# **Texas Education Agency**

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

Campus Name: BASSETTI EL Campus ID: 221901153 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

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perfor	mance (At Meets Grade Level	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%

<sup>&</sup>quot; 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)

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)

		State	District	Campus	Afr	<b>L</b> ienani	o Whito	Amei			Two or More			, CWD	CWOD	. EI	Malo	Fomalo	Migrant	t Homeless	Foste	
STAAR Pero	ont at An			•		•	C WITHLE	iiiu	ASIAII	131	Naces	Disauv	Disauv	CVVD	CVVOL	CL	Wale	remale	wiigiaiii	Homeless	Care	wiiitaiy
Grade 3	ent at Ap	proac	nes G	raue Le	vei oi	Above																
Reading	All	75%	70%	75%	78%	73%	79%	_	71%	_	*	69%	89%	36%	81%	80%	76%	73%	_	*	_	100%
	Students			. • 70	. 070	. 0 / 0			, ,			0070	0070	0070	0.70	0070						.0070
	CWD	49%	48%	36%		33%	*	-	*	-	-	44%	*	36%		*	38%	*	-	*	-	
	CWOD		74%	81%	78%	85%	86%	-	80%	-	*	73%	94%	-	81%	78%	83%	78%	-	*	-	100%
	EL	69%	62%	80%	*	* 750/	- 750/	-	80%	-	-	71%		*	78%	80%	83%	*	-	-	-	-
	Male Female	73%	71% 69%	76% 73%	80%	75% 70%	75% 77%	-	80%	-	*	71% 67%	89% 80%	38%	83% 78%	83%	76%	73%	-	*	-	*
	i ciliale	, 1070	0370	7370	00 /0	7070	1170	_		-		01 70	00 70		1070		_	7370	-		-	
Mathemati		78%	72%	71%	67%	77%	71%	-	57%	-	*	67%	79%	36%	76%	60%	76%	65%	-	*	-	100%
	Students	52%	46%	36%	_	50%	*		*			44%	*	36%	_	*	38%	*		*		
	CWD		77%	76%	- 67%	85%	73%	-	80%	-	*	71%	88%	30%	- 76%	67%	83%	68%	-	*	-	100%
	EL	75%	62%	60%	*	*	7370	-	60%	-	_	57%	*	*	67%	60%	67%	*	-	_	-	100 /6
	Male	78%	76%	76%	*	88%	67%	_	60%	_	*	75%	78%	38%	83%	67%	76%	_	_	*	_	*
	Female		68%	65%	60%	60%	69%	-	*	-	*	57%	80%	*	68%	*	-	65%	-	*	-	*
0																						
Grade 4 Reading	All	74%	68%	81%	86%	69%	86%	-	*	*	*	76%	89%	43%	89%	100%	82%	79%	-	*	-	*
	Students	4.40/	400/	400/		000/	000/					000/	000/	400/			E00/	000/				
	CWD CWOD	44%	42% 74%	43% 89%	- 86%	38%	60% 91%	-	*	*	*	22%	80% 91%	43%	900/	100%	56% 92%	20% 87%	-	*	-	*
	EL	64%	54%	100%	*	83%	9170	-	*	_		88%	9170		89% 100%	100%	9270	O170 *	-	_	-	
	Male	71%	65%	82%	*	67%	93%	-	*	-	*	75%	93%	56%	92%	*	82%	_		-	-	*
	Female		72%	79%	80%	73%	82%	-	*	*	*	76%	86%	20%	87%	*	-	79%	-	*	-	*
			2221	/		===:	=00/					====/					.=./					
Mathemati	Students	74%	66%	66%	71%	50%	73%	-	•	•		59%	79%	43%	71%	100%		67%	-		-	
	CWD	46%	44%	43%	740/	50%	40%	-	-	-	*	33%	60%	43%	-	4000/	56%	20%	-	*	-	*
	CWOD	78% 69%	70% 61%	71% 100%	71%	50% *	78% *	-	*	•	•	65% *	83%	-		100% 100%	68%	74% *	-	•	-	•
	EL Male	74%	68%	65%	*	47%	80%	-	*	-	*	50%	86%	- 56%	68%	100%	65%	_	-	-	-	*
	Female		63%	67%	80%	55%	68%	-	*	*	*	66%	71%	20%	74%	*	-	- 67%	-	*	-	*
Grade 5				/										=00/	.=./		.=					
Reading	All Students	86%	80%	89%	93%	88%	88%	-	*	*	*	89%	88%	56%	97%	80%	87%	90%	-	*	-	100%
	CWD	55%	55%	56%	*	*	67%	_	*	_	_	60%	50%	56%	_	*	55%	60%	_	_	_	*
	CWOD		85%	97%	100%	95%	96%	_	*	*	*	95%	100%	-	97%	100%			_	*	_	100%
	EL	77%	66%	80%	83%	-	*	-	*	-	-	100%	*	*	100%	80%	86%	*	-	-	-	-
	Male	83%	79%	87%	90%	80%	88%	-	*	-	*	89%	82%	55%	100%	86%	87%	-	-	-	-	*
	Female	88%	82%	90%	*	94%	88%	-	*	*	*	88%	93%	60%	94%	*	-	90%	-	*	-	100%
Mathemati	cs All	89%	85%	90%	93%	100%	78%	_	*	*	*	91%	88%	69%	95%	100%	90%	90%	_	*	_	100%
	Students																					
	CWD	68%	68%	69%	*	*	44%	-	*	-	-	70%	67%	69%	-	*	82%	40%	-	-	-	*
	CWOD		89%	95%	92%	100%	91%	-	*	*	*	95%	95%	-		100%		97%	-	*	-	100%
	EL	85%	75%	100%	100%	-	*	-	*	-	- *	100%	*	*		100%		*	-	-	-	-
	Male Female	88%	84% 87%	90% 90%	90%	100% 100%	81% 75%	-	*	*	*	93% 88%	82% 93%	82% 40%	93% 97%	100%	90%	90%	-	*	-	100%
Science	All	74%	63%	70%	50%	67%	78%		*	*	*	64%	84%	41%	78%	50%	74%	66%		*	_	83%
Colciloc	Students							-				*			1070	3070			-		-	0070
	CWD	45%	39%	41%	*	40%	56%	-	*	-	-	45%	33%	41%	-	*	45%	33%	-	-	-	*
	CWOD		67%	78%	58%	73%	87%	-	*	*	*	68%	100%	-	78%	63%	86%	71%	-	*	-	80%
	EL Male	60% 74%	40% 66%	50% 74%	33% 60%	- 70%	81%	-	*	-	*	57% 71%	82%	45%	63% 86%	50% 71%	71% 74%		-	-	-	*
	Male Female		59%	66%	*	65%	75%	-	*	*	*	71% 56%	86%	33%	71%	/ 1% *	1 <del>4</del> 70	66%	-	*	-	80%
	remale	1370	J970	00%		0570	1370	-				3070	0070	3370	1 1 70		-	0070	-		-	0070

