Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: CALVERT EL Campus ID: 101902128 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) 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		NI									
		Stata	District	t Compu	Afr	Liononi	a VA/bita	Amer				Econ		CWD	CWOD	EI	Mala	Esmals	Migror	nt Homeless	Foste	
						•	c white	ına	Asian	i isi	Races	Disauv	Disauv	CWD	CWOD	EL	waie	remale	wigran	it nomeiess	Care	willtary
STAAR Perc Grade 3	ent at Ap	proac	hes G	rade Le	vel or	Above																
Reading	All	75%	65%	68%	65%	71%	*	_	_	_	*	68%	60%	67%	68%	63%	62%	73%	_	_	_	_
rtodding	Students	. 0 / 0	0070	0070		7 1 70						0070	0070	01 70	0070	0070	0270	1070				
	CWD	49%	37%	67%	*	70%	-	-	-	-	-	67%	-	67%	-	60%		80%	-	-	-	-
	CWOD		68%	68%	67%	71%	*	-	-	-	*	69%	60%	-	68%	64%		72%	-	-	-	-
	EL	69%	64%	63%	*	65%	-	-	-	-	-	66%	*	60%	64%	63%		71%	-	-	-	-
	Male	73%	61%	62%	56%	64%	-	-	-	-	-	64%	*	57%	63%	58%		-	-	-	-	-
	Female	18%	69%	73%	73%	77%	•	-	-	-	•	73%	•	80%	72%	71%	-	73%	-	-	-	-
Mathemati		78%	72%	64%	40%	73%	*	-	-	-	*	64%	60%	58%	65%	78%	62%	66%	-	-	-	-
	Students				*																	
	CWD	52%	43%	58%		70%	-	-	-	-	-	58%	-	58%	-		57%	60%	-	-	-	-
	CWOD		75%	65%	44%	73%	*	-	-	-	*	66%	60%	-	65%	78%		67%	-	-	-	-
	EL	75%	74%	78%		80%	-	-	-	-	-	82%	*	80%	78%	78%		88%	-	-	-	-
	Male Female	78%	72% 72%	62% 66%	11% 64%	79% 68%	*	-	-	-	*	64% 65%	*	57% 60%	63% 67%	71% 88%	62%	- 66%	-	-	-	-
	remale	10%	12%	66%	04%	08%		-	-	-		05%		60%	0/%	00%	-	00%	-	-	-	-
Grade 4																						
Reading	All Students	74%	66%	79%	56%	81%	*	*	-	-	-	81%	50%	57%	81%	78%	80%	79%	-	-	*	-
	CWD	44%	31%	57%	*	67%	_	_	_	_	_	80%	*	57%	_	*	60%	*	_	_	_	_
	CWOD		69%	81%	63%	82%	*	*	_	_	_	81%	*	-	81%	79%		80%	_	_	*	_
	EL	64%	59%	78%	-	77%	-	*	-	_	-	82%	*	*	79%	78%		72%	-	-	-	-
	Male	71%	62%	80%	50%	83%	*	*	-	-	-	81%	*	60%	82%	82%		-	-	-	-	-
