Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: CARMICHAEL EL Campus ID: 101902122 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 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) (II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Two

											Two or		Non									
		State	District	Campus	Afr Amer	Hispanio	White	Amer				Econ Disadv		CWD	CWOD	EL.	Male	Female	Migran	t Homeless	Foste Care	
STAAR Perce	nt at App	roac	hes Gr	ade Lev	el or A	Above																
Grade 3																						
Reading	All Students	75%	65%	73%	75%	68%	*	-	90%	-	*	73%	71%	36%	78%	65%	73%	72%	-	-	-	-
	CWD	49%	37%	36%	*	14%	-	_	-	_	-	40%	*	36%	-	17%	29%	*	-	-	-	-
	CWOD		68%	78%	75%	75%	*	_	90%	-	*	77%	83%	-	78%		79%	75%	-	-	-	-
	EL	69%	64%	65%	_	61%	-	_	86%	_	_	64%	*	17%	71%	65%	63%	67%	_	-	-	-
	Male	73%	61%	73%	75%	65%	*	_	100%	_	*	73%	*	29%	79%		73%	-	_	_	_	-
	Female		69%	72%	*	72%	-	-	*	-	-	73%	*	*	75%	67%		72%	-	-	-	-
Mathematics	: All	78%	72%	75%	50%	76%	*	_	90%	_	*	75%	71%	36%	80%	71%	82%	64%	_	_	_	_
	Students		. = / 0	, .	0070				0070					0070	0070		0270	0.70				
	CWD	52%	43%	36%	*	29%	_	_	_	_	_	40%	*	36%	_	33%	43%	*	_	_	_	_
	CWOD		75%	80%	50%	81%	*	_	90%	_	*	80%	83%	-	80%		88%	69%	_	_	_	_
	EL	75%	74%	71%	-	68%	_	_	86%	_	_	72%	*	33%	76%		77%	62%	_	_	_	_
	Male	78%	72%	82%	63%	81%	*	_	100%	_	*	80%	*	43%	88%		82%	-	_	_	_	_
	Female		72%	64%	*	69%	-	-	*	-	-	67%	*	*	69%	62%		64%	-	-	-	-
Grade 4																						
Reading	All	74%	66%	74%	64%	75%	-	-	91%	-	-	72%	92%	20%	79%	58%	69%	80%	-	-	-	-
	Students CWD	44%	210/	20%	33%	*						20%		200/		*	11%	*				
			31%				-	-	040/	-	-		_	20%	700/	600/		000/	-	-	-	-
	CWOD		69%	79%	74%	79%	-	-	91%	-	-	77%	92%	*	79%		78%	80%	-	-	-	-
	EL	64%	59%	58% 60%	-	53%	-	-	86%	-	-	55%	0.00/	440/	62%		52%	64%	-	-	-	-
	Male	71%	62%	69%	59%	71%	-	-	80%	-	-	67%	86%	11%	78%		69%	-	-	-	-	-
	Female	77%	69%	80%	75%	78%	-	-	100%	-	-	78%	100%	•	80%	64%	-	80%	-	-	-	-
