	-	-	-	50% 57%	*	14%	52%		56% 58%	43%	-	-	-	-
	Male Female		71%	58% 54%	43%	54%	*	-	-	-	-	57% 54%	*	40%	61% 55%	43%		- 54%	-	-	*	-
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Grade 5	A II	000/	700/	700/	070/	000/						700/	000/	200/	040/	050/	000/	770/				
Reading	All Students	86%	79%	79%	67%	80%	-	-	-	-	-	78%	82%	33%	81%	65%	80%	77%	_	-	-	-
	CWD	55%	41%	33%	*	50%	*	-	-	-	-	33%	-	33%	-	*	*	20%	-	-	-	-
	CWOD		83%	81%	*	81%	-	-	-	-	-	81%	82%	-	81%		82%	81%	*	-	-	-
	EL	77%	71%	65%	-	65%	-	-	-	-	-	66%	63%	*	66%		71%	61%	-	-	-	-
	Male	83%	76%	80%	*	79%	-	-	-	-	-	80%	80%	*	82%		80%	-	-	-	-	-
	Female	88%	83%	77%	*	80%	*	-	-	-	-	76%	86%	20%	81%	61%	-	77%	*	-	-	-
Mathematic		89%	86%	89%	83%	90%	*	-	-	-	-	90%	82%	56%	91%	87%	88%	90%	*	-	-	-
	Students	0001	E62/	=601		0=01						E00/		E60/				4001				
	CWD	68%	50%	56%	*	67%	*	-	-	-	-	56%	-	56%	-	*	*	40%	-	-	-	-
	CWOD		90%	91%		91%	-	-	-	-	-	93%	82%	- *	91%		89%	94%	*	-	-	-
	EL Mole	85%	85%	87%	- *	87%	-	-	-	-	-	91%	63%	*	88%		83%	90%	-	-	-	-
	Male Female	88% 90%	84% 88%	88% 90%	*	87% 92%	*	-	-	-	-	89% 91%	80% 86%	40%	89% 94%	90%	88%	90%	*	-	-	-
Science		74%	62%	59%	67%	60%	*					58%	71%	220/	61%	560/	670/	54%	*			
Science	All Students							-	-	-	-		1 170	33%	01%	J0%	67%			-	-	-
	CWD	45%	31%	33%	*	50%	*	-	-	-	-	33%		33%	-	*	*	20%	-	-	-	-
	CWOD		64%	61%	*	60%	-	-	-	-	-	60%	71%	-	61%		68%	56%	*	-	-	-
	EL	60%	48%	56%	-	56%	-	-	-	-	-	54%	63%	*	56%		67%	47%	-	-	-	-
	Male	74%	62%	67%		65%	-	-	-	-	-	66%	70%		68%		67%	-	-	-	-	-
	Female	73%	61%	54%	*	55%	*	-	-	-	-	52%	71%	20%	56%	47%	-	54%	*	-	-	-