	Female	77%	69%	79%	*	79%	-	-	-	-	-	82%	*	*	80%	72%	-	79%	-	-	*	-
Mathemati	cs All Students	74%	70%	83%	33%	88%	*	*	-	-	-	85%	50%	57%	85%	85%	84%	81%	-	-	*	-
	CWD	46%	38%	57%	*	67%	_	_	_	_	_	80%	*	57%	_	*	60%	*	_	_	_	_
	CWOD		73%	85%	38%	90%	*	*	_	_	_	85%	*	-	85%	87%		83%	_	_	*	_
	EL	69%	70%	85%	-	85%	_	*	_	_	_	89%	*	*	87%	85%		72%	_	_	_	_
	Male	74%	69%	84%	33%	91%	*	*	_	_	_	86%	*	60%	87%	95%		-	_	_	_	_
	Female		71%	81%	*	85%	-	-	-	-	-	84%	*	*	83%	72%	-	81%	-	-	*	-
Grade 5																						
Reading	All	86%	79%	85%	77%	88%	*	_	*	_	*	85%	83%	29%	90%	78%	80%	89%	-	_	_	_
3	Students																					
	CWD	55%	41%	29%	*	*	*	-	-	-	-	33%	*	29%	-	*	40%	*	-	-	-	-
	CWOD	89%	83%	90%	83%	91%	*	-	*	-	*	89%	100%	-	90%	87%	86%	93%	-	-	-	-
	EL	77%	71%	78%	-	76%	-	-	*	-	-	76%	*	*	87%	78%		88%	-	-	-	-
	Male	83%	76%	80%	*	84%	*	-	*	-	-	82%	*	40%	86%	70%	80%	-	-	-	-	-
	Female	88%	83%	89%	78%	92%	-	-	*	-	*	88%	*	*	93%	88%	-	89%	-	-	-	-
Mathemati	cs All	89%	86%	90%	62%	97%	*	_	*	_	*	90%	83%	29%	95%	89%	90%	90%	_	-	_	_
	Students				*																	
	CWD	68%	50%	29%		*	*	-		-		33%	*	29%		*	40%	*	-	-	-	-
	CWOD		90%	95%	67%	100%	*	-	*	-	*	95%	100%	-	95%		97%	93%	-	-	-	-
	EL.	85%	85%	89%	*	88%	-	-	*	-	-	88%	*	400/	100%	89%		88%	-	-	-	-
	Male Female	88%	84% 88%	90% 90%	56%	97% 97%	_	-	*	-	*	92% 89%	*	40% *	97% 93%	90% 88%	90%	90%	-	-	-	-
Science	All	74%	62%	66%	46%	71%	*	_	*	_	*	68%	50%	14%	71%	67%	69%	64%	_	_	_	_
_	Students				*										-							
	CWD	45%	31%	14%		750/	*	-	-	-	-	17%	600/	14%	740/	000/	20%	670/	-	-	-	-
	CWOD EL	60%	64%	71%	50%	75% 71%	-	-	*	-	-	72%	60%	*	71% 80%	80% 67%	76% 70%	67%	-	-	-	-
	⊏∟ Male	74%	48% 62%	67% 69%	*	71% 73%	*	-	*	-	-	65% 70%	*	20%	76%	67% 70%		63%	-	-	-	-
	Female		61%	64%	44%	69%		-	*	-	*	65%	*	*	67%	63%	0970	64%	-	-	-	-
	remale	1370	0170	0470	44 70	0370	-	-		-		0370			07.70	0370	-	U 4 70	-	-	-	-