Mathematics	Students	74%	70%	75%	60%	77%	-	-	91%	-	-	73%	92%	0%	82%	62%	69%	82%	-	-	-	-
	CWD	46%	38%	0%	0%	*	_	_	_	_	_	0%	_	0%	_	*	0%	*	_	_	_	_
	CWOD		73%	82%	79%	81%	_		91%	-	_	80%	92%	-	82%	67%	80%	84%	_			
	EL	69%	70%	62%	1970	58%	-	-	86%	-	-	62%	9Z /0 *	*	67%		52%	73%	-	-	-	-
	Male	74%	69%	62 % 69%	53%	74%	-	-	80%	-	-	65%	100%	0%	80%		69%	1370	-	-	-	-
	Female		71%	82%	75%	81%	-	-	100%		-	82%	83%	*	84%	73%		82%	-	-	-	-
Crado E																						
Grade 5 Reading	All	86%	79%	87%	84%	87%			92%			87%	82%	33%	91%	720/	87%	86%			*	
Reading	Students	00%	1970	0170	04 70	0170	-	-	9270	-	-	0170	0270	3370	9170	1370	0170	0070	-	-		-
	CWD	55%	41%	33%	43%	*	_	_	_	_	_	33%	*	33%	_	*	20%	*	_	_	_	_
	CWOD		83%	91%	96%	88%	_	_	92%	_	_	90%	93%	-	91%	75%	94%	87%	_	_	*	_
	EL	77%	71%	73%	-	73%	_	_	*	_	_	70%	83%	*	75%		82%	63%	_	_	_	_
	Male	83%	76%	87%	78%	93%	_	_	86%	_	_	88%	86%	20%	94%		87%	-	_	_	*	_
	Female		83%	86%	93%	81%	_	_	100%	_	_	85%	80%	*	87%	63%		86%	_	_	_	_
	remaie	00 /0	00 /0	00 /6	30 /0	0170	-	-	100 /0	-	-	0070			07 70	00 70	-	00 70	_	-	-	_
Mathematics	Students	89%	86%	89%	84%	89%	-	-	100%	-	-	89%	82%	33%	93%	82%	87%	90%	-	-	*	-
	CWD	68%	50%	33%	43%	*	_	_	_	_	_	33%	*	33%	_	*	20%	*	_	_	_	_
	CWOD		90%	93%	96%	90%	_	_	100%	_	_	93%	93%	-	93%	Q / 0/_	94%	91%	_	_	*	_
	EL	85%	85%	82%	90 /0	80%	-	-	*	-	-	78%	100%	*	84%		94%	69%	-	-		-
	Male	88%	84%	87%	72%	93%	-	-	100%	-	-	90%	71%	20%	94%		87%	0970	-	-	*	-
	Female		88%	90%	100%	84%	-	-	100%		-	88%	90%	*	91%	69%		90%	-	-	-	-
Science	All	74%	62%	70%	81%	59%	_	_	100%		_	68%	76%	33%	73%	36%	74%	66%	_	_	*	_
	Students					*							*					*				
	CWD	45%	31%	33%	43%		-	-	40001	-	-	33%		33%	700/	0001	20%	0001	-	-	-	-
	CWOD	77%	64%	73%	92%	60%	-	-	100%	-	-	71%	86%	*	73%		80%	66%	-	-	•	-
	EL	60%	48%	36%	- 740/	30%	-	-	10001	-	-	30%	67%		38%		59%	13%	-	-	-	-
	Male	74%	62%	74%	71%	70%	-	-	100%	-	-	72%	86%	20%	80%		74%	-	-	-	•	-
	Female	73%	61%	66%	93%	48%	-	-	100%	-	-	63%	70%	*	66%	13%	-	66%	-	-	-	-