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		State	District (Campus	Amer H	lispanic Wh	te In	d Asian	ISI	Races	Disadv	Disadv	CWD	CWOD	EL	Male F	emale Mi	grant Hom	ieless	Care	Military
STAAR Percer	nt at Mee	ets Gr	ade Le	vel or A	bove																
Grade 3 Reading	All	44%	29%	26%	17%	26% -	-	-	-	-	26%	25%	22%	26%	23%	26%	25%	*	-	*	-
,	Students CWD	26%	20%	22%	*	25% -	_	_	_	_	22%	_	22%	_	0%	30%	13%	_	_	*	-
	CWOD	46%	30%	26%	*	26% -	-	-	-	-	26%	25%	-	26%	25%	26%	26%	*	-	-	-
	EL	35%	25%	23%	*	23% -	-	-	-	-	22%	33%	0%	25%	23%		21%	*	-	-	-
	Male Female	41% 47%	27% 31%	26% 25%	*	27% - 25% -	_	-	-	-	27% 24%	17% 33%	30% 13%	26% 26%	25% 21%		25%	_	-	_	-
			0.70	_0,0		2070					2.70	0070	.070	2070			2070				
Mathematics	All	48%	37%	32%	17%	32% *	-	-	-	-	32%	25%	17%	33%	28%	34%	28%	*	-	*	-
;	Students CWD	30%	23%	17%	*	19% -	_	_			17%	_	17%		0%	20%	13%			*	_
			38%	33%	*	34% *	_	-	-	-	34%	25%	-	33%	30%		30%	*	_	_	-
	EL	41%	37%	28%	*	27% -	-	-	-	-	29%	22%	0%	30%	28%	36%	19%	*	-	-	-
	Male Female	49% 46%	38% 36%	34% 28%	*	35% - 29% *	-	-	-	-	34% 29%	33% 17%	20% 13%	36% 30%	36% 19%		28%	*	-	*	-
	remale	40 /0	30 /0	20 /0		2970	-	-	-	-	2970	17 70	1370	30 /0	1970	-	2070	-	-	-	-
Grade 4																					
Reading	All	43%	30%	24%	30%	24% *	-	-	-	-	23%	50%	25%	24%	11%	22%	26%	-	-	*	-
:	Students CWD	24%	17%	25%	*	30% -					25%	_	25%		*	14%	40%				
		46%	31%	24%	38%	23% *	-	-	-	-	22%	- 50%	25%	24%		23%	25%	-	-	*	-
	EL	30%	21%	11%	-	11% -	-	-	-	-	8%	*	*	11%	11%	5%	17%	-	-	-	-
	Male	41%	28%	22%	*	23% -	-	-	-	-	22%	*	14%	23%		22%	-	-	-	-	-
	Female	46%	31%	26%	43%	25% *	-	-	-	-	24%	•	40%	25%	17%	-	26%	-	-	•	-
Mathematics	All	46%	37%	23%	10%	25% *	_	_	_	_	23%	38%	17%	24%	16%	23%	24%	_	_	*	_
	Students																				
	CWD	27%	23%	17%	*	20% -	-	-	-	-	17%	-	17%	- 0.40/	*	0%	40%	-	-	-	-
	CWOD	49% 39%	38% 35%	24% 16%	13%	25% * 16% -	-	-	-	-	23% 15%	38%	*	24% 16%	16% 16%	25% 22%	23% 9%	-	-	_	-
	Male	48%	39%	23%	*	24% -	-	-	-	-	23%	*	0%	25%	22%		-	-	-	-	-
	Female	45%	35%	24%	14%	25% *	-	-	-	-	22%	*	40%	23%	9%	-	24%	-	-	*	-
Crado E																					
Grade 5 Reading	All	53%	38%	32%	33%	32% *	_	_	_	_	30%	53%	22%	33%	16%	33%	31%	*	_	_	_
	Students	0070	0070	02/0		0270						0070		0070	1070	0070					
	CWD	27%	20%	22%	*	33% *	-	-	-	-	22%	-	22%	-	*	*	0%	-	-	-	-
	CWOD EL	56% 36%	39% 21%	33% 16%	-	32% - 16% -	-	-	-	-	30% 15%	53% 25%	*	33% 17%	17% 16%		33% 16%		-	-	-