Two or Non

Afr Amer Pac More Econ Econ Econ Foster

State District Campus Amer Hispanic White Ind Asian Isl Races Disadv CWD CWOD EL Male Female Migrant Homeless Care Military

		State	District	Campus	s Amer I	Hispanio	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant H	omeless	Care	Military
	nt at Me	ets G	rade Le	evel or	Above																	
Students  CWD 26% 23% <b>9%</b> - 17% * - * - 11% * 9% - * 13% * - *  CWOD 46% 39% <b>37%</b> 33% 25% 48% - 60% - * 32% 47% - 37% 44% 37% 37% - * - 60%														60%								
\$		26%	23%	9%	_	17%	*		*	_	_	11%	*	9%	_	*	13%	*	_	*	_	_
		46%	39%	37%	33%	25%	48%	-		-	*	32%		-			37%		-	*	-	60%
	EL	35%	27%	40%	*	*	420/	-	40%	-	-	43%	*	* 420/	44%	40%	33%	*	-	-	-	-
	Male Female	41%	36% 37%	32% 33%	60%	31% 10%	42% 38%		40% *	-	*	25% 33%	56% 30%	13%	37% 37%	33%	32%	33%	-	*	-	*
Mathamatica									E <b>7</b> 0/		*			270/		400/	460/			*		200/
Mathematics	All Students CWD	48% 30%	38% 27%	37% 27%	11%	31% 33%	50%	-	57%	-		35% 33%	42%	27% 27%	38%	40%	46% 38%	26%	-	*	-	20%
	CWOD		40%	38%	11%	30%	50%	-	80%	-	*	34%	47%	-	38%	44%	47%	29%	-	*	-	20%
	EL	41%	35%	40%	*	*	-	-	60%	-	-	43%	*	*	44%	40%	67%	*	-	-	-	-
	Male Female	49% 46%	44% 32%	46% 26%	0%	44% 10%	50% 46%	-	60% *	-	*	43% 24%	56% 30%	38%	47% 29%	67% *	46% -	26%	-	*	-	*
Crada 4																						
Grade 4 Reading	All	43%	39%	56%	43%	38%	68%	_	*	*	*	47%	71%	29%	62%	86%	47%	63%	_	*	_	*
	Students		0.40/	/			100/															
	CWD	24% 46%	24% 42%	29% 62%	43%	25% 44%	40% 72%	-	*	*	*	11% 55%	60% 74%	29%	- 62%	- 86%	33% 52%	20% 68%	-	*	-	*
	EL	30%	31%	86%	*	*	*	-	*	-	-	*	*	-	86%	86%	*	*	-	-	-	-
	Male	41%	37%	47%	*	27%	67%	-	*	-	*	30%	71%	33%	52%	*	47%	-	-	-	-	*
	Female	40%	40%	63%	60%	55%	68%	-				59%	71%	20%	68%		-	63%	-		-	
	All Students	46%	36%	27%	0%	15%	41%	-	*	*	*	24%	32%	7%	32%	29%	26%	28%	-	*	-	*
	CWD	27%	23%	7%	-	0%	20%	-	-	-	*	11%	0%	7%	-	-	11%	0%	-	*	-	*
	CWOD EL	49% 39%	38% 28%	32% 29%	0% *	22%	44% *	-	*	*	*	28%	39%	-	32% 29%	29% 29%	32%	32%	-	*	-	*
	Male	48%	40%	26%	*	20%	40%	-	*	-	*	30%	21%	- 11%	32%	2970 *	26%	-	-	-	-	*
	Female	45%	32%	28%	0%	9%	41%	-	*	*	*	21%	43%	0%	32%	*	-	28%	-	*	-	*
Grade 5																						
Reading	All	53%	44%	54%	29%	54%	59%	-	*	*	*	54%	56%	44%	57%	50%	54%	55%	-	*	-	83%
\$	Students	270/	200/	4.40/	*	*	56%		*			E00/	33%	44%		*	4E0/	40%				*
	CWD	27% 56%	28% 47%	44% 57%	33%	55%	61%	-	*	*	*	50% 55%	63%	44 70	- 57%	63%	45% 57%	57%	-	*	-	80%