Two

or Non Afr Pac More Econ Foster Amer Econ State District Campus Amer Hispanic White Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military STAAR Percent at Meets Grade Level or Above Grade 3 60% 33% 29% 24% 40% Reading 29% 33% 17% 30% 9% 36% 22% Students CWD 0% 10% 0% 20% 9% 9% CWOD 46% 30% 36% 13% 34% 60% 36% 33% 36% 27% 44% 25% 27% 0% EL 35% 25% 24% 16% 71% 23% 24% 30% 14% 40% Male 25% 41% 14% 44% 30% 40% 41% 27% 35% 71% 31% 22% 24% 21% 25% 22% Female 47% 14% Mathematics All 48% 37% 48% 17% 47% 80% 49% 43% 9% 54% 41% 56% 36% Students 9% 0% 14% CWD 30% 23% 0% 10% 9% CWOD 50% 38% 54% 13% 53% 80% 54% 50% 54% 47% 63% 41% 41% 43% 0% 47% 41% 47% 41% 37% 36% 71% 33% 47% 56% Male 49% 38% 56% 25% 54% 86% 57% 14% 63% Female 46% 36% 36% 38% 36% 33% 36% Grade 4 91% 40% 62% 0% ΑII 43% 30% 43% 24% 42% 47% 27% 38% 49% Reading Students CWD 24% 17% 0% 0% 0% 0% 0% 29% 44% CWOD 46% 31% 47% 32% 44% 91% 45% 62% 47% 50% 30% 21% 27% 16% 86% 26% 29% 27% 26% 27% 26% 38% Male 41% 28% 38% 24% 38% 80% 37% 43% 0% 44% Female 46% 31% 49% 25% 46% 100% 44% 83% 50% 27% 49% Mathematics 49% 28% 49% 91% 49% 46% 0% 53% 36% 47% 51% 37% Students CWD 27% 23% 0% 0% 0% 0% 0% 38% 55% 52% CWOD 49% 38% 53% 37% 52% 91% 54% 46% 53% -38% 39% 36% 86% 38% 36% 39% EL 35% 26% 32% Male 47% 18% 55% 80% 43% 0% 55% 39% 47% 48% 39% 47% 51% 45% 35% 51% 50% 43% 100% 51% 50% 52% 32% Female Grade 5 Reading 38% 45% 44% 39% 75% 46% 35% 11% 47% 15% 36% 54% ΑII 53% Students 11% CWD 27% 20% 14% 17% 11% 20% 56% 40% 75% 48% 43% 47% 16% 38% 57% **CWOD** 39% 52% 47% 36% 15% 11% 33% 15% 18% 21% 16% EL 17% 13% 28% Male 50% 34% 36% 37% 57% 40% 14% 20% 38% 18% 36% 100% 54% Female 41% 64% 50% Mathematics All 49% 58% 56% 52% 92% 58% 53% 22% 61% 33% 64% 52% 57% Students CWD 22% 33% 22% 20% CWOD 60% 51% 61% 64% 53% 92% 60% 64% 61% 34% 68% 53% EL 46% 38% 33% 27% 26% 67% 34% 33% 41% 25% Male 56% 47% 64% 61% 57% 100% 67% 43% 20% 68% 41% 64% Female 57% 51% 52% 50% 48% 80% 49% 60% 53% 25% 52% Science ΑII 48% 31% 42% 45% 36% 67% 41% 47% 11% 45% 15% 46% 38% Students 20% CWD 27% 18% 11% 14% 11% 37% 67% 57% 45% 16% 49% 40% CWOD 50% 43% 32% 45% 54% 31% 15% 16% 15% 24% 17% 13% 7% 50% EL 6% 50% 32% 46% 35% 47% 71% 47% 43% 20% 49% 24% 46% Male 38% Female 45% 26% STAAR Percent at Masters Grade Level Grade 3 0% 18% 10% 14% 29% 18% 10% 20% Reading ΑII 15% 15% 0% 8% Students 10% 4% 0% CWD 0% 0% 0% 0% 0% **CWOD** 29% 16% 18% 0% 20% 10% 16% 33% 18% 11% 23% 9% 19% 12% 10% 9% 14% 9% 0% 11% 10% 13% 5% Male 24% 13% 20% 0% 24% 14% 20% 0% 23% 13% 20% Female 29% 17% 8% 10% 6% 9% 5% 8% Mathematics All 24% 15% 18% 0% 15% 60% 18% 14% 0% 20% 16% 25% 6% Students CWD 12% 6% 0% 0% 0% 0% 0% 0% 25% 0% 60% 20% 17% 20% 6% **CWOD** 16% 20% 18% 29% 17% 18% 16% 15% 0% 18% 16% 23% 16% 9% 57% 5% EL 25% 0% 23% 25% Male 26% 16% 24% 71% 25% 0% 29% Female 22% 6% 3% 6% 6% 5% 6% Grade 4 Reading ΑII 21% 11% 22% 8% 20% 64% 22% 23% 0% 24% 13% 16% 29% Students 0% CWD 0% 0% 0% 8% 0% CWOD 12% 24% 21% 64% 24% 23% 24% 14% 18% 30% 23% 11% EL 12% 5% 13% 5% 57% 14% 14% 13% 17% 9% 0% Male 20% 10% 16% 14% 80% 18% 0% 0% 18% 17% 16% 27% 29% Female 23% 29% 25%

