# Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: ACADEMY FOR TECHNOLOGY ENGINEERING MATH & SCIENCE Campus ID: 221901010 District Name: ABILENE 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 FI (Current Two or All African Pacific American More Special Econ & Students Hispanic White Indian Asian Islander Disadv Ėduc Former) American Races Academic Performance (At Meets Grade Level or Above) Reading/ELA Baseline 2016-17 Rates 32% 37% 60% 43% 74% 45% 56% 33% 19% 29% 44% 2017-18 through 2021-22 44% 32% 37% 60% 43% 74% 45% 56% 33% 19% 29% 2022-23 through 2026-27 39% 52% 42% 46% 66% 51% 78% 53% 62% 43% 31% 2027-28 through 2031-32 62% 73% 82% 63% 70% 55% 45% 52% 54% 58% 62% 2032-33 72% 69% 80% 72% 67% 60% 65% 66% 87% 73% 78% Baseline 2016-17 Rates 40% Mathematics 46% 31% 40% 59% 45% 82% 50% 54% 36% 23% 2017-18 through 2021-22 46% 31% 40% 59% 45% 82% 50% 54% 36% 23% 40% 53% 2022-23 through 2026-27 54% 41% 49% 65% 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% 92% 92% 92% 92% 92% 2022-23 through 2026-27 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%
0	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

Female 65%

63%

68%

33%

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

					Afr			Amo-		Dor	Two or	Econ	Non Econ								Foster	
		State	District	Campus		Hispanio		Amer Ind						CWD	CWOD	EL	Male	Female	Migrant	Homeless		
STAAR Perc End of Cou		oroa	ches Gi	ade Lev	el or /	Above																
English I	All Students	66%	61%	94%	100%	88%	96%	-	*	-	100%	95%	94%	100%	94%	*	93%	97%	-	*	-	*
	CWD	27%	22%	100%	-	*	*	-	-	-	-	*	*	100%	-	-	*	*	-	-	-	-
	CWOD				100%	87%	96%	-	*	-	100%	95%	93%	-	94%	*	92%	97%	-	*	-	*
	EL	34%		*		*	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	60%			100%	84%	95%	-	*	-	*	93%	93%	*	92%	*	93%	-	-	*	-	*
	Female	73%	67%	97%	î	87%	100%	-	î	-	î	93%	95%	Ŷ	97%	•	-	97%	-	Ŷ	-	î
English II	All Students	67%	62%	97%	100%	91%	100%	*	*	-	*	93%	100%	*	96%	*	94%	100%	-	*	*	100%
	CWD	27%	33%	*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	*
	CWOD			96%	100%	90%	100%	*	*	-	*	93%	100%	-	96%	*	94%	100%	-	*	*	100%
	EL	30%	21%	*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	62%	57%	94%	*	86%	100%	*	*	-	-	88%	100%	*	94%	*	94%	-	-	*	-	100%
	Female	73%	67%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	*	-	100%	-	*	*	*
Algebra I	All	83%	86%	96%	*	89%	100%	-	-	-	*	96%	96%	*	95%	-	94%	100%	-	*	-	*
	Students CWD	E-20/	62%	*		*	*						*	*			*	*				
	CWOD	52%		95%	*	88%	100%	-	-	-	*	- 96%	95%		- 95%	-	93%	100%	-	*	-	*
	EL	73%		5576	_	- 00	100 %	-	-	-	_	90 /0	9570	-	9370	-	9370	100 /0	-	_	-	-
	Male	79%		94%	*	83%	100%	_	_	_	*	93%	94%	*	93%	_	94%	-	_	*	-	*
	Female			100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	-	-	100%	-	*	-	-
Biology	All Students	87%	85%	100%	100%	100%	100%	-	*	-	100%	100%	100%	*	100%	-	100%	100%	-	*	-	*
	CWD	60%	65%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	90%	88%	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	-	100%	100%	-	*	-	*
	EL	68%		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	84% 90%		100% 100%	100% *	100% 100%	100% 100%	-	*	-	*	100% 100%	100% 100%	*	100% 100%	-	100% -	- 100%	-	*	-	*
STAAR Perc	ent at Mee	ets G	Grade Lo	evel or A	Above																	
End of Cou	Irse																					
English I	All Students	48%	41%	83%	100%	73%	84%	-	*	-	100%	83%	83%	80%	83%	*	77%	94%	-	*	-	*
	CWD	15%	13%	80%	-	*	*	-	-	-	-	*	*	80%	-	-	*	*	-	-	-	-
	CWOD	53%	46%	83%	100%	71%	85%	-	*	-	100%	85%	81%	-	83%	*	77%	94%	-	*	-	*
	EL	14%	9%	*	-	*	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	42%		77%	100%	58%	81%	-	*	-	*	74%	79%	*	77%	*	77%	-	-	*	-	*
	Female	56%	50%	94%	*	87%	93%	-	*	-	*	93%	90%	*	94%	*	-	94%	-	*	-	*
English II	All Students	48%		84%	100%	72%	89%	*	*	-	*	75%	93%	*	84%	*	81%	88%	-	*	*	100%
	CWD	16%		*	*	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	*
	CWOD			84%	100%	71%	91%	*	*	-	*	76%	93%	-	84%	*	82%	88%	-	*	*	100%
	EL	11%		*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	42% 55%		81% 88%	*	67% 82%	89% 89%	-	*	-	- *	69% 83%	93% 93%	*	82% 88%	*	81% -	- 88%	-	*	- *	100% *
Algebra I	All	59%	65%	67%	*	50%	75%	-	-	-	*	63%	71%	*	64%	-	69%	63%	-	*	-	*
-	Students	0.401	040/	*		•																
	CWD	24%			-	A 40/	700/	-	-	-	-	-		Ŷ	-	-	600/	600/	-	-	-	-
	CWOD EL	63% 40%		64%	-	44%	73%	-	-	-	-	63%	65%	-	64%	-	66%	60%	-	-	-	-
	EL Male	40% 53%		- 69%	-	- 58%	- 71%	-	-	-	- *	- 73%	- 65%	*	- 66%	-	- 69%	-	-	-	-	-
	Fomalo	65%	69%	63%	*	220%	96%	-	-	-	*	1370	96%	*	60%	-	09/0	620/	-	*	-	