Two or Non

		State	District (:amnue	Afr Amer H	lienanic W		Amer				Econ Disady		CWD	CWOD	FI	Mala I	Fomalo N	/ligrant Hor		Foster	
0T4 4 D D				-		iispailic Vi	iiite	mu	Asian	131	Naces	Disauv	Disauv	CIID	CIIOD		waie i	emale n	nigrant rioi	iicicss	Care	wiiitaiy
STAAR Percer Grade 3	nt at Me	ets Gi	ade Le	vel or A	Above																	
Reading	All Students	44%	29%	25%	15%	29%	*	-	-	-	*	24%	40%	25%	25%	15%	22%	27%	-	-	-	-
	CWD CWOD	26% 46%	20% 30%	25% 25%	* 17%	30% 29%	- *	-	-	-	- *	25% 23%	- 40%	25%	- 25%	0% 17%	14% 23%	40% 26%	-	-	-	-
	EL	35%	25%	15%	*	15%	-	-	-	-	-	16%	*	0%	17%	15%	13%	18%	-	-	-	-
	Male Female	41%	27% 31%	22% 27%	11% 18%	25% 32%	- *	-	-	-	- *	22% 25%	*	14% 40%	23% 26%	13% 18%	22%	- 27%	-	-	-	-
	remale	47 /0	3170	21 /0	10 /0	JZ /0		-	-	-		2370		40 /0	20 /0	10 /0	-	21 /0	-	-	-	-
Mathematics	All Students	48%	37%	23%	10%	29%	*	-	-	-	*	24%	20%	17%	25%	24%	24%	23%	-	-	-	-
	CWD	30%	23%	17%	*	20%	-	-	-	-	-	17%	-	17%	-	0%	14%	20%	-	-	-	-
	CWOD EL	50% 41%	38% 37%	25% 24%	11% *	31% 25%	_	-	-	-	_	25% 26%	20%	- 0%	25% 28%	28% 24%	27% 21%	23% 29%	-	-	-	-
	Male	49%	38%	24%	0%	32%	-	-	-	-	-	25%	*	14%	27%	21%		-	-	-	-	-
	Female	46%	36%	23%	18%	26%	*	-	-	-	*	23%	*	20%	23%	29%	-	23%	-	-	-	-
Grade 4																						
Reading	All	43%	30%	42%	11%	43%	*	*	-	-	-	43%	33%	43%	42%	33%	48%	36%	-	-	*	-
•	Students CWD	24%	17%	43%	*	50%	-	_	_	-	_	60%	*	43%	_	*	60%	*	-	_	_	-
	CWOD		31%	42%	13%	43%	*	*	-	-	-	41%	*	-	42%	32%	46%	38%	-	-	*	-
	EL Male	30% 41%	21% 28%	33% 48%	- 17%	31% 49%	*	*	-	-	-	34% 48%	*	60%	32% 46%	33% 41%	41% 48%	22%	-	-	-	-
	Female	46%	31%	36%	*	38%	-	-	-	-	-	37%	*	*	38%	22%	-	36%	-	-	*	-
Mathematics	All	46%	37%	40%	0%	45%	*	*	_	_	_	41%	17%	43%	39%	40%	45%	33%	_	_	*	_
;	Students	070/	220/	420/	*	E00/						600/	*	420/		*	600/	*				
	CWD CWOD	27% 49%	23% 38%	43% 39%	0%	50% 44%	*	*	-	-	-	60% 40%	*	43% -	39%	39%	60% 44%	35%	-	-	*	-
	EL	39%	35%	40%	-	38%	-	*	-	-	-	42%	*	*	39%	40%	45%	33%	-	-	-	-
	Male Female	48% 45%	39% 35%	45% 33%	0% *	54% 36%	_	_	-	-	-	45% 37%	*	60% *	44% 35%	45% 33%	45% -	33%	-	-	*	-
Grade 5 Reading	All	53%	38%	52%	31%	57%	*	_	*	_	*	53%	33%	0%	56%	28%	48%	55%	_	_	_	_
	Students				*	*							*			*		*				
	CWD CWOD	27% 56%	20% 39%	0% 56%	33%	59%	*	-	*	-	*	0% 57%	40%	0% -	- 56%	33%	0% 54%	58%	-	-	-	-