											Two											
					Afr			Amer		Pac	or More	Econ	Non Econ								Foster	
		State	District	Campus		Hispanic V								CWD	CWOD	EL	Male	Female	Migrant Ho			Military
	All	27%	18%	29%	4%	28%	-	-	91%	-	-	29%	23%	0%	31%	27%	30%	27%	-	-	-	
`	Students CWD	13%	6%	0%	0%	*	_	_	_	_	_	0%	_	0%	_	*	0%	*	_	_	_	_
	CWOD	29%	19%	31%	5%	29%	-	-	91%	_	-	33%	23%	-	31%	29%	35%	28%	-	-	-	-
	EL	20%	16%	27%	-	16%	-	-	86%	-	-	29%	*	*	29%		35%	18%	-	-	-	-
	Male Female	29% 25%	19% 16%	30% 27%	6% 0%	33% 22%	-	-	80% 100%	-	-	32% 27%	14% 33%	0% *	35% 28%	35% 18%	30%	- 27%	-	-	-	-
	Temale	2070	1070	21 /0	0 70	22 /0	_		10070			21 70	0070		2070	1070	_	21 /0	_	_	_	_
Grade 5																						
Reading	All	29%	15%	19%	13%	18%	-	-	42%	-	-	18%	24%	0%	21%	6%	18%	20%	-	-	*	-
`	Students CWD	9%	5%	0%	0%	*				_		0%	*	0%	_	*	0%	*	_			
	CWOD	31%	16%	21%	16%	18%	-	-	42%	-	-	19%	29%	-	21%	6%	20%	21%	-	-	*	-
	EL	14%	6%	6%	-	7%	-	-	*	-	-	4%	17%	*	6%	6%	12%	0%	-	-	-	-
	Male Female	26% 31%	13% 18%	18% 20%	11% 14%	23% 13%	-	-	14% 80%	-	-	19% 17%	14% 30%	0% *	20% 21%	12% 0%	18%	20%	-	-		-
	Temale	0170	1070	20 /0	1-70	1070			0070			17 70	3070		2170	0 70		2070				
	All	36%	27%	38%	22%	38%	-	-	83%	-	-	38%	35%	0%	41%	18%	45%	30%	-	-	*	-
\$	Students	1.40/	9%	00/	0%	*						0%	*	0%		*	00/	*				
	CWD	14% 38%	28%	0% 41%	28%	38%	-	-	83%	-	-	41%	43%	-	- 41%	19%	0% 50%	32%	-	-	*	-
	EL	24%	16%	18%	-	10%	-	-	*	-	-	11%	50%	*	19%	18%	29%	6%	-	-	-	-
	Male	36%	25%	45%	22%	50%	-	-	86%	-	-	46%	43%	0%	50%		45%	-	-	-	*	-
	Female	35%	28%	30%	21%	26%	-	-	80%	-	-	29%	30%		32%	6%	-	30%	-	-	-	-
Science	All	23%	10%	19%	3%	20%	-	-	58%	-	-	20%	12%	0%	21%	6%	26%	12%	-	-	*	-
\$	Students	4401	60/	60/	00/	*						00/	*	00/			001	*				
	CWD	11% 25%	6% 10%	0% 21%	0% 4%	20%	-	-	- 58%	-	-	0% 22%	* 14%	0% -	- 21%	* 6%	0% 29%	* 13%	-	-	*	-
	EL	11%	3%	6%	-	7%	-	-	*	-	-	4%	17%	*	6%	6%	12%	0%	-	-	-	-
	Male	25%	11%	26%	6%	30%	-	-	57%	-	-	28%	14%	0%	29%		26%	-	-	-	*	-
	Female	21%	9%	12%	0%	10%	-	-	60%	-	-	12%	10%	*	13%	0%	-	12%	-	-	-	-
STAAR Percen	nt at App	roach	nes Gra	de Lev	el or	Above																
All Grades	• • •																					
All Subjects	All	77%	69%	77%	74%	76%	*	-	94%	-	*	76%	85%	29%	82%	64%	77%	78%	-	-	*	-
;	Students CWD	46%	34%	29%	39%	11%	_	_	_	_		28%	27%	29%	_	14%	19%	48%	_	_	_	_
	CWOD		72%	82%	85%	79%	*	-	94%	_	*	81%	90%	-	82%		85%	80%	-	_	*	_
	EL	62%	54%	64%	-	61%	-	-	86%	-	-	62%	78%	14%	68%		68%	60%	-	-	-	-
	Male Female	74%	66% 72%	77% 78%	67% 85%	77% 74%	*	-	93% 94%	-	*	76% 77%	86% 83%	19% 48%	85% 80%	68%	77%	- 78%	-	-	*	-
	i ciliale	0070	1270	7070	00 /0	7 4 70	-	-	34 /0	-	_	1170	0370	40 /0	00 /0	0070	-	7070	-	-	-	_