60% -

63%

86%

		State	District	Campus	Afr s Amer H	lispanio		Amei Ind			Two or : More Races		Non Econ Disadv	CWD	смор	EL	Male	Female I	Aigrant F	lomeless	Foster Care	
Biology	All	60%	50%	90%	100%	77%	96%	-	*	-	100%	84%	95%	*	90%	-	90%	90%	-	*	-	*
	Students CWD	24%	26%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD EL	64% 24%	53% 15%	90% -	100% -	76% -	96% -	-	*	-	100% -	84% -	94% -	-	90% -	-	90% -	90% -	-	*	-	*
	Male Female	58% 62%	51% 49%	90% 90%	100% *	72% 85%	97% 92%	-	*	-	*	84% 83%	95% 95%	*	90% 90%	-	90% -	- 90%	-	*	-	*
STAAR Perce	nt at Ma	sters	Grade	Level																		
End of Cours English I	se All	10%	8%	30%	17%	12%	36%	-	*	-	60%	25%	33%	0%	32%	*	22%	47%	-	*	-	*
5	Students CWD		3%	0%	-	*	*	-	-	_	_	*	*	0%	_	-	*	*	-	-	-	-
	CWOD EL		9% 0%	32%	17% -	13% *	38%	-	*	-	60% -	26%	36% *	-	32%	*	23% *	48% *	-	*	-	*
	Male Female	7% 14%	6% 10%	22% 47%	0% *	0% 27%	31% 50%	-	*	-	*	19% 36%	24% 52%	*	23% 48%	*	22% -	- 47%	-	*	-	*
English II	All Students	8%	5%	18%	33%	9%	24%	*	*	-	*	9%	28%	*	18%	*	15%	24%	-	*	*	22%
	CWD CWOD	4% 8%	5% 5%	* 18%	* 20%	* 10%	* 26%	- *	- *	-	- *	* 10%	* 27%	*	- 18%	- *	* 14%	- 24%	-	- *	- *	* 29%
	EL Male	0% 6%	0% 5%	15%	*	10%	15%	- *	- *	-	-	4%	25%	- *	14%	*	15%	*	-	- *	-	- 25%
	Female		5%	24%	*	9%	39%	-	*	-	*	4 <i>%</i> 17%	33%	-	24%	*	-	24%	-	*	*	*
Algebra I	All Students CWD		40% 13%	40% *	*	28%	50% *	-	-	-	*	38%	42% *	*	39%	-	41% *	38% *	-	*	-	*
	CWOD		44%	39%	- *	25%	50%	-	-	-	*	- 38%	40%	-	- 39%	-	41%	33%	-	*	-	*
	EL Male	19% 31%	27% 37%	- 41%	- * *	33%	- 47%	-	-	-	- *	- 47%	35%	- * *	- 41%	-	- 41%	-	-	- *	-	*
	Female		42%	38%		17%	57%	-	-	-	*	22%	57%	*	33%	-	-	38%	-		-	-
Biology	All Students CWD	24% 6%	15% 8%	48% *	33%	29% *	63% *	-	-	-	20%	32% -	58% *	*	47% -	-	51% *	42% *	-	*	-	-
	CWOD EL	26% 4%	16% 0%	47% -	33%	28%	62% -	-	* -	-	20%	32%	57% -	2	47% -	-	50% -	40%	-	*	2	* _
	Male Female	24% 25%	17% 13%	51% 42%	40% *	22% 38%	65% 58%	-	*	-	*	40% 17%	58% 58%	*	50% 40%	-	51% -	- 42%	-	*	-	*
STAAR Perce All Grades All Subjects	nt at Ap	proac	hes Gi 73%	rade Le 97%	<b>vel or /</b> 100%	Above 92%	99%	*	100%	_	100%	96%	97%	100%	97%	60%	95%	99%	-	100%	*	100%
,	Students CWD	46%	47%	100%	*	100%	100%	-	-	_	-	*	100%	100%	-	-	100%	*	-	-	-	*
	CWOD EL	81% 62%	77% 53%	97% 60%	100% *	92% *	99% *	*	100%	-	100% -	96% *	97% *	-	97% 60%	60% 60%	95% *	99% *	-	100%	*	100%
	Male Female	74%	71% 74%	95% 99%	100% 100%	89% 98%	98% 100%	* -	* 100%	-	100% 100%	94% 100%	97% 98%	100% *		*	95% -	- 99%	-	100% 100%	- *	100% *
Reading	All Students	73%	68%	95%	100%	89%	98%	*	100%	-	100%	94%	96%	100%	95%	60%	93%	99%	-	100%	*	100%
	CWD CWOD	39% 78%	39% 73%	100% 95%	* 100%	* 89%	100% 98%	- *	- 100%	-	- 100%	* 94%	96%	100% -	- 95%	60%	100% 93%	* 98%	-	- 100%	- *	* 100%
	EL Male Female	54% 69% 78%	44% 65% 72%	60% 93% 99%	* 100% *	* 85% 96%	* 97% 100%	- * -	- * *	-	- * *	* 91% 100%	* 96% 97%	- 100% *	60% 93% 98%	60% *	* 93% -	* - 99%	-	- * *	- - *	- 100% *
Mathematics	All Students	81%	77%	96%	*	89%	100%	-	-	-	*	96%	96%	*	95%	-	94%	100%	-	*	-	*
	CWD	53%	54% 81%	* 95%	- *	* 88%	* 100%	-	-	-	- *	- 96%	* 95%	*	- 95%	-	* 93%	* 100%	-	- *	-	- *
	EL Male	72% 79%	69% 77%	94%	- *	- 83%	- 100%	-	-	-	- *	- 93%	- 94%	-	- 93%	-	- 94%	-	-	- *	-	- *
	Female	82%	77%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	-	-	100%	-	*	-	-
Science	All Students	80%	74%	100%	100%	100%	100%	-	*	-	100%	100%	100%	*	100%	-	100%	100%	-	*	-	*
	CWD CWOD		50% 77%	* 100%	- 100%	* 100%	* 100%	-	- *	-	- 100%	- 100%	* 100%	*	- 100%	-	* 100%	* 100%	-	- *	-	- *
	EL Male	61% 79%	46% 74%	- 100%	- 100%	- 100%	- 100%	-	- *	-	- *	- 100%	- 100%	- *	- 100%	-	- 100%	-	-	- *	-	- *
	Female		73%	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	-	-	100%	-	*	-	*
STAAR Perce All Grades																						
All Subjects	All Students		41%	83%	100%	70%	87%	*	100%	-	93%	77%	87%	88%	83%	20%	81%	87%	-	91%	*	100%
	CWD CWOD		24% 44%	88% 83%	* 100%	100% 68%	78% 88%	- *	- 100%	-	- 93%	* 78%	100% 86%	88% -	- 83%	- 20%		* 86%	-	- 91%	- *	* 100%
	EL Male	29% 47%	23% 41%	20% 81%	* 100%	* 64%	* 86%	- *	*	-	- 100%	* 75%	* 85%	- 86%	20% 80%	20%	* 81%	*	-	- 100%	-	- 100%
	Female	9 52%	42%	87%	100%	80%	90%	-	100%	-	89%	81%	92%	*	86%	*	-	87%	-	83%	*	*