	Male	50%	34%	33%	*	32% -	_	_	_	_	32%	40%	*	32%	17%		-	-	-	-	_
	Female	56%	41%	31%	*	33% *	-	-	-	-	28%	71%	0%	33%	16%	-	31%	*	-	-	-
Mathamatica	AII	E70/	400/	400/	220/	E00/ *					400/	E20/	220/	E00/	E00/	400/	400/	*			
Mathematics	All Students	57%	49%	49%	33%	50% *	-	-	-	-	48%	53%	22%	50%	50%	49%	48%		-	-	-
	CWD	31%	23%	22%	*	33% *	-	-	-	-	22%	-	22%	-	*	*	0%	-	-	-	-
	CWOD	60%	51%	50%	*	50% -	-	-	-	-	50%	53%	-	50%	52%		51%	*	-	-	-
	EL Male	46% 56%	38% 47%	50% 49%	*	50% - 50% -	-	-	-	-	50% 47%	50% 60%	*	52% 49%	50% 52%		48%	-	-	-	-
	Female		51%	48%	*	49% *	-	-	-	-	49%	43%	0%	51%	48%	-	48%	*	-	-	-
Science	All Students	48%	31%	24%	33%	23% *	-	-	-	-	24%	24%	22%	24%	17%	26%	22%	*	-	-	-
•	CWD	27%	18%	22%	*	33% *	_	-	_	-	22%	_	22%	_	*	*	0%	-	_	_	-
	CWOD		32%	24%	*	23% -	-	-	-	-	24%	24%	-		17%		23%	*	-	-	-
	EL Male	31% 50%	17% 32%	17% 26%	*	17% - 24% -	-	-	-	-	17% 29%	13% 10%	*	17% 24%	17% 17%		17% -	-	-	-	-
	Female		29%	20 %	*	23% *	-	-	-	-	20%	43%	0%		17%		22%	*	-	-	-
STAAR Percer	nt at Mas	sters (Grade L	_evel																	
Grade 3																					
Reading	All	27%	15%	12%	17%	12% -	-	-	-	-	12%	17%	0%	13%	8%	10%	14%	*	-	*	-
;	Students CWD	10%	4%	0%	*	0% -	_	_	_	_	0%	_	0%	_	0%	0%	0%	_	_	*	_
	CWOD		16%	13%	*	13% -	_	-	-	-	13%	17%	-	13%	9%	12%	15%	*	-	_	-
	EL	19%	12%	8%	*	8% -	-	-	-	-	7%	22%	0%	9%	8%	7%	10%	*	-	-	-
	Male Female	24%	13% 17%	10% 14%	*	11% - 13% -	-	-	-	-	10% 14%	17% 17%	0% 0%	12% 15%	7% 10%	10%	- 14%	*	-	*	-
	remale	2970	17 70	1470		1370 -	-	-	-	-	1470	17 70	070	1370	1070	-	1470	-	-	-	-
Mathematics	All	24%	15%	12%	17%	12% *	-	-	-	-	13%	8%	6%	13%	11%	15%	10%	*	-	*	-
:	Students																				
	CWD	12%	6% 16%	6%	*	6% - 13% *	-	-	-	-	6% 14%	- 00/	6% -	120/	0%	0%	13%	- *	-	*	-
	CWOD EL	18%	16% 16%	13% 11%	*	10% -	-	-	-	-	11%	8% 11%	0%	13% 12%	12% 11%		10% 6%	*	-	-	-
	Male	26%	16%	15%	*	15% -	-	-	-	-	14%	17%	0%	16%	15%		-	*	-	*	-
	Female	22%	14%	10%	*	9% *	-	-	-	-	11%	0%	13%	10%	6%	-	10%	-	-	-	-
Grade 4																					
Reading	All	21%	11%	7%	20%	6% *	_	_	_	_	7%	13%	0%	8%	1%	6%	9%	_	_	*	_
	Students											. 5 / 0		J / 0							
	CWD	8%	2%	0%	*	0% -	-	-	-	-	0%	120/	0%	-	*	0%	0%	-	-	- *	-
	CWOD EL	23% 12%	12% 5%	8% 1%	25%	7% * 1% -	-	-	-	-	7% 1%	13%	*	8% 1%	1% 1%	6% 0%	9% 3%	-	-	_	-
	Male	20%	10%	6%	*	6% -	-	-	-	-	5%	*	0%	6%	0%	6%	-	-	-	-	-
	Female	23%	12%	9%	29%	7% *	-	-	-	-	9%	*	0%	9%	3%	-	9%	-	-	*	-