Reading	All	73%	64%	78%	75%	76%	*	-	91%	-	*	77%	86%	31%	83%	64%	76%	80%	-	-	*	-
\$	Students	200/	200/	240/	470/	00/						240/	*	240/		100/	100/	FC0/				
	CWD	39% 78%	28% 67%	31% 83%	47% 85%	8% 80%	*	-	91%	-	*	31% 82%	91%	31%	83%		19% 84%	56% 81%	-	-	*	-
	EL	54%	45%	64%	-	62%	-	-	82%	-	-	62%	85%	10%	69%		64%	64%	-	-	-	-
	Male	69%	59%	76%	70%	75%	*	-	89%	-	*	75%	83%	19%	84%		76%	-	-	-	*	-
	Female	78%	69%	80%	85%	77%	-	-	93%	-	-	79%	89%	56%	81%	64%	-	80%	-	-	-	-
Mathematics	All	81%	75%	79%	70%	80%	*	_	94%	-	*	79%	86%	24%	85%	71%	79%	80%	-	-	*	-
\$	Students	=00/	400/			4=0/																
	CWD	53% 84%	40% 78%	24% 85%	29% 83%	15% 84%	*	-	- 94%	-	*	23% 84%	91%	24%	- 85%		19% 87%	33% 83%	-	-	*	-
	EL	72%	67%	71%	-	68%	_	-	88%	_	-	70%	77%	20%	75%		73%	68%	-	_	-	_
	Male	79%	72%	79%	63%	82%	*	-	95%	-	*	78%	89%	19%	87%		79%	-	-	-	*	-
	Female	82%	77%	80%	81%	78%	-	-	93%	-	-	80%	83%	33%	83%	68%	-	80%	-	-	-	-
Science	All	80%	70%	70%	81%	59%	_	_	100%	-	_	68%	76%	33%	73%	36%	74%	66%	-	-	*	-
	Students																					
	CWD	51% 84%	38% 73%	33% 73%	43% 92%	* 60%	-	-	100%	-	-	33% 71%	* 86%	33%	- 73%	38%	20% 80%	* 66%	-	-	*	-
	EL	61%	48%	36%	9270	30%	-	-	*	-	-	30%	67%	*	38%		59%	13%	-	-	-	-
	Male	79%	69%	74%	71%	70%	-	-	100%	-	-	72%	86%	20%	80%		74%	-	-	-	*	-
	Female	81%	72%	66%	93%	48%	-	-	100%	-	-	63%	70%	*	66%	13%	-	66%	-	-	-	-
STAAR Percen	nt at Me	ets Gr	ade Le	vel or A	bove																	
All Grades																						
All Subjects	All	49%	36%	46%	37%	42%	*	-	79%	-	*	45%	48%	9%	49%	28%	47%	44%	-	-	*	-
\$	Students CWD	24%	18%	9%	15%	0%	_	_	_	_	_	10%	0%	9%	_	0%	11%	5%	_	_	_	_
	CWOD	52%	37%	49%	45%	45%	*	-	79%	-	*	49%	53%	-	49%		51%	47%	-	-	*	-
	EL	29%	20%	28%	-	22%	- *	-	70%	-	-	27%	38%	0%	30%		33%	22%	-	-	-	-
	Male Female	47% 52%	33% 38%	47% 44%	32% 45%	46% 39%	-	-	78% 82%	-	-	48% 42%	37% 57%	11% 5%	51% 47%	33% 22%	47% -	- 44%	-	-	-	-
	i Gillale	UZ /0	JJ /0	→→ /0	- -J /0	0070	-	-	UZ /0	-	-	⊣∠ /0	J1 /0	J /0	⊣ 1 /0	LL /0	-		-	-	-	-
Reading	All	47%	33%	41%	32%	37%	*	-	76%	-	*	40%	44%	7%	44%	22%	38%	44%	-	-	*	-
5	Students CWD	210/	170/	7%	12%	00/						8%	*	7%	_	09/	100/	Ω0/				
	CWD	21% 50%	17% 34%	7% 44%	38%	0% 40%	*	-	76%	-	*	8% 43%	48%	/% -	44%		10% 42%	0% 47%	-	-	*	-
	EL	23%	14%	22%	-	16%	-	-	65%	-	-	22%	31%	0%	24%	22%	26%	19%	-	-	-	-
	Male	43%	29%	38%	26%	37%	*	-	68%	-	*	39%	28%	10%	42%		38%	440/	-	-	*	-
	Female	51%	37%	44%	42%	38%	-	-	86%	-	-	41%	61%	0%	47%	19%	-	44%	-	-	-	-
Mathematics	All	51%	39%	52%	39%	50%	*	-	88%	-	*	52%	50%	10%	56%	37%	55%	47%	-	-	*	-
\$	Students																					