	EL	36%	21%	28%	-	29%	-	-	*	-	-	24%	*	*	33%	28%	30%	25%	-	-	-	-
	Male Female	50% 56%	34% 41%	48% 55%	* 22%	48% 64%	-	-	*	-	*	50% 56%	*	0% *	54% 58%	30% 25%	48%	- 55%	-	-	-	-
	1 Omaio	0070	1170	0070	LL /0	0170						0070			0070	2070		0070				
Mathematics	All Students	57%	49%	61%	31%	71%	*	-	*	-	*	62%	50%	0%	67%	39%	55%	67%	-	-	-	-
	CWD	31%	23%	0%	*	*	*	-	-	-	-	0%	*	0%		*	0%	*	-	-	-	-
	CWOD EL	60% 46%	51% 38%	67% 39%	33%	74% 41%	-	-	*	-	-	67% 41%	60% *	*	67% 47%	47% 39%	63% 40%	70% 38%	-	-	-	-
	Male	56%	47%	55%	*	65%	*	-	*	-	-	55%	*	0%	63%	40%		-	-	-	-	-
	Female	57%	51%	67%	33%	76%	-	-	*	-	*	68%	*	*	70%	38%	-	67%	-	-	-	-
Science	All	48%	31%	35%	8%	38%	*	-	*	-	*	38%	0%	14%	37%	39%	36%	34%	-	-	-	-
•	Students CWD	27%	18%	14%	*	*	*	_	_	_	_	17%	*	14%	_	*	20%	*	-	_	_	-
	CWOD		32%	37%	8%	40%	*	-	*	-	*	39%	0%	-	37%	47%	38%	36%	-	-	-	-
	EL Male	31% 50%	17% 32%	39% 36%	*	41% 37%	*	-	*	-	-	41% 38%	*	20%	47% 38%	39% 50%	50% 36%	25%	-	-	-	-
	Female		29%	34%	11%	39%	-	-	*	-	*	37%	*	*	36%	25%	-	34%	-	-	-	-
STAAR Percer Grade 3	nt at Ma	sters	Grade I	_evel																		
Reading	All	27%	15%	10%	10%	10%	*	-	-	-	*	9%	20%	8%	10%	7%	11%	9%	-	-	-	-
- ;	Students CWD	10%	4%	00/	*	10%						8%		8%		0%	14%	0%				
	CWD		16%	8% 10%	11%	10%	*	-	-	-	*	9%	20%	-	- 10%	8%	10%	10%	-	-	-	-
	EL	19%	12%	7%	*	8%	-	-	-	-	-	8%	*	0%	8%	7%	8%	6%	-	-	-	-
	Male Female	24% 29%	13% 17%	11% 9%	0% 18%	14% 6%	*	-	-	-	*	11% 8%	*	14% 0%	10% 10%	8% 6%	11% -	9%	-	-	-	-
			4=0/									-0.4	201			=0/						
Mathematics	All Students	24%	15%	7%	10%	7%	*	-	-	-	*	8%	0%	0%	9%	5%	8%	7%	-	-	-	-
	CWD	12%	6%	0% 0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD EL	25% 18%	16% 16%	9% 5%	11% *	8% 5%	_	-	-	-	_	9% 5%	0% *	- 0%	9% 6%	6% 5%	10% 4%	8% 6%	-	-	-	-
	Male	26%	16%	8%	0%	11%	-	-	-	-	-	8%	*	0%	10%	4%	8%	-	-	-	-	-
	Female	22%	14%	7%	18%	3%	•	-	-	-	*	8%	*	0%	8%	6%	-	7%	-	-	-	-
Grade 4																						
Reading	All Students	21%	11%	5%	0%	4%	*	*	-	-	-	5%	0%	14%	4%	3%	7%	2%	-	-	*	-
•	Students CWD	8%	2%	14%	*	17%	-	-	-	-	-	20%	*	14%	-	*	20%	*	-	-	-	-
	CWOD	23%	12%	4%	0%	3%	*	*	-	-	-	4%	*	-	4%	0%	5%	3%	-	-	*	-
	EL Male	12% 20%	5% 10%	3% 7%	- 0%	3% 6%	*	*	-	-	-	3% 7%	*	20%	0% 5%	3% 5%	5% 7%	0% -	-	-	-	-
	Female		12%	2%	*	3%	-	-	-	-	-	3%	*	*	3%	0%	-	2%	-	-	*	-