											or		Non									
		State	District	Campus	Afr Amer H	lispanio		Amer Ind				Econ Disadv		CWD	смор	EL	Male	Female	Migrant	Homeless	Foster Care	
Reading	All	47%	40%	83%	100%	72%	86%	*	100%	_ ·	100%	79%	87%	78%	83%	20%	79%	91%	-	100%	*	100%
-	Students																					
	CWD	21%	21%	78%	*		60%	-	-	-	-	*	100%	78%	-	-	75%	*	-	-	-	*
	CWOD		43%	83%	100%	71%	88%	*	100%	- '	100%	80%	86% *	-	83%		79% *	91%	-	100%	*	100%
	EL	23% 43%	18%	20%	1000/	620/	84%	- *	- *	-	- *	700/		-	20%	20% *		•	-	-	-	-
	Male Female		36% 43%	79% 91%	100% *	63% 88%	84% 91%	-	*	-	*	72% 90%	84% 92%	75% *	79% 91%	*	79% -	- 91%	-	*	*	100% *
Mathematic	s All	51%	43%	67%	*	50%	75%	-	-	-	*	63%	71%	*	64%		69%	63%	-	*	-	*
	Students														• • • •							
	CWD	26%	27%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	54%	46%	64%	*	44%	73%	-	-	-	*	63%	65%	-	64%	-	66%	60%	-	*	-	*
	EL	37%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	50%	44%	69%	*	58%	71%	-	-	-	*	73%	65%	*	66%	-	69%	-	-	*	-	*
	Female	51%	42%	63%	*	33%	86%	-	-	-	*	44%	86%	*	60%	-	-	63%	-	*	-	-
Science	All Students	53%	43%	90%	100%	77%	96%	-	*	- '	100%	84%	95%	*	90%	-	90%	90%	-	*	-	*
	CWD	25%	27%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD		45%	90%	100%	76%	96%	-	*		100%	84%	94%	-	90%	-	90%	90%	-	*	-	*
	EL	26%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	53%	45%	90%	100%	72%	97%	-	*	-	*	84%	95%	*	90%	-	90%	-	-	*	-	*
	Female	53%	40%	90%	*	85%	92%	-	*	-	*	83%	95%	*	90%	-	-	90%	-	*	-	*
<b>FAAR Perce</b> All Grades	ent at Ma	sters	Grade	Level																		
	s All	sters 23%	Grade 17%	Level 33%	33%	18%	43%	*	63%	-	29%	24%	41%	35%	33%	0%	31%	38%	-	9%	*	56%
All Grades					33% *	18% 29%	43% 33%	*	63% -	-	29%	24% *	41% 43%	35% 35%	33%	0%	31% 29%	38% *	-	9%	*	56% *
All Grades	All Students	23% 8%	17%	33%				* - *	63% - 63%	-									-	9% - 9%	* - *	
All Grades	All Students CWD	23% 8%	17% 10%	33% 35%	*	29%	33%	* - * -	- 63% -	-	-	*	43%	35% - -	-	-	29%	*	-	-	* - * -	*
All Grades	S All Students CWD CWOD EL Male	23% 8% 25% 11% 22%	17% 10% 18% 8% 17%	33% 35% 33% 0% 31%	* 30% * 31%	29% 18% * 14%	33% 43% * 40%	* - * -	- 63% - *	- - -	- 29% - 40%	* 25% 25%	43% 40% * 36%	35% _ _ 29%	- 33% 0% 31%	- 0%	29%	* 37% *	- - - -	- 9% - 0%	* * -	*
All Grades	Students CWD CWOD EL	23% 8% 25% 11% 22%	17% 10% 18% 8%	33% 35% 33% 0%	* 30% *	29% 18% *	33% 43% *	* - * - * -	- 63% -	- - -	- 29% -	* 25% *	43% 40% *	35% - -	- 33% 0%	- 0% 0%	29% 31% *	* 37% *	- - - -	- 9% -	* - * - *	* 64% -
All Grades	S All Students CWD CWOD EL Male	23% 8% 25% 11% 22%	17% 10% 18% 8% 17%	33% 35% 33% 0% 31%	* 30% * 31%	29% 18% * 14%	33% 43% * 40%	* - * - *	- 63% - *	- - -	- 29% - 40%	* 25% 25%	43% 40% * 36%	35% _ _ 29%	- 33% 0% 31%	- 0% 0%	29% 31% *	* 37% *	- - - - -	- 9% - 0%	* - * - * *	* 64% -
All Grades All Subjects	All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24%	17% 10% 18% 8% 17% 17%	33% 35% 33% 0% 31% 38%	* 30% * 31% 40%	29% 18% * 14% 25%	33% 43% * 40% 49%	* - * - * -	63% - * 60%	- - -	29% - 40% 22%	* 25% 25% 23%	43% 40% * 36% 50%	35% - - 29% *	- 33% 0% 31% 37%	- 0% 0% *	29% 31% * 31% -	* 37% - 38%		9% - 0% 17%	* - * - * *	* 64% - 54% *
All Grades All Subjects	s All Students CWD CWOD EL Male Female All Students	23% 8% 25% 11% 22% 24% 20% 7%	17% 10% 18% 8% 17% 17% 17%	33% 35% 33% 0% 31% 38% 25%	* 30% * 31% 40% 25%	29% 18% * 14% 25% 11%	33% 43% * 40% 49% 31%	* - * - * - *	63% - * 60%		29% - 40% 22%	* 25% 25% 23% 17%	43% 40% * 36% 50% 31% 17% 32%	35% - 29% * 11%	- 33% 0% 31% 37%	- 0% 0% *	29% 31% * 31% - 19%	* 37% - 38% 36%	-	9% - 0% 17%	* - * - * *	* 64% - 54% *