	EL	36%	32%	50%	33%	-	*	-	*	-	-	57%	*	*	63%	50%	57%	*	-	-	-	-
	Male Female	50%	44% 43%	54% 55%	30%	50% 56%	63% 56%	-	*	*	*	57% 50%	45% 64%	45% 40%	57% 57%	57% *	54% -	- 55%	-	*	-	* 80%
	Tomaio	0070	1070	0070			0070					0070	0170	1070				0070				
	All Students	57%	45%	44%	21%	42%	53%	-	*	*	*	43%	48%	31%	48%	40%	44%	45%	-	*	-	67%
	CWD	31%	33%	31%	*	*	44%	-	*	-	-	40%	17%	31%	-	*	36%	20%	-	-	-	*
	CWOD EL	60% 46%	47% 30%	48% 40%	25% 33%	45%	57% *	-	*	_	_	43% 43%	58% *	*	48% 50%	50% 40%	46% 57%	49%	-	_	-	60%
	Male	56%	47%	44%	30%	20%	63%	-	*	-	*	43%	45%	36%	46%	57%	44%		-	-	-	*
	Female	57%	42%	45%	*	56%	44%	-	*	*	*	42%	50%	20%	49%	*	-	45%	-	*	-	80%
Science	All Students	48%	38%	48%	21%	41%	56%	-	*	*	*	42%	60%	35%	51%	40%	54%	41%	-	*	-	67%
`	CWD	27%	29%	35%	*	40%	44%	-	*	-	-	36%	33%	35%	-	*	45%	17%	_	-	_	*
	CWOD		40%	51%	25%	41%	61%	-	*	*	*	43%	68% *	-	51%	50%	57%	46%	-	*	-	60%
	EL Male	31% 50%	23% 43%	40% 54%	17% 30%	- 50%	63%	-	*	-	*	43% 57%	45%	45%	50% 57%	40% 57%	57% 54%	*	-	-	-	- *
	Female		33%	41%	*	35%	50%	-	*	*	*	26%	71%	17%	46%	*	-	41%	-	*	-	60%
STAAR Percen	nt at Ma	sters	Grade	Level																		
Grade 3 Reading	All	27%	20%	16%	33%	12%	17%	_	14%	_	*	12%	28%	9%	18%	20%	14%	20%	_	*	_	20%
	Students				2070				. 170						.070	_0 /0						_0,0
	CWD	10%	7% 23%	9% 18%	- 33%	17% 10%	* 19%	-	* 20%	-	- *	11% 12%	* 29%	9%	- 18%	* 22%	13% 13%	* 22%	-	*	-	- 20%
	EL	19%	13%	20%	*	*	-	-	0%	-	_	14%	2970	*	22%	20%	0%	ZZ70 *	-	-	-	2070
	Male	24%	17%	14%	*	19%	17%	-	0%	-	*	7%	33%	13%	13%	0%	14%	-	-	*	-	*
	Female	29%	23%	20%	60%	0%	15%	-	•	-	•	19%	20%	•	22%	^	-	20%	-	Î	-	•
Mathematics		24%	18%	19%	11%	15%	21%	-	43%	-	*	14%	32%	0%	22%	30%	24%	13%	-	*	-	20%
`	Students CWD	12%	9%	0%	_	0%	*		*	_	_	0%	*	0%	_	*	0%	*	_	*	_	_
	CWOD	25%	19%	22%	11%	20%	23%	-	60%	-	*	17%	35%	-	22%	33%	30%	14%	-	*	-	20%
	EL Male	18% 26%	9%	30%	*	* 19%	- 250/	-	40%	-	- *	43% 18%	*	*	33% 30%	30%	50%	*	-	-	-	*
	Female		20% 15%	24% 13%	0%	10%	25% 15%	-	40% *	-	*	10%	44% 20%	0% *	14%	50% *	24% -	13%	-	*	-	*
Grade 4	ΛII	240/	18%	200/	0%	220/	41%		*	*	*	24%	300/	140/	220/	57º/	29%	200/		*		*
Reading	All Students	21%	10%	30%	U%	23%	41%	-				∠4%	39%	14%	33%	57%	∠9%	30%	-	-	-	
	CWD	8%	11%	14%	-	13%	20%	-	-	-	*	11%	20%	14%	-		22%	0%	-	*	-	*
	CWOD EL	23% 12%	19% 14%	33% 57%	0%	28%	44% *	-	*	-	-	28%	43%	-	33% 57%	57% 57%	32%	34%	-	-	-	-
	Male	20%	17%	29%	*	20%	47%	-	*	-	*	20%	43%	22%	32%	*	29%	-	-	-	-	*
	Female	23%	19%	30%	0%	27%	36%	-	*	*	*	28%	36%	0%	34%	*	-	30%	-	*	-	*