Mathematics All

51%

Students

39%

42%

14%

49%

0%

Two or Non Pac More Econ Afr Foster Amer Econ State District Campus Amer Hispanic White Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military Mathematics 18% 16% 18% 0% 29% 15% 18% 18% 14% Students CWD 13% 6% 29% 33% 40% 40% 29% CWOD 29% 19% 15% 0% 18% 16% 15% 16% 15% 15% 16% 18% 16% 18% FΙ 20% 18% 18% 18% 17% 0% 40% 18% 19% 19% 15% 18% Male 29% 18% 23% 16% 15% 17% 14% Female 25% 16% 14% 15% Grade 5 Reading ΑII 29% 15% 20% 8% 19% 21% 0% 0% 21% 6% 15% 23% Students CWD 9% 5% 0% 0% 0% 0% 20% 21% 7% 24% CWOD 31% 16% 21% 8% 23% 0% 17% 6% 7% 6% 10% 14% 6% 6% 0% EL 6% 26% 15% 16% 0% 17% 10% Male 13% 10% 15% Female 31% 18% 23% 0% 26% 0% 23% 28% 27% 33% 8% 38% 0% 36% 11% 25% 40% Mathematics All 36% 34% 17% Students CWD 14% 0% 0% 0% 0% CWOD 38% 28% 36% 8% 40% 37% 20% 36% 13% 29% 41% 24% 16% 11% 12% 12% 13% 11% 20% 0% Male 36% 25% 25% 29% 26% 0% 29% 20% 25% Female 35% 28% 40% 11% 46% 41% 41% 0% 40% Science ΑII 10% 8% 0% 9% 9% 0% 0% 9% 17% 13% 23% 4% Students 11% CWD 6% 0% 0% 0% 0% **CWOD 25%** 10% 9% 20% 4% 10% 0% 9% 0% 15% 9% 18% 11% 3% 17% 20% 17% 20% EL 18% 13% 11% 14% 0% 15% 20% Male 25% 13% 13% 13% 4% Female 21% 6% 13% STAAR Percent at Approaches Grade Level or Above All Grades 56% All Subjects 83% 80% 78% 63% 47% 80% 77% 76% 77% 69% 77% 55% 82% Students CWD 46% 34% 47% 59% 33% 54% 0% 48% 49% 45% 76% 80% 78% 83% 80% 80% 80% 80% CWOD 81% 72% 80% 59% 84% 80% 62% 54% 77% 79% 38% 48% 80% 77% 77% 77% 45% Male 74% 66% 76% 82% 63% 77% 42% 49% 80% 77% 76% Female 80% 72% 77% 62% 82% 80% 78% 71% 45% 80% 77% 77% 78% 81% 57% 78% 54% Reading ΑII 64% 67% 65% 80% 72% 74% 80% Students CWD 39% 28% 54% 63% 61% 54% 50% 53% 56% 79% 80% CWOD 78% 80% 71% 80% 74% 78% 67% 82% 82% 74% 50% 54% 45% 72% 72% 33% 74% 72% 70% FΙ 74% 58% 67% 53% 70% 69% 59% 74% 78% 76% 40% 78% Male 74% Female 78% 69% 80% 74% 83% 81% 56% 74% 80% Mathematics All 81% 75% 79% 45% 87% 57% 80% 65% 50% 83% 83% 79% 79% Students CWD 53% 40% 50% 63% 57% 50% 60% 53% 44% CWOD 84% 83% 50% 83% 79% 83% 85% 84% 78% 89% 82% 67% 83% 83% 86% 33% 60% 85% 83% 84% 81% Male 79% 72% 79% 32% 89% 67% 81% 40% 53% 84% 84% Female 82% 77% 79% 57% 84% 80% 75% 44% 82% 81% 79% 14% Science ΑII 80% 70% 66% 46% 71% 68% 50% 71% 67% 69% 64% Students CWD 51% 38% 14% 17% 14% 20% CWOD 84% 75% 80% 67% 50% 60% 71% 72% 76% 73% 71% 65% 70% 61% 71% 80% 67% EL 48% 67% 63% 70% 20% 76% Male 79% 69% 69% 73% 70% 69% 64% 72% 65% 67% Female 81% 69% 63% STAAR Percent at Meets Grade Level or Above All Grades 40% 15% 45% 28% 50% 60% 41% 28% 20% 42% 30% 40% 40% All Subjects 49% 36% Students CWD 24% 18% 20% 0% 27% 23% 0% 20% 9% 23% 15% CWOD 52% 37% 42% 17% 47% 44% 50% 60% 43% 33% 42% 32% 43% 41% 31% 9% 32% 30% 29% 20% 30% 30% 8% 32% 27% Male 47% 33% 40% 12% 45% 31% 41% 25% 23% 43% 32% 40% Female 52% 38% 40% 18% 45% 60% 41% 29% 15% 27% 40% Reading 40% 19% 44% 43% 40% 23% 42% 24% 40% ΑII 47% 33% 35% 40% Students CWD 21% 17% 23% 32% 26% 23% 10% 24% 22% 21% 43% 42% CWOD 50% 34% 42% 45% 42% 26% 42% 41% 10% 14% 25% 17% 26% 24% 27% FΙ 23% 24% 24% 21% 21% 50% 41% 20% 24% 27% 43% 29% 40% 41% 42% Male 40% 41% 40% Female 51% 37% 40% 17% 45% 40% 42% 22% 21%