All Grades All Subjects	All Students CWD CWOD EL Male Female All Students CWD CWOD EL	23% 8% 25% 11% 22% 24% 20% 7% 22% 8%	17% 10% 18% 8% 17% 17% 15% 7% 16% 7%	33% 35% 33% 0% 31% 38% 25% 11% 25% 0%	* 30% 31% 40% 25% * 18%	29% 18% * 14% 25% 11% * 11%	33% 43% 40% 49% 31% 0% 32% *	* - * - * - * - * -	- 63% - * 60% 60%		29% 40% 22% 50%	* 25% 23% 17% * 17%	43% 40% * 36% 50% 31% 17% 32% *	35% - 29% * 11% 11% -	- 33% 0% 31% 37% 25% - 25% 0%	- 0% * * 0% - 0% 0%	29% 31% 31% - 19% 13% 19% *	* 37% - 38% 36% *	-	9% 0% 17% 14%	* - * - * - * - * -	* 64% - 54% * 42% * 50%
All Grades All Subjects	All Students CWD EL Male Female All Students CWD CWD EL Male	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17%	17% 10% 18% 8% 17% 17% 15% 7% 16% 7% 13%	33% 35% 33% 0% 31% 38% 25% 25% 11% 25% 0% 19%	* 30% * 31% 40% 25% * 18% * 22%	29% 18% 14% 25% 11% * 11% * 5%	33% 43% 40% 49% 31% 0% 32% * 25%	* - * - * - * - *	- 63% - * 60% 60%		29% 40% 22% 50%	* 25% 23% 17% * 17% * 11%	43% 40% * 36% 50% 31% 17% 32% * 24%	35% 29% * 11% 11% - 13%	- 33% 0% 31% 37% 25% - 25% 0% 19%	- 0% * * 0% - 0% 0%	29% 31% 31% - 19% 13% 19%	* 37% - 38% 36% * 36% *	-	9% 0% 17% 14%	* - * - * - *	* 64% 54% * 42%
All Grades All Subjects	All Students CWD CWOD EL Male Female All Students CWD CWOD EL	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17%	17% 10% 18% 8% 17% 17% 15% 7% 16% 7%	33% 35% 33% 0% 31% 38% 25% 11% 25% 0%	* 30% 31% 40% 25% * 18%	29% 18% * 14% 25% 11% * 11%	33% 43% 40% 49% 31% 0% 32% *	* -* -* -* -* -	- 63% - * 60% 60%		29% 40% 22% 50%	* 25% 23% 17% * 17%	43% 40% * 36% 50% 31% 17% 32% *	35% - 29% * 11% 11% -	- 33% 0% 31% 37% 25% - 25% 0%	- 0% * * 0% - 0% 0%	29% 31% 31% - 19% 13% 19% *	* 37% - 38% 36% * 36%	-	9% 0% 17% 14%	* - * - * - *	* 64% - 54% * 42% * 50%
All Grades All Subjects	All Students CWD EL Male Female All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17%	17% 10% 18% 8% 17% 17% 15% 7% 16% 7% 13%	33% 35% 33% 0% 31% 38% 25% 25% 11% 25% 0% 19%	* 30% * 31% 40% 25% * 18% * 22%	29% 18% 25% 11% * 11% 5% 20% 28%	33% 43% 40% 49% 31% 0% 32% * 25%	* _* _* _* _*	- 63% - * 60% 60%		29% 40% 22% 50%	* 25% 23% 17% * 17% * 11%	43% 40% * 36% 50% 31% 17% 32% * 24%	35% 29% * 11% 11% - 13%	- 33% 0% 31% 37% 25% - 25% 0% 19%	- 0% * * 0% - 0% 0% *	29% 31% 31% - 19% 13% 19% *	* 37% - 38% 36% * 36% *	-	9% 0% 17% 14%	* - * - * - * - * -	* 64% - 54% * 42% * 50%
All Grades All Subjects Reading	; All Students CWD EL Male Female All Students CWD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23%	17% 10% 18% 8% 17% 17% 15% 7% 16% 7% 13% 13%	33% 35% 33% 0% 31% 38% 25% 11% 25% 0% 19% 36%	* 30% 31% 40% 25% * 18% 22% * *	29% 18% * 14% 25% 11% * 11% * 5% 20%	33% 43% 40% 49% 31% 0% 32% 25% 44%	* -* -* -* -*	- 63% - * 60% 60%		29% 40% 22% 50%	* 25% 23% 17% * 17% 11% 26%	43% 40% * 36% 50% 31% 17% 32% * 24% 44%	35% 29% * 11% 11% - 13%	33% 0% 31% 37% 25% - 25% 0% 19% 36%	- 0% * * 0% - 0% 0% *	29% 31% * 31% - 19% 13% 19% * 19% -	* 37% - 38% 36% * 36% - 36%	-	9% 0% 17% 14%	* -* -* -* -	* 64% - 54% * 42% * 50%