											Two		Non									
					Afr			Amer		Pac	or More	Econ	Non Econ								Foster	
Mathematics	ΔΙΙ	State 27%	District 18%	Campus 7%	Amer 0%	Hispanic 8%	White	Ind	Asian				Disadv 13%	CWD 0%	CWOD 8%	EL 5%	Male 9%	Female 5%	Migrant H	lomeless	Care *	Military
	Students	2170	1070	1 70		070		-	-	-	-	1 70	1370	076	0 70	370	970	370	-	-		-
	CWD CWOD	13% 29%	6% 19%	0% 8%	*	0% 8%	-	-	-	-	-	0% 7%	- 13%	0%	- 8%	* 5%	0% 10%	0% 5%	-	-	-	-
	EL	20%	16%	5%	-	5%	-	-	-	-	-	7% 4%	13%	*	5%	5% 5%	7%	3%	-	-	_	-
	Male	29%	19%	9%	*	10%	-	-	-	-	-	9%	*	0%	10%	7%	9%	-	-	-	-	-
	Female	25%	16%	5%	0%	6%	*	-	-	-	-	5%	*	0%	5%	3%	-	5%	-	-	*	-
Grade 5																						
Reading	All	29%	15%	10%	0%	11%	*	-	-	-	-	10%	12%	11%	10%	5%	11%	10%	*	-	-	-
;	Students CWD	9%	5%	11%	*	17%	*	_		_	_	11%	_	11%	_	*	*	0%	_	_		_
	CWOD		16%	10%	*	10%	-	-	-	-	-	10%	12%	-	10%	6%	10%	10%	*	-	-	-
	EL Mala	14% 26%	6% 13%	5%	- *	5%	-	-	-	-	-	6%	0% 0%	*	6% 10%	5%	13% 11%	0%	-	-	-	-
	Male Female		18%	11% 10%	*	11% 10%	*	-	-	-	-	13% 8%	29%	0%	10%	0%	-	10%	*	-	-	-
Mathematics	All Students	36%	27%	22%	0%	23%	*	-	-	-	-	22%	24%	11%	23%	20%	14%	29%	*	-	-	-
	CWD	14%	9%	11%	*	17%	*	-	-	-	-	11%	-	11%	-	*	*	0%	-	-	-	-
	CWOD		28%	23%	*	24%	-	-	-	-	-	23%	24%	- *	23%		13% 13%	31%	*	-	-	-
	EL Male	24% 36%	16% 25%	20% 14%	*	20% 15%	-	-	-	-	-	22% 15%	13% 10%	*	21% 13%		14%	26%	-	-	-	-
	Female	35%	28%	29%	*	30%	*	-	-	-	-	28%	43%	0%	31%	26%		29%	*	-	-	-
Science	All	23%	10%	7%	17%	6%	*	_	_		_	7%	6%	11%	6%	2%	8%	6%	*	_	_	_
	Students							-	-	_	-		J /0		J /0	∠ /U				-	-	-
	CWD CWOD	11% 25%	6% 10%	11% 6%	*	17% 6%	*	-	-	-	-	11% 7%	- 6%	11% -	- 6%	* 2%	* 6%	0% 6%	- *	-	-	-
	EL	11%	3%	2%	_	2%	-	-	-	-	-	2%	0%	*	2%	2%	0%	3%	-	-	-	-
	Male	25%	11%	8%	*	6%	-	-	-	-	-	9%	0%	*	6%	0%	8%	-	-	-	-	-
	Female	21%	9%	6%	•	6%	•	-	-	-	-	5%	14%	0%	6%	3%	-	6%	•	-	-	-
STAAR Percer	nt at App	oroacl	nes Gr	ade Lev	el or A	Above																
All Grades All Subjects	All	77%	69%	67%	52%	68%	29%	_				67%	75%	31%	70%	62%	68%	67%	100%	_	*	
	Students	1170	0370	07 /6	JZ /0	0070	2370	-	_	-	-	01 70	1370	3170	1070	02 /0	0070	01 /0	10070	-		-
	CWD	46%	34%	31%	7%	38%	*	-	-	-	-	31%	- 750/	31%	- 700/		38%	24%	4000/	-	*	-
	CWOD EL	62%	72% 54%	70% 62%	69% *	70% 62%	_	-	-	-	-	70% 62%	75% 68%	- 14%	70% 65%		71% 65%	70% 60%	100%	-	_	-
	Male	74%	66%	68%	53%	69%	-	-	-	-	-	68%	72%	38%	71%		68%	-	*	-	*	-
	Female	80%	72%	67%	52%	68%	29%	-	-	-	-	66%	78%	24%	70%	60%	-	67%	*	-	*	-