											Two											
					A E			A		D	or		Non								- 4	_
		C4-4-	District	C	Afr	Illanania	18/16:46	Amer				Econ	Econ	CIMP	CWOD		Mala	Famala I	M:	llamalaaa	Foste	
	CWD	26%	21%	10%	18%	Hispanic 0%	vvnite	ina	Asian	ISI	Races	12%	DISAGV	10%	CWOD		10%	11%	wigranti	Homeless	Care	willitary
	CWD		41%	56%	46%		*	-	88%	-	*	56%	55%	10%	- FC0/		61%	50%	-	-	*	-
						53%		-		-				-	56%				-	-		-
	EL .	37%	29%	37%	-	30%	*	-	82%	-	-	37%	38%	0%	40%		43%	31%	-	-	-	-
	Male	50%	38%	55%	37%	55%	•	-	89%	-	•	56%	44%	10%	61%		55%	470/	-	-	•	-
	Female	51%	41%	47%	42%	43%	-	-	86%	-	-	46%	56%	11%	50%	31%	-	47%	-	-	-	-
Science	All	53%	37%	42%	45%	36%	-	-	67%	-	-	41%	47%	11%	45%	15%	46%	38%	-	-	*	-
	Students																					
	CWD	25%	19%	11%	14%	*	-	-	-	_	-	17%	*	11%	-	*	20%	*	-	-	-	-
	CWOD		39%	45%	54%	37%	-	_	67%	_	-	43%	57%	_	45%	16%	49%	40%	_	-	*	_
	EL	26%	13%	15%	-	13%	-	_	*	_	_	7%	50%	*	16%		24%	6%	_	-	_	_
	Male	53%	37%	46%	35%	47%	_	_	71%	_	_	47%	43%	20%	49%		46%	-	_	_	*	_
	Female		38%	38%	57%	26%	_		60%			34%	50%	*	40%	6%	-	38%		_	_	_
	remale	JJ /0	30 /6	30 /6	31 /0	20 /0	-	-	00 /6	-	-	J4 /0	30 %		40 /0	0 70	-	30 /0	-	-	-	-
STAAR Perce	ent at Mas	sters	Grade	Level																		
	A.II	000/	400/	000/	00/	000/			E00/			000/	0.40/	00/	050/	4.40/	000/	000/				
All Subjects	All Students	23%	12%	23%	9%	22%	•	-	59%	-	•	23%	24%	0%	25%	14%	26%	20%	-	-	•	-
	CWD	8%	5%	0%	0%	0%	-	-	-	_	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	25%	13%	25%	12%	24%	*	_	59%	_	*	25%	26%	_	25%	15%	29%	21%	_	-	*	_
	EL	11%	6%	14%	-	9%	-	_	49%	_	_	13%	22%	0%	15%		20%	7%	_	-	_	_
	Male	22%	11%	26%	8%	28%	*	_	56%	_	*	26%	19%	0%	29%		26%	-	_	_	*	_
	Female		13%	20%	11%	16%	_		64%			19%	28%	0%	21%	7%	-	20%			_	
	i ciliale	24 /0	1370	20 /6	1170	10 70	_	_	04 70	-	_	1370	2070	0 70	2170	7 70	-	2070	-	-	_	_
Reading	All	20%	10%	19%	9%	19%	*	-	39%	-	*	18%	25%	0%	21%	10%	18%	20%	-	-	*	-
	Students	70/	40/	00/	00/	00/						00/	*	00/		00/	00/	00/				
	CWD	7%	4%	0%	0%	0%	*	-	200/	-	*	0%		0%	040/	0%	0%	0%	-	-	-	-
		22%	11%	21%	12%	20%	-	-	39%	-	-	20%	27%	-	21%		20%	22%	-	-	-	-
	EL	8%	4%	10%		7%		-	29%	-		9%	15%	0%	11%		14%	5%	-	-	-	-
	Male	17%	8%	18%	5%	20%	*	-	32%	-	*	19%	11%	0%	20%		18%	-	-	-	*	-
	Female	23%	12%	20%	15%	18%	-	-	50%	-	-	18%	39%	0%	22%	5%	-	20%	-	-	-	-
Mathematic		26%	16%	29%	12%	27%	*	-	79%	-	*	29%	28%	0%	32%	20%	33%	23%	-	-	*	-
	Students																					
	CWD	11%	6%	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	28%	17%	32%	15%	28%	*	-	79%	-	*	32%	30%	-	32%	22%	38%	24%	-	-	*	-
	EL	16%	10%	20%	-	12%	-	-	76%	_	-	19%	31%	0%	22%	20%	29%	10%	-	-	-	-
	Male	25%	15%	33%	12%	35%	*	_	79%	_	*	34%	28%	0%	38%		33%	-	_	_	*	_
	Female		16%	23%	12%	18%	-	-	79%	-	-	22%	28%	0%	24%	10%		23%	-	-	-	-
Caiamas	AII	0.40/	440/	400/	20/	200/			E00/			200/	100/	00/	040/	60/	260/	100/			*	
Science	All	24%	11%	19%	3%	20%	-	-	58%	-	-	20%	12%	0%	21%	6%	26%	12%	-	-	-	-
	Students		=0/									201										
	CWD	8%	5%	0%	0%	*	-	-	-	-	-	0%	*	0%		*	0%	*	-	-	-	-
	CWOD	26%	11%	21%	4%	20%	-	-	58%	-	-	22%	14%	-	21%	6%	29%	13%	-	-	*	-
	EL	7%	2%	6%	-	7%	-	-	*	-	-	4%	17%	*	6%	6%		0%	-	-	-	-
	Male	25%	11%	26%	6%	30%	-	-	57%	-	-	28%	14%	0%	29%	12%	26%	-	-	-	*	-
	Female	23%	10%	12%	0%	10%	-	-	60%	-	-	12%	10%	*	13%	0%	-	12%	-	-	-	-