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD CWD EL Male Female Students	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11%	17% 10% 18% 8% 17% 17% 15% 7% 16% 7% 13% 17% 20%	33% 35% 33% 0% 31% 38% 25% 11% 25% 11% 25% 19% 36% 40%	* 30% * 31% 40% 25% * 18% * 22%	29% 18% 25% 11% * 11% 5% 20% 28%	33% 43% 40% 49% 31% 0% 32% 25% 44% 50%	* -* - * -* - *	- 63% - * 60% 60%		29% 40% 22% 50%	* 25% 23% 17% * 17% 11% 26%	43% 40% * 36% 50% 31% 17% 32% * 24% 44%	35% 29% * 11% 11% - 13%	33% 0% 31% 37% 25% - 25% 0% 19% 36%	- 0% * * 0% - 0% 0% *	29% 31% * 31% - 19% 13% 19% * 19% -	* 37% - 38% 36% * 36% - 36%	-	9% 0% 17% 14%	* - * * - * *	* 64% - 54% * 42% * 50%
All Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11%	17% 10% 18% 8% 17% 17% 15% 7% 16% 7% 13% 13% 13% 20% 12%	33% 35% 33% 0% 31% 38% 25% 11% 25% 11% 25% 19% 36% 40% *	* 30% 31% 40% 25% * 18% 22% * *	29% 18% 25% 11% * 11% 5% 20% 28% * 25%	33% 43% 40% 49% 31% 0% 32% * 25% 44% 50% *	* -* - * -*	- 63% - * 60% 60%		29% 40% 22% 50% - 50% - * * *	* 25% 23% 17% * 17% 11% 26% 38% - 38%	43% 40% * 36% 50% 31% 17% 32% * 24% 44% 42% *	35% 29% * 11% 11% - 13%	33% 0% 31% 25% 25% 0% 19% 36% 39%	- 0% * * 0% - 0% 0% *	29% 31% 31% - 19% 13% 19% - 19% - 41% *	* 37% * 38% 36% * 36% 38% *	-	9% 0% 17% 14%	* -**	* 64% - 54% * 42% * 50%
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD CWD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 26%	17% 10% 18% 8% 17% 17% 15% 7% 16% 7% 13% 17% 20% 12% 21%	33% 35% 33% 0% 31% 38% 25% 11% 25% 0% 19% 36% 40% * 39% - 41%	* 30% 31% 40% 25% * 18% 22% * * *	29% 18% 14% 25% 11% * 11% * 5% 20% 28% *	33% 40% 49% 31% 0% 32% * 25% 44% 50% * 50% 47%	* -* -* - * -*	- 63% - * 60% 60%		29% 40% 22% 50% - 50% - * * *	* 25% 25% 23% 17% * 17% * 11% 26% 38% - 38% - 47%	43% 40% * 36% 50% 31% 17% 32% * 24% 44% 42% * 40% 35%	35% 29% * 11% 11% - 13%	- 33% 0% 31% 37% 25% 0% 19% 36% 39% - 39% - 41%	- 0% * * 0% - 0% 0% *	29% 31% 31% - 19% 13% 19% - 19% - 41% *	* 37% * 38% 36% * 36% 38% * 38% * 33%	-	9% 0% 17% 14%	* -* -* -*	* 64% - 54% * 42% * 50%
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD CWOD EL Students CWD CWOD EL	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 26%	17% 10% 18% 8% 17% 17% 15% 7% 16% 7% 13% 17% 20% 12% 21% 10%	33% 35% 33% 0% 31% 38% 25% 0% 19% 36% 40% * 39%	* 30% 31% 40% 25% * 18% 22% * *	29% 18% 25% 11% * 11% 5% 20% 28% * 25%	33% 40% 49% 31% 0% 32% 25% 44% 50% -	* -* -* -* -*	- 63% - * 60% 60%		29% 40% 22% 50% - 50% - * * *	* 25% 23% 17% * 17% 11% 26% 38% - 38%	43% 40% * 36% 50% 31% 17% 32% 24% 44% 42% * 40% -	35% 29% * 11% 11% - 13%	33% 0% 31% 37% 25% 0% 19% 36% 39% - 39%	- 0% * * 0% - 0% 0% *	29% 31% 31% - 19% 13% 19% - 41% * 41% -	* 37% * 38% 36% * 36% 38% * 33%	-	9% 0% 17% 14%	* * * * * * * *	* 64% - 54% * 42% * 50%
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD CWD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 26%	17% 10% 18% 8% 17% 17% 15% 7% 16% 7% 13% 17% 20% 12% 21%	33% 35% 33% 0% 31% 38% 25% 11% 25% 0% 19% 36% 40% * 39% - 41%	* 30% 31% 40% 25% * 18% 22% * * *	29% 18% 25% 11% * 11% 5% 20% 28% * 25% 33%	33% 40% 49% 31% 0% 32% * 25% 44% 50% * 50% 47%	* _* _* _* _* _*	- 63% - * 60% 60%		29% 40% 22% 50% - 50% - * * *	* 25% 25% 23% 17% * 17% * 11% 26% 38% - 38% - 47%	43% 40% * 36% 50% 31% 17% 32% * 24% 44% 42% * 40% 35%	35% 29% * 11% 11% - 13%	- 33% 0% 31% 37% 25% 0% 19% 36% 39% - 39% - 41%	- 0% * * 0% - 0% * * * - - - -	29% 31% 31% - 19% 13% 19% - 41% * 41% -	* 37% * 38% 36% * 36% 38% * 38% * 33%		9% 0% 17% 14%	* * * * * * * * *	* 64% - 54% * 42% * 50%