43%

29%

19% 45%

33% 42%

42%

											Two											
											or		Non									
		.			Afr			Amer				Econ	Econ								Foste	
	OMD				Amer		White	Ind	Asian	ISI	Races		Disadv						Migrant H	omeless	Care	Military
	CWD	26%		19%	400/	26%	*	-	-	-	-	22%		19%	450/	10%		11%	-	-	-	-
	CWOD			45%	16%	51%				-		45%	36%	-	45%	36%	45%	44%	-	-		-
	EL	37%		33%		33%	-	•		-	-	35%	0%	10%	36%	33%		33%	-	-	-	-
	Male	50%		42%	5%	51%	0%	•		-	-	42%	40%	24%	45%	34%	42%	400/	-	-	-	-
	Female	51%	41%	42%	22%	47%	-	-	-	-	-	43%	25%	11%	44%	33%	-	42%	-	-	-	-
Science	All	53%	37%	35%	8%	38%	*	_	*	_	*	38%	0%	14%	37%	39%	36%	34%	_	_	_	-
	Students																					
	CWD	25%	19%	14%	*	*	*	_	_	_	_	17%	*	14%	_	*	20%	*	_	_	_	-
	CWOD			37%	8%	40%	*	_	*	_	*	39%	0%	-	37%	47%		36%	_	_	_	_
	EL	26%		39%	-	41%	_	_	*	_	_	41%	*	*	47%	39%	50%	25%	_	_	_	_
	Male	53%		36%	*	37%	*	-	*	-	_	38%	*	20%	38%	50%		-	-	-	-	-
					11%	39%		-	*	-	*	37%	*	20 /0	36%	25%		34%	-	-	-	-
	Female	: 53%	30%	34%	11%	39%	-	-		-		31%			30%	25%	-	34%	-	-	-	-
STAAR Perce	nt at Ma	sters	s Grade	Level																		
All Grades																						
All Subjects	All	23%	12%	14%	6%	15%	11%	*	50%	-	40%	15%	5%	7%	15%	9%	14%	15%	-	-	*	-
	Students																					
	CWD	8%	5%	7%	0%	10%	0%	-	-	-	-	8%	0%	7%	-	9%	10%	0%	-	-	-	-
	CWOD	25%	13%	15%	7%	16%	22%	*	50%	-	40%	16%	6%	-	15%	9%	14%	16%	-	-	*	-
	EL	11%	6%	9%	*	9%	-	*	*	-	-	9%	0%	9%	9%	9%	11%	6%	-	-	-	-
	Male	22%	11%	14%	2%	15%	13%	*	*	_	-	14%	0%	10%	14%	11%	14%	-	-	-	-	-
	Female	24%	13%	15%	9%	16%	*	-	*	-	40%	15%	7%	0%	16%	6%	-	15%	-	-	*	-
D din	A II	000/	400/	440/	70/	440/	000/					400/	00/	00/	400/	5 0/	440/	400/				
Reading	All	20%	10%	11%	7%	11%	29%			-		12%	6%	8%	12%	5%	11%	12%	-	-		-
	Students	70/	40/	-01	*	440/	*					00/	*	00/		400/	400/	00/				
	CWD	7%	4%	8%		11%	*	-	-	-	-	9%		8%	-	10%	12%	0%	-	-	-	-
	CWOD			12%	8%	11%	*	*		-	*	12%	7%	-	12%	4%	11%	13%	-	-	*	-
	EL	8%	4%	5%	*	5%	-	*	*	-	-	5%	0%	10%	4%	5%	7%	2%	-	-	-	-
	Male	17%	8%	11%	5%	10%	33%	*	*	-	-	11%	0%	12%	11%	7%	11%	-	-	-	-	-
	Female	23%	12%	12%	9%	12%	*	-	*	-	*	12%	8%	0%	13%	2%	-	12%	-	-	*	-
Mathematics	s All	26%	16%	19%	7%	22%	0%	*	*		*	20%	6%	8%	21%	11%	17%	21%	_		*	
iviau ici ilalici	Students	20/0	, 10/0	13/0	1 /0	ZZ /0	0 /0			-		20 /0	0 70	0 /0	21/0	11/0	17 /0	21/0	-	-		-
		440/	00/	00/	*	440/						00/	*	00/		400/	400/	00/				
	CWD	11%		8%		11%	*	-	-	-	-	9%		8%	-	10%		0%	-	-	-	-
	CWOD			21%	8%	23%	*	*		-	*	21%	7%		21%	11%	18%	22%	-	-	*	-
	EL	16%		11%	*	11%	-	*	*	-	-	12%	0%	10%	11%	11%	13%	9%	-	-	-	-
	Male	25%	15%	17%	0%	21%	0%	*	*	-	-	18%	0%	12%	18%	13%	17%	-	-	-	-	-
	Female	26%	16%	21%	13%	22%	*	-	*	-	*	22%	8%	0%	22%	9%	-	21%	-	-	*	-
Science	All	24%	11%	8%	0%	9%	*	_	*	_	*	9%	0%	0%	9%	17%	13%	4%	_	_	_	_
Colciloc	Students	27/	, 1170	0 /0	0 /0	J /0		-		-		5 /0	0 /0	0 /0	370	17 70	1070	7 /0	-	-	-	-
		00/	E0/	00/	*	*	*					0%	*	0%		*	0%	*				
	CWD	8%	5%	0%		400/		-	-	-	-				-	0001			-	-	-	-
	CWOD			9%	0%	10%	-	-		-	-	9%	0%	-	9%	20%	15%	4%	-	-	-	-
	EL	7%	2%	17%	-	18%	-	-	*	-	-	18%	*		20%	17%	20%	13%	-	-	-	-
	Male	25%		13%	*	13%	*	-	*	-	-	14%	*	0%	15%	20%	13%	-	-	-	-	-
	Female	23%	10%	4%	0%	6%	-	-	*	-	*	5%	*	*	4%	13%	-	4%	-	-	-	-