Reading	All	73%	64%	66%	50%	67%	*	-	-	-	-	65%	76%	26%	70%	58%	65%	67%	*	-	*	-
- ;	Students CWD	39%	28%	26%	0%	31%	*					26%		26%		8%	29%	22%			*	
	CWOD		67%	70%	69%	69%	*	-	-	-	-	69%	- 76%	20%	70%		68%	71%	*	-	*	-
	EL	54%	45%	58%	*	58%	-	-	-	-	-	57%	71%	8%	61%		59%	57%	*	-	-	-
	Male Female	69% 78%	59% 69%	65% 67%	50% 50%	65% 69%	*	-	-	-	-	65% 66%	65% 88%	29% 22%	68% 71%	59% 57%	65%	- 67%	*	-	*	-
	Tomalo	1070	0070	01 70	0070	0070						0070	0070	2270	1 1 70	01 70		01 70				
Mathematics		81%	75%	71%	50%	73%	*	-	-	-	-	71%	76%	37%	74%	68%	72%	71%	*	-	*	-
•	Students CWD	53%	40%	37%	17%	42%	*	_	_	-	-	37%	-	37%	_	15%	45%	28%	-	-	*	-
	CWOD	84%	78%	74%	63%	75%	*	-	-	-	-	74%	76%	-	74%		74%	74%	*	-	*	-
	EL Male	72% 79%	67% 72%	68% 72%	* 38%	68% 73%	-	-	-	-	-	68% 71%	67% 80%	15% 45%	71% 74%		70% 72%	66%	*	-	*	-
	Female		77%	71%	57%	72%	*	-	-	-	-	71%	71%	28%	74%	66%		71%	*	-	*	-
Caiamaa	A II	000/	700/	E00/	670/	600/	*					E00/	740/	220/	C40/	E60/	670/	E 40/	*			
Science	All Students	80%	70%	59%	67%	60%		-	-	-	-	58%	71%	33%	61%	שטט%	67%	54%		-	-	-
	CWD	51%	38%	33%	*	50%	*	-	-	-	-	33%	- 740/	33%	- 0401	*	*	20%	-	-	-	-
	CWOD EL	84% 61%	73% 48%	61% 56%	*	60% 56%	-	-	-	-	-	60% 54%	71% 63%	*	61% 56%		68% 67%	56% 47%	-	-	-	-
	Male	79%	69%	67%	*	65%	-	-	-	-	-	66%	70%	*	68%		67%	-	-	-	-	-
	Female	81%	72%	54%	*	55%	*	-	-	-	-	52%	71%	20%	56%	47%	-	54%	*	-	-	-
STAAR Percer	nt at Me	ets Gr	ade Le	evel or A	bove																	
All Grades All Subjects	All	49%	36%	30%	24%	30%	0%					29%	38%	21%	30%	220/	30%	29%	40%		*	
	Students	4970	30%	30%	24 70	30%	070	-	-	-	-	2970	3070	2170	30%	2370	30%	2970	40%	-		-
	CWD	24%	18%	21%	0%	26%	*	-	-	-	-	21%	200/	21%	200/		27%	15%	400/	-	*	-
	CWOD	52% 29%	37% 20%	30% 23%	33%	30% 22%	-	-	-	-	-	30% 22%	38% 30%	- 0%	30% 24%		30% 25%	30% 21%	40% *	-	_	-
	Male	47%	33%	30%	26%	30%	-	-	-	-	-	30%	32%	27%	30%	25%	30%	-	*	-	*	-
	Female	52%	38%	29%	23%	30%	0%	-	-	-	-	28%	46%	15%	30%	21%	-	29%	*	-	*	-
Reading	All	47%	33%	27%	27%	27%	*	_	_	_	_	26%	43%	23%	27%	18%	27%	28%	*	-	*	-
	Students																					
	CWD CWOD	21% 50%	17% 34%	23% 27%	0% 38%	28% 27%	*	-	-	-	-	23% 26%	43%	23%	- 27%		29% 26%	17% 28%	*	-	*	-
	EL	23%	14%	18%	*	17%	-	-	-	-	-	16%	33%	0%	19%	18%	17%	18%	*	-	-	-
	Male	43%	29%	27%	25%	27%	-	-	-	-	-	26%	30%	29%	26%		27%	20%	*	-	*	-
	Female	J 1 70	37%	28%	29%	28%		-	-	-	-	25%	59%	17%	28%	18%	-	28%		-		-
Mathematics		51%	39%	34%	18%	35%	*	-	-	-	-	33%	41%	18%	35%	29%	34%	34%	*	-	*	-
:	Students																					