All Grades All Subjects Reading Mathematic	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female All	23% 8% 25% 11% 22% 24% 20% 7% 22% 20% 7% 23% 26% 11% 28% 16% 25% 26%	17% 10% 18% 8% 17% 17% 15% 7% 16% 7% 13% 17% 20% 12% 21% 10% 21% 19%	33% 35% 33% 0% 31% 38% 25% 25% 25% 0% 19% 36% 40% * 39% - 41% 38%	* 30% 31% 40% 25% * 18% 22% * * - * *	29% 18% 14% 25% 11% * 11% * 5% 20% 28% * 25% 33% 17%	33% 43% 49% 31% 0% 32% 25% 44% 50% * 50% 47%	* _* _* _* _* _*	- 63% - * 60% 60%		29% 40% 22% 50% - * * * *	* 25% 23% 17% * 17% 11% 26% 38% - 38% - 38% 22%	43% 40% * 36% 50% 31% 17% 32% * 24% 44% 42% * 40% 57%	35% 29% * 11% 11% - 13%	33% 0% 31% 37% 25% - 25% 0% 19% 36% 39% - 39% - 39% 33%	- 0% * * 0% - 0% 0% * * - - - -	29% 31% 31% - 19% 13% 19% - 41% * 41% -	* 37% * 38% 36% * 36% 38% * 33% - 38%		9% 0% 17% 14%	* * * * * * * * * * * * * * * * * * * *	* 64% - 54% * 42% * 50%
All Grades All Subjects Reading Mathematic	All Students CWD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 8% 17% 23% 23% 26% 11% 28% 16% 26% 24% 8%	17% 10% 18% 8% 17% 17% 15% 7% 16% 7% 13% 17% 20% 12% 21% 10% 21% 19% 16%	33% 35% 33% 0% 31% 38% 25% 11% 25% 0% 19% 36% 40% * 39% - 41% 38% 48%	* 30% 31% 40% 25% * 18% 22% * * - * *	29% 18% 25% 11% * 11% 5% 20% 28% * 25% 33% 17% 29%	33% 40% 49% 31% 0% 32% 25% 44% 50% * 50% 47% 57% 63%	* .* .* .* .*	- 63% - * 60% 60%		29% 40% 22% 50% - * * * *	* 25% 23% 17% * 17% 11% 26% 38% - 38% - 38% 22%	43% 40% * 36% 50% 31% 17% 32% 24% 44% 42% * 40% 35% 57% 58%	35% 29% * 11% 11% - 13%	33% 0% 31% 37% 25% - 25% 0% 19% 36% 39% - 39% - 39% 33%	- 0% * * 0% - 0% 0% * * - - - -	29% 31% 31% - 19% 13% 19% - 41% * 41% -	* 37% * 38% 36% * 36% 38% * 33% - 38%		9% 0% 17% 14%	* * * * * * * * * * * * * * * * * * * *	* 64% - 54% * 42% * 50%
All Grades All Subjects Reading Mathematic	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female Students CWD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 23% 26% 26% 24% 8% 26% 7%	17% 10% 18% 8% 17% 17% 15% 7% 16% 7% 13% 17% 20% 12% 21% 10% 21% 19% 16% 12% 5%	33% 35% 33% 0% 31% 38% 25% 0% 19% 36% 40% * 39% 41% 38% 48% * 47%	* 30% * 25% * 18% 22% * * 33% - 33%	29% 18% 25% 11% * 11% 5% 20% 28% * 25% 33% 17% 29% * 28%	33% 43% 40% 49% 31% 0% 32% 25% 44% 50% * 50% 47% 57% 63% *	* .* .* .* .*	- 63% - * 60% 60%		29% 40% 22% 50% - * * * * 20% 20%	* 25% 23% 17% * 17% 11% 26% 38% - 38% - 47% 22% 32% - 32%	43% 40% 36% 50% 31% 17% 32% 24% 44% 42% * 42% * 57% 57% 58%	35% 29% * 11% 11% - 13%	33% 0% 31% 37% 25% - 5% 0% 19% 36% 39% - 41% 33% 47% - 47%	- 0% * * 0% - 0% 0% * * - - - -	29% 31% 31% - 19% - 19% - 19% - 41% - 41% - 51% *	* 37% * 38% * 36% * 36% 38% * 38% 42% *		9% 0% 17% 14%	* * * * *	* 64% - 54% * 42% * 50%
All Grades All Subjects Reading Mathematic	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD EL Male Female CWD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 26% 26% 24% 8% 26% 24% 8% 26% 24%	17% 10% 18% 8% 17% 15% 7% 16% 7% 13% 17% 20% 12% 21% 10% 21% 10% 21% 16% 12% 12%	33% 35% 33% 0% 31% 38% 25% 25% 25% 0% 19% 36% 40% * 39% - 41% 38% 48% * 47%	* 30% * 31% 40% 25% * 18% 22% * * * * * * * * 33%	29% 18% 14% 25% 11% * 11% 5% 20% 28% * 25% 3% 17% 29% *	33% 43% 49% 31% 0% 32% 25% 44% 50% * 50% 57% 63% * 62%	* .* .* .* .*	- 63% - * 60% 60%		29% 40% 22% 50% - * * * * 20% -	* 25% 23% 17% * 17% 11% 26% 38% - 38% 47% 22% 32% -	43% 40% * 36% 50% 31% 17% 32% * 24% 44% 42% * 42% * 40% 55% 57% 58% *	35% 29% * 11% 11% - 13%	33% 0% 31% 37% 25% - 25% 19% 36% 39% - 39% 41% 33% 47% -	- 0% * * 0% - 0% 0% * * - - - -	29% 31% 31% - 19% 13% 19% - 41% - 41% - 51% *	* 37% * 38% * 36% * 36% 38% * 38% 42% *		9% 0% 17% 14%	* * * * * * * * * * * * * * * * * * * *	* 64% - 54% * 42% * 50%