Two

								_		_	Two	_	Non									
		State	District	Campus	Afr Amer	Hispani	c White	Ame Ind				Econ Disadv		CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
Mathematics	All Students	27%	18%	13%	0%	12%	14%	-	*	*	*	12%	14%	7%	14%	14%	15%	12%	-	*	-	*
	CWD	13%	13%	7%	-	0%	20%	-	-	-	*	11%	0%	7%	-	-	11%	0%	-	*	-	*
	CWOD EL	29% 20%	19% 6%	14% 14%	0% *	17% *	13%	-	*	-	-	13%	17% *	-	14% 14%	14% 14%	16% *	13%	-	-	-	-
	Male	29%	23%	15%	*	13%	20%	-	*	-	*	15%	14%	11%	16%	*	15%	-	-	-	-	*
	Female	25%	15%	12%	0%	9%	9%	-	*	*	*	10%	14%	0%	13%	*	-	12%	-	*	-	*
Grade 5 Reading	All	29%	21%	28%	14%	27%	28%		*	*	*	24%	36%	13%	32%	20%	23%	33%		*		67%
	Students				*	× ×		-	*						32 /0	20 /0			-		-	*
	CWD CWOD	9% 31%	8% 24%	13% 32%	17%	32%	22% 30%	-	*	*	*	10% 27%	17% 42%	13% -	32%	25%	9% 29%	20% 34%	-	*	-	60%
	EL Mala	14% 26%	13% 21%	20% 23%	17% 20%	- 10%	* 25%	-	*	-	- *	14% 21%	* 27%	* 9%	25% 29%	20% 29%	29% 23%	*	-	-	-	-
	Male Female		22%	33%	20% *	38%	31%	-	*	*	*	27%	43%	20%	34%	2970	-	33%	-	*	-	60%
Mathematics	All	36%	24%	25%	7%	19%	31%	_	*	*	*	22%	32%	31%	24%	20%	28%	23%	_	*	_	50%
	Students CWD	14%	16%	31%	*	*	44%	_	*	_	_	40%	17%	31%	_	*	36%	20%	_		_	*
	CWOD	38%	26%	24%	8%	18%	26%	-	*	*	*	18%	37%	-	24%	25%	25%	23%	-	*	-	40%
	EL Male	24% 36%	13% 26%	20% 28%	0% 10%	- 10%	* 44%	-	*	-	*	29% 29%	* 27%	* 36%	25% 25%	20% 29%	29% 28%	*	-	-	-	*
	Female		22%	23%	*	25%	19%	-	*	*	*	15%	36%	20%	23%	*	-	23%	-	*	-	60%
Science	All	23%	16%	21%	14%	11%	28%	-	*	*	*	16%	32%	29%	19%	30%	28%	15%	-	*	-	33%
	Students CWD	11%	15%	29%	*	20%	44%	-	*	-	-	36%	17%	29%	-	*	36%	17%	-	-	_	*
	CWOD	25%	16%	19%	17%	9%	22%	-	*	*	*	11%	37%	-	19%	38%	25%	14%	-	*	-	20%
	EL Male	11% 25%	9% 20%	30% 28%	17% 20%	10%	38%	-	*	-	*	29% 29%	27%	36%	38% 25%	30% 43%	43% 28%	-	-	-	-	*
	Female		12%	15%	*	12%	19%	-	*	*	*	4%	36%	17%	14%	*	-	15%	-	*	-	40%
STAAR Percei	nt at Ap	proac	hes Gr	rade Lev	el or	Above																
All Subjects	All	77%	73%	77%	77%	75%	80%	-	78%	100%	69%	74%	85%	48%	84%	80%	79%	76%	-	46%	-	92%
	Students CWD	46%	47%	48%	50%	49%	54%	_	29%	_	*	48%	50%	48%	-	38%	55%	34%	-	17%	_	100%
	CWOD	81% 62%	77% 53%	84% 80%	79% 77%	82% 67%	86% 100%	-	92% 80%	100%	79%	80%	93%	-	84% 86%	86%	87% 85%	82%	-	71%	-	90%
	EL Male	74%	71%	79%	79%	74%	83%	-	83%	-	- 71%	81% 76%	76% 85%	38% 55%	87%	80% 85%	79%	72% -	-	*	-	100%
	Female	80%	74%	76%	75%	76%	77%	-	71%	100%	67%	72%	85%	34%	82%	72%	-	76%	-	55%	-	87%
Reading	All	73%	68%	82%	87%	77%	86%	-	79%	*	57%	78%	89%	48%	89%	85%	82%	81%	-	33%	-	93%