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		
Academic Growth Score	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CMD	EL
Reading											
All Students	72	70	71	100	-	*	-	*	74	62	71
CWD	62	*	63	*	-	-	-	-	64	62	*
CWOD	73	78	71	*	-	*	-	*	74	-	74
EL	71	-	71	-	-	*	-	-	71	*	71
Male	78	90	73	100	-	*	-	-	80	70	75
Female	67	54	69	-	-	*	-	*	68	*	67
Mathematics											
All Students	71	64	73	42	*	*	-	*	73	62	78
CWD	62	*	63	*	-	-	-	-	73	62	*
CWOD	72	65	73	*	*	*	-	*	73	-	78
EL	78	-	77	-	*	*	-	-	79	*	78
Male	67	60	70	42	*	*	-	-	69	60	81
Female	75	67	75	-	-	*	-	*	77	*	74

Part (iii)(II): Graduation Rate

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

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

								or					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation 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
165	13	8%

- '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	44	25	47	32	*	61	-	60	45	25	39
School Quality (College, Career	, and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status	Otadonio	,oou	mopumo	*************	maian	7101411	ioiaiiaoi	11000	Diodav	01.12	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	Υ						Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	Υ						Υ	N	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	Υ						Υ	N	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	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% N
Federal Graduation Status^											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