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1\*1 Indicates results are masked due to small numbers to protect student confidentiality.

 $\mathbf{v}$ Indicates zero observations reported for this group.

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score Reading			•								
All Students	84	*	69	90	*	*	-	*	79	*	*
CWD	*	*	-	*	-	-	-	-	*	*	-
CWOD	83	*	69	89	*	*	-	*	78	-	*
EL	*	-	*	-	-	-	-	-	-	-	*
Male	88	*	70	96	*	*	-	-	86	*	-
Female	77	*	68	81	-	-	-	*	71	-	*
Mathematics											
All Students	78	*	62	90	-	-	-	*	70	*	-
CWD	*	-	*	*	-	-	-	-	-	*	-
CWOD	76	*	57	89	-	-	-	*	70	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
EL	-	-	-	-	-	-	-	-	-	-	-
Male	78	*	59	87	-	-	-	*	71	*	-
Female	79	*	67	100	-	-	-	*	69	*	-

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates		n Data (Cu	0 401. 01-	6 204	0								
4-year Longitudinal Cohor		•	,		0								
All Students	96.2%	100.0%	100.0%	93.0%	-	-	-	100.0%	93.9%	-	-	100.0%	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	96.2%	100.0%	100.0%	93.0%	-	-	-	100.0%	93.9%	-	-	100.0%	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	98.1%	100.0%	100.0%	96.6%	-	-	-	100.0%	95.5%	-	-	100.0%	-
Female	92.3%	100.0%	100.0%	85.7%	-	-	-	100.0%	90.9%	-	-	100.0%	-

\*\* 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
٨	^	٨

'^' 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 Achiev		African American nain Score		White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	71	78	60	76	*	88	-	74	66	74	27
School Quality (College, Career, a	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	87%	*	89%	88%	-	-	-	*	82%	-	-

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

'-' Indicates there are no students in the group.

## Part (vi): Goal Meeting Status

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Mathematics	otudenta	American	mapanic	Winte	maran	Asian	Islander	Races	DISCUV	0110	
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y										
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y										
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y										
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N										

## English Learner Language Proficiency Status

Interim Goals (2018-2022)	36%
Target Met Interim Goals (2023-2027)	38%
Target Met	
Interim Goals (2028-2032)	40%
Target Met Long-Term Goals	40%
Target Met	
Federal Graduation Status <sup>^</sup>	

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		Y	N					N		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N		Y	N					N		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Ν		Y	Ν					Ν		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Ν		Y	Ν					Ν		

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. 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). '+'

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## 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)

		_	African			American		Pacific		Econ	Non Econ						
Participation Ra	ate	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	99%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	*	100%	100%	-	-	-	-	*	100%	100%	-	-	100%	*	-
	CWOD	100%	100%	99%	100%	*	100%	-	100%	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	*	*	-	-	-	-	*	*	-	100%	100%	*	100%	-
	Male	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	*	100%	-	-
	Female	99%	100%	98%	100%	-	100%	-	100%	98%	100%	*	99%	100%	-	99%	-
Reading	All	99%	100%	99%	100%	*	100%	-	100%	99%	100%	100%	99%	100%	100%	99%	-
	Students		*	*	4000/					*	1000/				4000/	*	
	CWD	100%			100%	- *	-	-	-		100% 100%	100%	- 99%	-	100%		-
	CWOD EL	99% 100%	100%	98%	100%		100%	-	100%	99% *	100%	-	99% 100%	100% 100%	100%	99% 100%	-
	⊏∟ Male	100%	100%	100%	100%	*	*	-	*	100%	100%	- 100%	100%	100%	100%	100%	-
	Female	99%	*	96%	100%	-	*	-	*	97%	100%	*	99%	100%	-	99%	-
Mathematics		100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	-	100%	100%	-
	Students																
	CWD	*	- *	*	*	-	-	-	- *	-	*	*	-	-	*	*	-
	CWOD	100%	×	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-
	EL	-	- *	-	-	-	-	-	- *	-	-	*	-	-	-	-	-
	Male Female	100% 100%	*	100% 100%	100% 100%	-	-	-	*	100% 100%	100% 100%	*	100% 100%	-	100%	- 100%	-
	Female	100%		100%	100%	-	-	-		100%	100%		100%	-	-	100%	-
Science	All Students	100%	100%	100%	100%	-	*	-	100%	100%	100%	*	100%	-	100%	100%	-
	CWD	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	-	_	-	-	-	-	-	-	-	-	-	_	-	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	*	100%	-	100%	-	-
	Female	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	-	-	100%	-
Non-Participation	on Rate																

	A.II.	•	African American 0%			American Indian		Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv 0%	<b>CWD</b> 0%		<b>EL</b> 0%	Male 0%		Migrant
All Subjects	All Students	0%	0%	1%	0%		0%	-	0%	1%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	*	0%	0%	_	_	-	_	*	0%	0%	-	_	0%	*	_
	CWOD	0%	0%	1%	0%	*	0%	_	0%	1%	0%	-	0%	0%	0%	1%	_
	EL	0%	*	*	*	-	-	-	-	*	*	-	0%	0%	*	0%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	*	0%	-	-
	Female	1%	0%	2%	0%	-	0%	-	0%	2%	0%	*	1%	0%	-	1%	-
Deeding	A 11	40/	0%	40/	0%	*	0%		00/	40/	0%	0%	1%	0%	0%	40/	
Reading	All Students	1%	0%	1%	0%		0%	-	0%	1%	0%	0%	1%	0%	0%	1%	-
	CWD	0%	*	*	0%	-	-	-	-	*	0%	0%	-	-	0%	*	-
	CWOD	1%	0%	2%	0%	*	0%	-	0%	1%	0%	_	1%	0%	0%	1%	-
	EL	0%	*	*	*	-	-	-	-	*	*	-	0%	0%	*	0%	-
	Male	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	1%	*	4%	0%	-	*	-	*	3%	0%	*	1%	0%	-	1%	-
Mathematics	s All Students	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	-	0%	0%	-
	CWD	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	-	0%	-	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	-	-	0%	-
Science	All Students	0%	0%	0%	0%	-	*	-	0%	0%	0%	*	0%	-	0%	0%	-
	CWD	*	-	*	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	-	0%	-	-
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	*	0%	-	-	0%	-

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

'-' Indicates zero observations reported for this group.