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		
Academie Crewth Seens	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CMD	EL
Academic Growth Score											
Reading											
All Students	80	77	81	-	-	82	-	-	79	47	75
CWD	47	50	40	-	-	-	-	-	40	47	*
CWOD	83	84	83	-	-	82	=	-	82	-	77
EL	75	-	75	-	-	78	-	-	73	*	75
Male	77	75	81	-	-	64	-	-	77	38	78
Female	84	80	82	-	-	100	-	-	81	*	72
Mathematics											
All Students	83	79	82	-	-	95	-	-	81	35	78
CWD	35	33	40	-	-	-	-	-	33	35	*
CWOD	87	91	84	-	-	95	-	-	86	-	81
EL	78	-	75	-	-	100	-	-	76	*	78
Male	78	71	80	-	-	91	-	-	76	31	75
Female	88	91	86	-	-	100	-	-	88	*	81

Part (iii)(II): Graduation Rate

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

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

								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
238	28	12%

- ' 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	49	40	47	*	-	77	-	*	48	13	35
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	mopumo	***************************************	maiam	7101011	ioiaiiaoi	11000	Dioday	01.12	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	Υ			Υ			Υ	N	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N			Υ			N	Ν	Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N			N			N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N			N			N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ	Υ	Υ			Υ			Υ	Ν	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ	N	Υ			Υ			Υ	Ν	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N			Υ			N	Ν	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N			Υ			N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL + 36% N 38% N 40% N
Federal Graduation Status [^]											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^{&#}x27;+' 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	ı Hispanic	White	American Indian		Pacific		Econ	Non Econ	CWD	CWOD	EL	Mala	Female	Migrant
Participation R	ate	Campus	American	пізрапіс	vviiite	iliulali	ASIAII	isianuei	Naces	Disauv	Disauv	CVVD	CWOD	LL	wate	remale	wiigiaiit
All Code to the	A.II	4000/	4000/	000/	*		4000/		*	4000/	070/	000/	4000/	4000/	4000/	000/	
All Subjects	All Students	100%	100%	99%		-	100%	-	-	100%	97%	96%	100%	100%	100%	99%	-
	CWD	96%	100%	89%	_	-	_	-	_	100%	73%	96%	_	100%	100%	86%	_
	CWOD	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%	-	-
	Female	99%	100%	99%	-	-	100%	-	-	100%	94%	86%	100%	100%	-	99%	-
Reading	All Students	100%	100%	100%	*	-	100%	-	*	100%	97%	97%	100%	100%	100%	99%	-
	CWD	97%	100%	92%	_	_	_	_	_	100%	*	97%	_	100%	100%	89%	_
	CWOD	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%		-	_
	Female	99%	100%	99%	-	-	100%	-	-	100%	95%	89%	100%	100%	-	99%	-
Mathematics		100%	100%	100%	*	-	100%	-	*	100%	97%	97%	100%	100%	100%	99%	-
	Students CWD	97%	100%	92%			_			100%	*	97%		1000/	100%	89%	
	CWD	100%	100%	100%	*	-	100%	-	*	100%	100%	9170	100%	100%		100%	-
	EL	100%	100 /6	100%	_	_	100%	-	_	100%	100%	100%	100%	100%		100%	-
	Male	100%	100%	100%	*	-	100%	-	*	100%	100%	100%	100%	100%		-	_
	Female	99%	100%	99%	_	-	100%	-	-	100%	95%	89%	100%	100%	-	99%	-
Colomos	AII	99%	1000/	000/			1000/			100%	94%	000/	100%	1000/	1000/	000/	
Science	All Students	99%	100%	98%	-	-	100%	-	-	100%	94%	89%	100%	100%	100%	98%	-
	CWD	89%	100%	*	-	-	-	-	-	100%	*	89%	-	*	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%	-	-
Nan Dartisinsti	Female	98%	100%	97%	-	-	100%	-	-	100%	90%	*	100%	100%	-	98%	-
Non-Participati	on Rate																
All Subjects	All Students	0%	0%	1%	*	-	0%	-	*	0%	3%	4%	0%	0%	0%	1%	-
	CWD	4%	0%	11%	-	-	-	-	-	0%	27%	4%	-	0%	0%	14%	-
	CWOD	0%	0%	0%	*	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	-	-	0%	-	-	0%	6%	14%	0%	0%	-	1%	-
Reading	All Students	0%	0%	0%	*	-	0%	-	*	0%	3%	3%	0%	0%	0%	1%	-
	CWD	3%	0%	8%	-	-	-	-	-	0%	*	3%	-	0%	0%	11%	-
	CWOD	0%	0%	0%	*	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-

Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

									Two or		Non						
			African			American		Pacific	More	Econ	Econ						
		Campu	s American	Hispanio	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Male	0%	0%	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	_
	Female	1%	0%	1%	-	-	0%	-	-	0%	5%	11%	0%	0%	-	1%	-
Mathematics	All	0%	0%	0%	*	-	0%	-	*	0%	3%	3%	0%	0%	0%	1%	_
(Students																
	CWD	3%	0%	8%	-	-	-	-	-	0%	*	3%	-	0%	0%	11%	-
	CWOD	0%	0%	0%	*	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	-	-	0%	-	-	0%	5%	11%	0%	0%	-	1%	-
Science	All	1%	0%	2%	-	-	0%	_	_	0%	6%	11%	0%	0%	0%	2%	_
(Students																
	CWD	11%	0%	*	-	-	-	-	-	0%	*	11%	-	*	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%	0%	0%	0%	0%	-	-
	Female	2%	0%	3%	-	-	0%	-	-	0%	10%	*	0%	0%	-	2%	-

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	55	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
In-School Suspensions	:5										
·	Male Female Total	4 0 4	2 0 2	2 0 2	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2 0 2	
Out-of-School Suspensions	Male Female	28 6	7 4	19 0	2	0 0	0 2	0 0	0	13 0	
	Total	34	11	19	2	0	2	0	0	13	
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 0	
Without 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 0	
Under Zero Tolerance Policies	Male -	0	0	0	0	0	0	0	0	0	
Oak and Dalata d Associate	Female Total	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0	
	Female Total	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement		U	U	U	U	U	U	U	U	U	
receivant to Law Emoreciment	Male Female	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0	0	
Students With Disabilities	Total	0	Ö	0	0	0	0	0	0	0	
In-School Suspensions	Male	2	0	2	0	0	0	0	0	2	2
	Female Total	0 2	0	0 2	0	0	0	0	0	0 2	0 2
Out-of-School Suspensions	Male	9	5	4	0	0	0	0	0	2	10
	Female Total	0 9	0 5	0 4	0 0	0 0	0 0	0 0	0 0	0 2	0 10
Expulsions											
With Educational Services	Male Female	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
Without Educational	Total Male	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
Services	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	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance	Male	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	32	8	17	5	0	2	0	0	11	5	5
	Female	24	5	17	0	0	2	0	0	8	2	2
	Total	56	13	34	5	0	4	0	0	19	7	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	1
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.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 0.0	Percent -
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	3.0	8.5%

^{&#}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..

One de 2	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	79	2%	*	1%
Mathematics	5,880	1%	79	2%	*	1%
Grade 4 Reading	6,312	2%	66	1%	*	2%
Mathematics	6,311	2%	66	1%	*	2%
Grade 5 Reading	6,133	1%	67	1%	*	2%
Mathematics	6,131	1%	67	1%	*	2%
Science	6,133	1%	67	1%	*	2%
Grade 6 Reading	6,038	1%	69	1%	-	-
Mathematics	6,036	1%	69	1%	-	-
Grade 7 Reading	5,616	1%	55	1%	-	-
Mathematics	5,616	2%	55	1%	-	-
Grade 8 Reading	5,251	1%	56	1%	-	-
Mathematics	5,254	2%	56	1%	-	-
Science	5,250	1%	56	1%	-	-
End of Course English I	5,150	1%	65	1%	-	-
English II	4,680	1%	66	1%	-	-
Algebra I	5,122	1%	66	1%	-	-
Biology	4,954	1%	68	1%	-	-
All Grades All Subjects	101,751	1%	1,172	1%	12	2%
Reading	45,064	1%	523	1%	5	2%
Mathematics	40,350	1%	458	1%	5	2%
Science	16,337	1%	191	1%	*	2%

District District Campus Campus State State Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2

- Indicates results are masked due to small numbers to protect student confidentiality.
- ... Indicates zero observations reported for this group.

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	Profi	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
	3	Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disady	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
		English Language Learners	01	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
		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 Disady	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
	Maniemancs	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	2 0	49	*	51	*	15	*	3
			10		00				26	
		Asian	10	12	90	88 55	71 *	64	36 *	33
		Pacific Islander	25	45 27	75	55 73	41	21 38	11	4 12
		Two or More Races				73 54				
		Econ Disadv	41 73	46 73	59 27	54 27	19 5	18 6	2 1	3 2
		Students with Disabilities	73 60	73 72	27 40	2 <i>1</i> 28	5 8	5	1	1
		English Language Learners	θU	12	40	20	0	Э	I	ı

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.

^{&#}x27;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.