Part (vii): STAAR Participation

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

		0	African		\ A /I-:4-	American		Pacific		Econ	Non Econ	OWD	OWOD		NA-1-	F	14: 4
Participation R	ate	Campus	Americar	n Hispanic	wnite	Indian	Asian	isiander	Races	Disadv	Disauv	CVVD	CWOD	EL	waie	Female	Migrant
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	_	_	_	_	100%	100%	100%	_	100%	100%	100%	_
	CWOD	100%	100%	100%	100%	*	100%	_	100%	100%	100%	-	100%	99%	100%	100%	_
	EL	100%	*	100%	-	*	*	_	-	100%	100%	100%	99%	100%		100%	_
	Male	100%	100%	100%	100%	*	*	_	_	100%	100%	100%	100%	99%	100%	-	_
	Female	100%	100%	100%	*	-	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	100%	100%	100%	*	*	_	*	100%	100%	100%	100%	100%	100%	100%	_
· ·	Students																
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	=	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics		100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students CWD	100%	*	100%	*				_	100%	*	100%	_	1000/	100%	100%	
	CWD	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%		100%	-
	EL	100%	100%	100%	_	*	*	-	_	100%	100%	100%	100%	100%		100%	-
						*	*	-								100%	-
	Male	100%	100%	100%	100%		*	-	*	100%	100%	100%	100%	100%			-
	Female	100%	100%	100%		-		-		100%	100%	100%	100%	100%	-	100%	-
Science	All Students	99%	100%	99%	*	-	*	-	*	99%	100%	100%	99%	94%	98%	100%	-
	CWD	4000/	*	*	*				_	1000/	*	1000/	_	*	100%	*	
	CWD	100% 99%		98%	*	-	*	-	*	100% 99%	100%	100%	99%	93%			-
	EL	99% 94%	100%	98% 94%		-	*	-	_	99% 94%	100%	*	99% 93%	93%	97% 90%	100% 100%	-
			*	94%	*	-	*	_		94%	*	100%		90%		100%	
	Male	98%	100%		_	-	*	-	*	100%	*	100%	97% 100%	100%	98%		-
Non-Participati	Female ion Rate	100%	100%	100%	-	-		-		100%			100%	100%	-	100%	-
-																	
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	1%	0%	0%	-
	EL	0%	*	0%	-	*	*	-	-	0%	0%	0%	1%	0%	1%	0%	-
	Male	0%	0%	0%	0%	*	*	_	-	0%	0%	0%	0%	1%	0%	_	_
	Female	0%	0%	0%	*	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	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%	_
	LL	U /0		0 /0	-			=	=	0 /0	0 /0	0 /0	0 /0	0 /0	0 70	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						
		Campus	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	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	_
	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%	0%	-	_
	Female	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All	1%	0%	1%	*	_	*	_	*	1%	0%	0%	1%	6%	2%	0%	_
9	Students																
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	0%	*	_
	CWOD	1%	0%	2%	*	_	*	-	*	1%	0%	-	1%	7%	3%	0%	_
	EL	6%	-	6%	-	-	*	-	-	6%	*	*	7%	6%	10%	0%	_
	Male	2%	*	3%	*	-	*	-	-	3%	*	0%	3%	10%	2%	-	-
	Female	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)

Chudanta With out Disphilitis		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)
Students Without Disabilities In-School Suspensions	:5										
·	Male Female Total	92 42 134	62 29 91	26 11 37	0 2 2	0 0 0	2 0 2	0 0 0	2 0 2	17 2 19	
Out-of-School Suspensions											
	Male Female Total	35 9 44	25 7 32	10 0 10	0 2 2	0 0 0	0 0 0	0 0 0	0 0 0	7 0 7	
Expulsions											
With Educational Services	Male Female Total	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
Without Educational Services	Male 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	
0.1.15.1.14	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		Ü	Ü	·	Ü	Ü	Ü	Ū	Ū	Ů	
	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	Mala	00	4.4	44	0	0	0	0	0	_	44
	Male Female	29 4	14 2	11 0	2 2	0 0	2 0	0 0	0 0	5 0	11 2
	Total	33	16	11	4	0	2	0	0	5	13
Out-of-School Suspensions	10141	00		• • •		Ū	_	Ü	Ū	Ŭ	10
,	Male	18	10	4	2	0	2	0	0	2	7
	Female	6	4	0	2	0	0	0	0	0	2
	Total	24	14	4	4	0	2	0	0	2	9
Expulsions		•	•	•	•	•	•	•	•	•	•
With Educational Services	Male	0	0 0	0	0 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
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.

Under Zero Tolerance	Total Male	Total students	African American 0 0	Hispanic 0 0	White 0 0	Indian or Alaska Native 0 0	Asian 0 0	Pacific Islander 0 0	Two or More Races 0 0	EL 0 0	Students with Disabilities	Students with Disabilities (Section 504) 0
Policies		O	U	U	U	U	U	U	U	U		U
	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	73	35	29	5	2	0	2	0	14	11	5
	Female	53	23	26	2	0	0	0	2	14	5	0
	Total	126	58	55	7	2	0	2	2	28	16	5

	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 2.0	Percent 7.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.0	7.9%

^{&#}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..

•	,					
	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%	*	2%
Mathematics	5,880	1%	79	2%	*	2%
Grade 4 Reading	6,312	2%	66	1%	*	3%
Mathematics	6,311	2%	66	1%	*	3%
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%	10	2%
Reading	45,064	1%	523	1%	5	2%
Mathematics	40,350	1%	458	1%	5	2%

	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

Grade Grade 4	Subject Reading	Student Group Students with Disabilities English Learners	Rate 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%

^{...} 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.