	Students CWD	39%	39%	48%	*	39%	59%	-	*	-	*	44%	54%	48%	-	*	52%	38%	-	*	-	*
	CWOD	78% 54%	73%	89%	89%	88%	91%	-	91%	*	67%	86%	97%	- *	89%	92%	92%	87%	-	*	-	92%
	EL Male	69%	44% 65%	85% 82%	90% 88%	73%	88%	-	82% 88%	-	*	89% 79%	78% 88%	52%	92% 92%	85% 88%	88% 82%	82% -	-	*	-	- 100%
	Female	78%	72%	81%	86%	81%	84%	-	67%	*	*	78%	89%	38%	87%	82%	-	81%	-	40%	-	89%
Mathematics	All Students	81%	77%	76%	80%	76%	74%	-	79%	*	71%	73%	82%	53%	81%	85%	77%	75%	-	50%	-	93%
	CWD	53%	54%	53%	*	61%	41%	-	*	-	*	52%	54%	53%	-	*	63%	31%	-	*	-	*
	CWOD EL	84% 72%	81% 69%	81% 85%	79% 90%	80%	81% *	-	91% 82%	*	83%	78% 83%	88% 89%	- *	81% 88%	88% 85%	82% 88%	80% 82%	-	*	-	92%
	Male	79%	77%	77%	81%	76%	79%	-	75%	-	*	75%	82%	63%	82%	88%	77%	-	-	*	-	100%
	Female	82%	77%	75%	79%	76%	71%	-	83%	*	*	71%	82%	31%	80%	82%	-	75%	-	60%	-	89%
Science	All Students	80%	74%	70%	50%	67%	78%	-	*	*	*	64%	84%	41%	78%	50%	74%	66%	-	*	-	83%
	CWD	51%	50%	41%	*	40%	56%	-	*	-	-	45%	33%	41%		*	45%	33%	-	-	-	*
	CWOD EL	84% 61%	77% 46%	78% 50%	58% 33%	73%	87% *	-	*	*	*	68% 57%	100%	- *	78% 63%	63% 50%	86% 71%	71% *	-	*	-	80%
	Male	79%	74%	74%	60%	70%	81%	-	*	-	*	71%	82%	45%	86%		74%	-	-	-	-	*
	Female	81%	73%	66%	*	65%	75%	-	*	*	*	56%	86%	33%	71%	*	-	66%	-	*	-	80%
STAAR Percei	ntatM≏	ets C	rade I 4	evel or A	Above	9																
All Grades							<b>F</b> 0		<b></b>	00	<b>F</b> 05:	000:	<b>-</b>	000	4=0:	4	4.55	400:		4=0:		<b>-</b>
All Subjects	All Students	49%	41%	43%	23%	35%	53%	-		80%	50%	39%	51%	28%	47%	45%	44%	43%	-	15%	-	56%
	CWD CWOD	24% 52%	24% 44%	28% 47%	0% 25%	24% 38%	41% 56%	-	0% 72%	- 80%	* 57%	29% 41%	25% 57%	28%	- 47%	0% 52%	34% 47%	16% 46%	-	0% 29%	-	60% 55%
	EL	29%	23%	45%	31%	50%	71%	-	52%	-	-	47%	43%	0%	52%	45%	56%	28%	-	-	-	-
	Male Female	47% 52%	41% 42%	44% 43%	24% 22%	34% 36%	57% 50%	-	67% 43%	80%	43% 56%	42% 37%	48% 54%	34% 16%	47% 46%	56% 28%	44% -	43%	-	* 18%	-	54% 57%
Reading	All	47%	40%	48%	33%	38%	59%	-	57%	*	57%	43%	59%	30%	52%	56%	45%	52%	-	17%	-	67%
	Students CWD	21%	21%	30%	*	28%	41%	_	*	_	*	26%	38%	30%		*	33%	23%	_	*	-	*
	CWOD	50%	43%	52%	36%	42%	62%	-	73%	*	67%	47%	64%	- *	52%	63%	48%	56%	-	*	-	69%
	EL Male	23% 43%	18% 36%	56% 45%	50% 19%	* 34%	* 60%	-	55% 63%	-	*	56% 38%	56% 59%	33%	63% 48%	56% 56%	56% 45%	55% -	-	*	-	- 67%
	Female		43%	52%	50%	43%	58%	-	50%	*	*	49%	59%	23%	56%	55%	-	52%	-	20%	-	67%
Mathematics	All	51%	43%	36%	13%	29%	47%	_	50%	*	29%	34%	40%	23%	39%	37%	39%	33%	_	17%	_	40%
	Students			·																		