## 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)

		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 Disabilitie	S										
In-School Suspensions					_		•			•	
	Male	15	2	8	5	0	0	0	0	2	
	Female	2	0	0	2	0	0	0	0	0	
	Total	17	2	8	7	0	0	0	0	2	
Out-of-School Suspensions								-			
	Male	2	0	2	0	0	0	0	0	0	
	Female	2	0	0	2	0	0	0	0	0	
	Total	4	0	2	2	0	0	0	0	0	
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	2	0	2	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	2	0	2	0	0	0	0	0	0	
Referrals to Law Enforcement											
	Male	2	0	2	0	0	0	0	0	0	
	Female	2	0	0	2	0	0	0	0	0	
	Total	4	0	2	2	0	0	0	0	0	
Students With Disabilities In-School Suspensions											
	Male	0	0	0	0	0	0	0	0	0	2

	Female Total	Total students 0 0	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	<b>EL</b> 0 0	Students with Disabilities	Students with Disabilities (Section 504) 0 2
Out-of-School Suspensions	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
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
Without Educational	Total	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
Services	Male											
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	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
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	Ő		0
Referrals to Law Enforcement		•	°,	· ·	U U	Ŭ	Ũ	Ŭ	Ũ	Ũ		Ū
	Male	0	0	0	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		2
All Students												
Chronic Absenteeism	Mala	00	0		44	0	0	•	0	0	0	0
	Male Female	29 20	2 2	14 8	11 8	0 0	0 0	0 0	2 2	0 0	2 0	2 2
	Total	49	4	22	19	0	0	0	4	Ő	2	4
Incidents of Violence Incidents of rape or attempte												Total
Incidents of sexual assault ( Incidents of robbery with a w Incidents of robbery with a fi Incidents of robbery without Incidents of physical attack of Incidents of physical attack of Incidents of physical attack of Incidents of threats of physic Incidents of threats of a Allegations of Harassment or the On the basis of sex	reapon rearm or explosiv a weapon or fight with a we or fight with a fire or fight without a cal attack with a fi cal attack with a fi cal attack without firearm or explos	apon arm or explo weapon weapon îrearm or ex : a weapon										0 0 1 0 1 0 0 0 0
On the basis of sex On the basis of race On the basis of disability On the basis of sexual orient On the basis of religiion	tation											4 0 0 0 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.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
5	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	113	11	35	62	0	0	0	5	0	2
	Female	66	5	26	29	2	2	0	2	0	2
	Total	179	16	61	91	2	2	0	7	0	4
International Baccalaureate	Male	-	-	-	-	-	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

Dual Enrollment/Dual Credit Programs	Male	Total students 20	African American 2	Hispanic 5	White 11	Indian or Alaska Native 0	Asian 0	Pacific Islander 0		<b>EL</b> 0	Students with Disabilities 0
riograms	Female	12	2	5	5	0	0	0	0	0	0
	Total	32	4	10	16	0	0	0	2	0	0

**'\***' Indicates results are masked due to small numbers to protect student confidentiality.  $\mathbf{U}$ 

Indicates there are no students in the group.

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 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.

### Low Poverty

	All Se	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 3.0	Percent 12.6%
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	2.8	12.3%

2 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 nonpersonnel 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%	23	2%		-
Mathematics	5,880	1%	23	2%	-	-
Grade 4 Reading	6,312	2%	29	2%	-	-
Mathematics	6,311	2%	29	2%	-	-
Grade 5 Reading	6,133	1%	32	2%	-	-
Mathematics	6,131	1%	32	2%	-	-
Science	6,133	1%	32	2%	-	-
Grade 6 Reading	6,038	1%	32	3%	-	-
Mathematics	6,036	1%	32	3%	-	-
Grade 7 Reading	5,616	1%	26	2%	-	-
Mathematics	5,616	2%	26	2%	-	-
Grade 8 Reading	5,251	1%	31	3%	-	-
Mathematics	5,254	2%	31	3%	-	-

Science	State Number of ALT2 5,250	State Rate of ALT2 1%	District Number of ALT2 31	District Rate of ALT2 3%	Campus Number of ALT2 -	Campus Rate of ALT2 -
End of Course English I	5,150	1%	14	1%	-	-
English II	4,680	1%	15	1%	-	-
Algebra I	5,122	1%	13	1%	-	-
Biology	4,954	1%	19	1%	-	-
All Grades All Subjects	101,751	1%	470	2%	-	-
Reading	45,064	1%	202	2%	-	-
Mathematics	40,350	1%	186	2%	-	-
Science	16,337	1%	82	2%	-	-

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

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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

			% Belov	w Basic	% At or Al	oove Basic		· Above cient	% At Ad	dvanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	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	25 45	12	12
			*		/ O *		40 *		۱ <i>۲</i> *	
		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 Disady	21	29	79	71	32	26	3	3
		Students with Disabilities	55	23 54	45	46	13	14	1	2
							29	14	2	
		English Language Learners	24	41	76	59	29	10	Z	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
			43	40	57	60	15	20	-	1
		Econ Disadv							n/a	
		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 Disady	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
							Ũ			-

			% Belov	w Basic	% At or Al	oove Basic		r Above icient	% At Ac	lvanced
Grade	Subject	<b>Student Group</b> English Language Learners	<b>TX</b> 60	US 72	<b>TX</b> 40	<b>US</b> 28	<b>тх</b> 8	<b>US</b> 5	<b>TX</b> 1	<b>US</b> 1

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

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
	0	English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
	-	English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

'\*' Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	49%	*	45%	45%	*	-	-	*	44%	*	-

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

'-' Indicates there are no students in the group.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2019