											Two or		Non									
					Afr			Amer		Pac	More	Fcon	Econ								Foster	
		State	District	Campus		Hispanic	White		Asian					CWD	CWOD	EL	Male	Female	Migrant H	omeless		
	CWD	26%	21%	18%	0%	23%	*	-	-	-	-	18%	-	18%	-		20%	17%	-	-	*	-
		54%	41%	35%	25%	36%	*	-	-	-	-	35%	41%	-	35%		36%	35%	*	-	*	-
	EL	37%	29%	29%	*	29%	-	-	-	-	-	29%	33%	0%	31%	29%	34%	24%	*	-	-	-
	Male	50%	38%	34%	13%	35%	-	-	-	-	-	33%	45%	20%	36%	34%	34%	-	*	-	*	-
	Female	51%	41%	34%	21%	35%	*	-	-	-	-	33%	35%	17%	35%	24%	-	34%	*	-	*	-
Science	All	53%	37%	24%	33%	23%	*	_	_	_	_	24%	24%	22%	24%	17%	26%	22%	*	_	_	_
	Students																					
	CWD	25%	19%	22%	*	33%	*	-	-	_	_	22%	-	22%	-	*	*	0%	-	-	-	-
		56%	39%	24%	*	23%	-	-	-	_	_	24%	24%	_	24%	17%	24%	23%	*	-	-	-
	EL	26%	13%	17%	-	17%	-	-	-	-	-	17%	13%	*	17%		17%	17%	-	-	-	-
	Male	53%	37%	26%	*	24%	-	-	-	-	-	29%	10%	*	24%	17%	26%	-	-	-	-	-
	Female	53%	38%	22%	*	23%	*	-	-	-	-	20%	43%	0%	23%	17%	-	22%	*	-	-	-
STAAR Percei	nt at Mas	ters	Grade l	Level																		
All Grades																						
All Subjects	All	23%	12%	11%	10%	11%	0%	-	-	-	-	11%	13%	5%	12%	8%	10%	12%	20%	-	*	-
	Students CWD	8%	5%	5%	0%	6%	*					5%	_	5%	_	0%	7%	2%			*	
		25%	13%	12%	14%	12%	*	-	-	-	-	11%	13%	570	- 12%	8%	11%	13%	20%	-	*	-
	EL	11%	6%	8%	*	7%		-	-	-	-	8%	10%	0%	8%	8%	8%	7%	2070	-		-
		22%	11%	10%	5%	10%	-	-	-	-	-	10%	10%	7%	11%	8%	10%	-	*	-	*	-
	Male Female		13%	12%	13%	12%	0%	-	-	-	-	11%	17%	7% 2%	13%	7%	-	12%	*	-	*	-
Reading	All	20%	10%	10%	14%	10%	*				_	9%	14%	3%	10%	5%	9%	11%	*		*	_
	Students							-	-	-	-		14 /0		10 70					-		-
	CWD	7%	4%	3%	0%	3%	*	-	-	-	-	3%	-	3%		0%	5%	0%	-	-	*	-
	CWOD	22%	11%	10%	19%	10%	*	-	-	-	-	10%	14%	-	10%	6%	9%	12%	*	-	*	-
	EL	8%	4%	5%	*	5%	-	-	-	-	-	5%	10%	0%	6%	5%	6%	5%	*	-	-	-
	Male	17%	8%	9%	0%	9%	-	-	-	-	-	9%	10%	5%	9%	6%	9%	-	*	-	*	-
	Female	23%	12%	11%	21%	10%	*	-	-	-	-	10%	18%	0%	12%	5%	-	11%	*	-	*	-
Mathematics	All Students	26%	16%	14%	5%	14%	*	-	-	-	-	13%	16%	5%	14%	11%	13%	15%	*	-	*	-
	CWD	11%	6%	5%	0%	6%	*	_	_	_	_	5%	_	5%	_	0%	5%	6%	_	_	*	_
		28%	17%	14%	6%	15%	*	_	_	_	_	14%	16%	-	14%	12%		15%	*	_	*	_
	EL	16%	10%	11%	*	11%	_	_	_	_	_	11%	14%	0%	12%	11%		11%	*	_	_	_
	Male	25%	15%	13%	0%	13%	_	_	_	_	_	12%	15%	5%	13%	12%		-	*	_	*	_
	Female		16%	15%	7%	15%	*	-	-	-	-	15%	18%	6%	15%	11%		15%	*	-	*	-
Science	All	24%	11%	7%	17%	6%	*	_	_	_	_	7%	6%	11%	6%	2%	8%	6%	*	_	_	_
	Students		,0	. 70	,0	J / 0						. 70	J /0	,0	2 /0	_ /3	C / U	5,0				
	CWD	8%	5%	11%	*	17%	*	-	-	-	-	11%	-	11%	-	*	*	0%	-	-	-	-
	CWOD	26%	11%	6%	*	6%	-	-	-	-	-	7%	6%	-	6%	2%	6%	6%	*	-	-	-
	EL	7%	2%	2%	-	2%	-	-	-	-	-	2%	0%	*	2%	2%	0%	3%	-	-	-	-
	Male	25%	11%	8%	*	6%	-	-	-	-	-	9%	0%	*	6%	0%	8%	-	-	-	-	-
	Female	23%	10%	6%	*	6%	*	-	-	-	-	5%	14%	0%	6%	3%	-	6%	*	-	-	-