											Two		N									
					Afr			Amer		Pac	or More	Econ	Non Econ								Foster	
		State	District	Campus		Hisnanio			Asian		Races			CWD	cwon	FI	Male	Female N	/ligrant	Homeless		Military
		26%	27%	23%	*	17%	35%	-	*	-	*	30%	8%	23%	-	*	30%	8%	-	*	-	*
	CWOD	54%	46%	39%	14%	33%	49%	-	64%	*	33%	35%	47%	-	39%	42%	42%	37%	-	*	-	38%
	EL	37%	32%	37%	20%	*	*	-	45%	-	-	39%	33%	*	42%	37%	56%	9%	-	-	-	-
	Male	50%	44%	39%	25%	29%	52%	-	63%	-	*	39%	38%	30%	42%	56%	39%	-	-	*	-	33%
	Female	51%	42%	33%	0%	30%	43%	-	33%	*	*	29%	42%	8%	37%	9%	-	33%	-	20%	-	44%
Science	All	53%	43%	48%	21%	41%	56%	-	*	*	*	42%	60%	35%	51%	40%	54%	41%	-	*	-	67%
	Students	25%	27%	35%	*	40%	44%		*			36%	33%	35%		*	45%	17%				*
	CWD		45%	51%	25%	41%	61%	-	*	*	*	43%	68%	-	51%	50%	57%	46%	-	*	-	60%
	EL	26%	17%	40%	17%	4170	V 1 /0	-	*	_	_	43%	*	*	50%	40%	57%	*	-	_		00 /0
	Male	53%	45%	54%	30%	50%	63%	_	*	_	*	57%	45%	45%	57%	57%	54%	_	_	_	_	*
	Female		40%	41%	*	35%	50%	-	*	*	*	26%	71%	17%	46%	*	-	41%	-	*	-	60%
STAAR Perce	nt at Mas	ters	Grade	l evel																		
All Grades	iii at iiia		O.uuo																			
All Subjects	All Students	23%	17%	22%	12%	17%	26%	-	41%	20%	31%	18%	30%	16%	23%	27%	23%	21%	-	8%	-	39%
	CWD	8%	10%	16%	0%	10%	29%	_	0%	_	*	18%	13%	16%	_	0%	20%	9%	_	0%	_	60%
	CWOD		18%	23%	13%	19%	26%	_	52%	20%	36%	18%	35%	-	23%	30%	24%	22%	_	14%	_	35%
	EL	11%	8%	27%	15%	50%	29%	-	32%	-	-	23%	33%	0%	30%	27%	31%	20%	-	-	-	-
	Male	22%	17%	23%	14%	15%	32%	-	39%	-	14%	20%	30%	20%	24%	31%	23%	-	-	*	-	38%
	Female	24%	17%	21%	9%	19%	21%	-	43%	20%	44%	16%	30%	9%	22%	20%	-	21%	-	9%	-	39%
Reading	All	20%	15%	25%	17%	21%	30%	-	29%	*	43%	20%	35%	13%	28%	30%	22%	28%	-	0%	-	47%
	Students CWD	7%	7%	13%	*	11%	18%		*		*	11%	15%	13%		*	15%	8%		*		*
	CWD		16%	28%	18%	23%	33%	-	36%	*	50%	22%	40%	1370	28%	33%	24%	31%	-	*		46%
	EL	8%	7%	30%	30%	*	*	_	18%	_	-	17%	56%	*	33%	30%	25%	36%	_	_	_	-
	Male	17%	13%	22%	13%	17%	31%	_	13%	_	*	16%	35%	15%	24%	25%	22%	-	_	*	_	50%
	Female		17%	28%	21%	24%	30%	-	50%	*	*	25%	35%	8%	31%	36%	-	28%	-	0%	-	44%
Mathematics		26%	20%	19%	7%	15%	22%	-	43%	*	29%	16%	25%	15%	20%	22%	23%	16%	-	17%	-	33%
	Students	440/	400/	4 = 0 /	*	00/	000/		*		*	400/	00/	450/			400/	00/				*
	CWD	11%	12%	15%	7%	6%	29%	-		*		19%	8%	15%	200/	250/	19%	8%	-	*	-	
	CWOD EL	16%	21% 10%	20% 22%	7% 0%	18%	19%	-	55% 36%	_	33%	16% 28%	29% 11%	*	20% 25%	25% 22%	24% 31%	17% 9%	-		-	31%
	Male	25%	21%	23%	13%	15%	31%	-	50%	-	*	21%	26%	19%	24%	31%	23%	9 70	-	*	-	33%
	Female		19%	16%	0%	16%	14%	-	33%	*	*	12%	24%	8%	17%	9%	2570	16%	-	20%	-	33%
Science	All Students	24%	16%	21%	14%	11%	28%	-	*	*	*	16%	32%	29%	19%	30%	28%	15%	-	*	-	33%
	CWD	8%	12%	29%	*	20%	44%	-	*	-	-	36%	17%	29%	-	*	36%	17%	-	-	-	*
	CWOD		17%	19%	17%	9%	22%	-	*	*	*	11%	37%	-	19%	38%	25%	14%	-	*	-	20%
	EL	7%	5%	30%	17%	-	*	-	*	-	-	29%	*	*	38%	30%	43%	*	-	-	-	-
	Male	25%	18%	28%	20%	10%	38%	-	*	-	*	29%	27%	36%	25%	43%	28%	-	-	-	-	*
	Female	23%	13%	15%	*	12%	19%	-	*	*	*	4%	36%	17%	14%	*	-	15%	-	*	-	40%

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 Students	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	Students	American	Tiispailic	Wille	iliulali	Asiaii	isianuei	Naces	Disauv	CWD	
Reading											
All Students	71	79	74	66	-	80	*	70	69	54	78
CWD	54	*	50	58	-	*	-	*	47	54	*
CWOD	76	77	81	68	-	*	*	*	74	-	86
EL	78	*	*	*	-	*	-	-	80	*	78
Male	75	95	64	75	-	*	-	*	70	69	83
Female	68	50	83	59	-	*	*	*	69	25	*
Mathematics											
All Students	63	57	70	59	-	79	*	40	64	71	56
CWD	71	*	68	73	-	*	-	*	74	71	*
CWOD	61	53	70	56	-	75	*	*	62	-	50
EL	56	50	*	*	-	75	-	-	59	*	56
Male	60	71	59	58	-	*	-	*	65	78	55
Female	66	39	79	60	-	*	*	*	64	60	57

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

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

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

	All	African			American		Pacific	or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless	Care
Federal Graduation Rates													
4-year Longitudinal Cohort	Graduatio	n Rate (Gr	9-12): Clas	s of 2018	8								
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	_	-	-	-	-	-	-

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- \* 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
49	21	43%

- '^' 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 Achie			Hispanic e: STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	47	37	42	53	-	58	67	50	44	31	51
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	_	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ		Υ	Υ					Υ	Υ	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					Υ	Υ	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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	
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N					Υ	Υ	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N	N	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N	N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N	N	

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

<sup>&#</sup>x27;+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic		American Indian		Pacific Islander		Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ate	•		·													Ū
All Subjects	All Students	99%	100%	100%	99%	-	100%	100%	100%	99%	99%	98%	100%	100%	99%	100%	-
	CWD	98%	100%	100%	95%	-	100%	-	*	97%	100%	98%	-	100%	97%	100%	-
	CWOD	100%	100%	100%	99%	-	100%	100%	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	98%	-	100%	-	100%	99%	100%	97%	100%	100%	99%	-	-
	Female	100%	100%	100%	99%	-	100%	100%	100%	100%	99%	100%	100%	100%	-	100%	-
Reading	All Students	99%	100%	100%	98%	-	100%	*	100%	99%	99%	98%	99%	100%	99%	99%	-
	CWD	98%	*	100%	94%	-	*	_	*	96%	100%	98%	-	*	96%	100%	_
	CWOD	99%	100%	100%	99%	-	100%	*	100%	100%	98%	-	99%	100%	100%	99%	_
	EL	100%	100%	*	*	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	_
	Male	99%	100%	100%	98%	-	100%	_	*	99%	100%	96%	100%	100%	99%	-	_
	Female	99%	100%	100%	98%	-	100%	*	*	100%	97%	100%	99%	100%	-	99%	-
Mathematics	All Students	100%	100%	100%	99%	-	100%	*	100%	99%	100%	98%	100%	100%	99%	100%	-
	CWD	98%	*	100%	94%	-	*	-	*	96%	100%	98%	-	*	96%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	100%	100%	_
	EL	100%	100%	*	*	-	100%	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	100%	100%	98%	-	100%	_	*	99%	100%	96%	100%	100%	99%	-	_
	Female	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	-	*	-	*	-	-	100%	*	*	100%	100%	100%	*	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
Non-Participati	Female on Rate	100%	*	100%	100%	=	*	*	*	100%	100%	100%	100%	*	-	100%	-
All Subjects	All Students	1%	0%	0%	1%	-	0%	0%	0%	1%	1%	2%	0%	0%	1%	0%	-
	CWD	2%	0%	0%	5%	-	0%	-	*	3%	0%	2%	-	0%	3%	0%	-
	CWOD	0%	0%	0%	1%	-	0%	0%	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	2%	-	0%	-	0%	1%	0%	3%	0%	0%	1%	-	-
	Female	0%	0%	0%	1%	-	0%	0%	0%	0%	1%	0%	0%	0%	-	0%	-
Reading	All Students	1%	0%	0%	2%	-	0%	*	0%	1%	1%	2%	1%	0%	1%	1%	-
	CWD	2%	*	0%	6%	-	*	-	*	4%	0%	2%	-	*	4%	0%	-
	CWOD	1%	0%	0%	1%	-	0%	*	0%	0%	2%	-	1%	0%	0%	1%	-
	EL	0%	0%	*	*	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-