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	70	69	71	*	-	-	-	-	70	71	65
CWD	71	*	82	*	-	-	=	-	71	71	*
CWOD	70	75	70	*	-	-	-	-	70	-	66
EL	65	-	65	-	-	-	-	=	65	*	65
Male	70	75	70	-	-	-	-	-	70	83	65
Female	70	65	71	*	-	-	-	-	71	60	65
Mathematics											
All Students	57	44	58	*	-	-	-	-	57	61	51
CWD	61	*	69	*	-	-	-	=	61	61	*
CWOD	57	50	57	*	-	-	-	-	56	-	50
EL	51	-	51	-	-	-	-	-	49	*	51
Male	55	33	56	-	-	-	-	-	53	69	51
Female	59	50	59	*	-	-	-	-	59	55	51

Part (iii)(II): Graduation Rate

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

^{...} 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 R													
4-year Longitudinal C	ohort 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.
- 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
439	53	12%

- 'A' Indicates data reporting does not meet for Minimum Size.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Student Success (Student Achi			Hispanic e: STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	36	29	36	11	-	-	-	-	36	19	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	otadonto	7 1110110411	тпоратно	***************************************	maian	7101411	ioiaiiaoi	14000	Dioday	01.12	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	Ν	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	Ν	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	Ν	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	Ν	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met `	N		N						N	Ν	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

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

STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Participation Participatio																		
Participation Participatio			_							More	Econ	Econ					_	
All Subjects All 100% 100% 100% 100% 86%	Participation P	ato	Campus	Americar	n Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Students	raiticipation N	ale																
CVVD 99% 100% 100% 0 0 0 0 0 0 0 0 0	All Subjects		100%	100%	100%	86%	-	-	-	-	100%	100%	99%	100%	100%	100%	99%	100%
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Reading All 100% 100% 100% 100% 86% - - - 100% 100% 100% 90% 100% 100% 100% 99% -		CWOD	100%	100%	100%	*	_	-	_	-	100%	100%	-	100%	100%	100%	99%	100%
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Reading All 100%		Male	100%	100%	100%	_	_	-	_	-	100%	100%	98%	100%	100%	100%	-	*
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CWD	Reading		100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	99%	*
CWOD																		
Female							-	-	-	-			100%	-				-
Male							-	-	-	-			_					*
Mathematics						-	-	-	-	-							100%	*
Mathematics Ail 100% 100						-	-	-	-	-							-	*
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CWD 97% 100% 97% 100% 27% 2 2 2 2 100% 100% 100% 100% 2 2 2 2 2 2 2 2 2	Mathematic		100%	100%	100%	*	-	-	-	-	100%	100%	97%	100%	100%	100%	100%	*
CWOD 100% 100% 100% 100% x - - - - 100% 1			97%	100%	97%	*	_	_	_	_	97%	_	97%	_	100%	95%	100%	_
Fig. 100%						*	_	_	_	_		100%	-	100%				*
Male Female 100% 100% 100% 100% 2 - - - - 100% 100% 100% 100% 100% 100% 2 *						_	_	_	_				100%					*
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CWOD			100%	*	100%	*	_	_	_	_	100%	_	100%	_	*	*	100%	_
Figure F				*		_	_	_		_				100%	100%	100%		
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Female 100% * 100% * 100% * 100% * 100% * 100% 100% 100% 100% 100% 100% * 100% * 100% Non-Participation Rate				*		_	_	_	_	_			*					_
All Subjects				*		*	_	_	_	_			100%			-	100%	*
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CWD 1% 0% 1%	All Subjects	Students					-	-	-	-								
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		CWD					-	-	-	-			0%					-
EL 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						
		Campus	American	Hispanio	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Male	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	1%	0%	0%	*	-	-	-	-	1%	0%	0%	1%	0%	-	1%	*
Mathematics	All	0%	0%	0%	*	-	-	-	-	0%	0%	3%	0%	0%	0%	0%	*
	Students																
	CWD	3%	0%	3%	*	-	-	-	-	3%	-	3%	-	0%	5%	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%	5%	0%	0%	0%	-	*
	Female	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Science	All	0%	0%	0%	*	_	-	_	_	0%	0%	0%	0%	0%	0%	0%	*
(Students																
	CWD	0%	*	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-
	CWOD	0%	*	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	-	-
	Female	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)