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

	Male Female	Campus 1% 1%	African American 0% 0%	Hispanic 0% 0%		American Indian - -		Pacific Islander - *	Two or More Races *	Econ	Non Econ Disadv 0% 3%	<b>CWD</b> 4% 0%	<b>CWOD</b> 0% 1%	<b>EL</b> 0% 0%	<b>Male</b> 1% -	Female - 1%	Migrant - -
Mathematics	All	0%	0%	0%	1%	-	0%	*	0%	1%	0%	2%	0%	0%	1%	0%	-
	Students																
	CWD	2%	*	0%	6%	-	*	-	*	4%	0%	2%	-	*	4%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	*	*	-	0%	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	0%	0%	2%	-	0%	-	*	1%	0%	4%	0%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	_	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	_	*	*	*	0%	0%	-	0%	0%	0%	0%	_
	EL	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%	-

<sup>&#</sup>x27;\*' 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 Disabilitie In-School Suspensions	15										
III-ochool ouspensions	Male Female Total	10 4 14	2 0 2	2 2 4	2 2 4	0 0 0	2 0 2	0 0 0	2 0 2	2 0 2	
Out-of-School Suspensions							_				
	Male Female Total	10 0 10	4 0 4	2 0 2	2 0 2	0 0 0	2 0 2	0 0 0	0 0 0	2 0 2	
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	0	0	0	0	0	0	0	0	0	
	Female Total	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	
	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	
	rviale Female	0 0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement		-	-		-	-	-	-	-		
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
Students With Disabilities	Total	0	0	0	0	0	0	0	0	0	
In-School Suspensions											
	Male	2	2	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
Out-of-School Suspensions	Total	2	2	0	0	0	0	0	0	0	0
Out-of-School Suspensions	Male	0	0	0	0	0	0	0	0	0	0
	Female	Ö	0	0	0	0	0	0	0	0	Ŏ
	Total	0	0	Ō	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 Services	Total Male	0 0	0	0 0	0	0	0 0	0 0	0	0	0 0
33,1,300	Female	0	0	0	0	0	0	0	0	0	0

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

	Total	Total students	African American 0	<b>Hispanic</b> 0	White 0	Indian or Alaska Native 0	<b>Asian</b> 0	Pacific Islander	Two or More Races	<b>EL</b> 0	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance 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	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	38	0	20	11	0	2	0	5	2	14	0
	Female	21	2	11	8	0	0	0	0	0	2	0
	Total	59	2	31	19	0	2	0	5	2	16	0

	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	4
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	Male	-	-	-	-	-	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	_	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit	Male	-	-	-	-	-	-	-	-	-	-
Programs											
-	Female	-	_	_	-	_	-	_	-	-	-
	Total	=	-	-	-	-	-	-	-	-	-

<sup>&#</sup>x27;\*' 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

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

number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 3.0	Percent 8.1%
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	0.4	1.1%

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

Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

0.10	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%	*	3%
Mathematics	5,880	1%	23	2%	*	3%
Grade 4 Reading	6,312	2%	29	2%	*	3%
Mathematics	6,311	2%	29	2%	*	3%
Grade 5 Reading	6,133	1%	32	2%	*	5%
Mathematics	6,131	1%	32	2%	*	5%
Science	6,133	1%	32	2%	*	5%
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	5,250	1%	31	3%	-	-
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%	20	4%
Reading	45,064	1%	202	2%	8	4%
Mathematics	40,350	1%	186	2%	8	4%
Science	16,337	1%	82	2%	*	5%

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

### State Level: 2019 Percentages at NAEP Achievement Levels

							% At o	r Above		
			% Belo	w Basic	% At or Al	bove Basic	Profi	icient	% At 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
	ŭ	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
			61	65	39	35	12	10	2	1
		English Language Learners	01	03	39	33	12	10	2	ı
	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	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	73 72	40	28	8	5	1	1
		English Language Leathers	00	12	40	20	U	3	'	'

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

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

<sup>&#</sup>x27;\*' Indicates reporting standards not met.

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

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' Indicates data reporting is not applicable for this group.

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

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

There is no data for this campus.