Students Without Disabilitie	es	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Disabilities	Students with Disabilities (Section 504)
In-School Suspensions												
	Male	64	5	59	0	0	0	0	0	35		
	Female	18	2	14	2	0	0	0	0	2		
	Total	82	7	73	2	0	0	0	0	37		
Out-of-School Suspensions												
	Male	11	2	7	2	0	0	0	0	5		
	Female	4	2	0	2	0	0	0	0	0		
	Total	15	4	7	4	0	0	0	0	5		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities In-School Suspensions												
	Male	17	0	17	0	0	0	0	0	8		5
	Female	2	0	2	0	0	0	0	0	0		2
	Total	19	0	19	0	0	0	0	0	8		7
Out-of-School Suspensions												_
	Male	4	0	4	0	0	0	0	0	4		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	0	4	0	0	0	0	0	4		2
Expulsions			_	_	_		_		_			_
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0

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

	Total	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Disabilities	Students with Disabilities (Section 5 504)
Under Zero Tolerance	Total Male	0	0	0	0 0	0 0	0 0	0 0	0	0		0
Policies	Male	U	U	U	U	U	U	U	0	U		0
	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	40	2	38	0	0	0	0	0	11	8	2
	Female	27	2	23	2	0	0	0	0	5	5	2
	Total	67	4	61	2	0	0	0	0	16	13	4

	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
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.0	15.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	2.3%

^{&#}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..

Grade 3	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,881	1%	79	2%	*	2%
Mathematics	5,880	1%	79	2%	*	2%
Grade 4 Reading	6,312	2%	66	1%	*	1%
Mathematics	6,311	2%	66	1%	*	1%
Grade 5 Reading	6,133	1%	67	1%	*	1%
Mathematics	6,131	1%	67	1%	*	1%
Science	6,133	1%	67	1%	*	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%	13	1%
Reading	45,064	1%	523	1%	6	1%
Mathematics	40,350	1%	458	1%	6	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%	*	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 o			
			% Belo	w Basic	% At or Al	oove 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
		English Language Learners	01	03	39	33	12	10	2	'
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
Grade 0	Reading	Black	53	46	47	73 54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	11/4	2
		White	20	18	80	82	35	42	3	5
			2 0 *	41	*	52 59	*	19	*	1
		American Indian			92		59	57		
		Asian	8	13 37	92 *	87 63	59 *	25	11 *	13
		Pacific Islander								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 Grade 4	Subject Reading Mathematics	Student Group Students with Disabilities English Learners Students with Disabilities	Rate 77% 94% 79%
Grade 8	Reading	English Learners Students with Disabilities English Learners	97% 83% 96%
	Mathematics	Students with Disabilities English Learners	88% 97%

^{&#}x27;_' 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.